

A Teacher's Challenge in Developing Mathematics Talk for Sense-Making in and Through a Second Language

Sally-Ann Robertson
Rhodes University

Mellony Graven
Rhodes University
<m.graven@ru.ac.za>

In this presentation we use a socio-linguistic lens to illuminate the challenge a Grade 4 teacher confronts when teaching fractions in English to students with limited English language proficiency. We analyse transcript data of the classroom talk in one lesson, together with interview data, to highlight the struggle both the teacher and learners have when they are unable to access their major source of linguistic capital - their native language. The question we address is: How might socio-linguistics shed light on a mathematics teacher's challenge of facilitating talk for mathematical sense-making in and through a second language?