WHAT PRACTITIONER TEACHERS SHOULD DO TO IMPROVE THEIR TEACHING PRACTICE OR SKILLS IN RURAL MATHEMATICS LESSONS

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Abstract

This paper sought to establish what practitioner teachers should do to improve their teaching and learning in rural schools in the Eastern Cape Province of South Africa. In most cases, especially in rural areas, misconceptions arise in mathematics teaching learning and performance as a result of skills used by mathematics teachers. This phenomenon needs to be addressed as a matter of urgency by teachers in order to assist rural school learners to enjoy learning of mathematics in schools. This has been achieved by employing a qualitative research approach with phenomenology and action research as the main design to arrive at the desired outcome for this study.

Literature has proved that teachers have an impact in the life of learners learning; thus they (learners) either positively or negatively are influenced by their teachers during the course of teaching and learning. This study has covered various aspects such as how planning in general and developing self-regulated learners through different learning styles affect the learning of the rural children in the Eastern Cape Province of South Africa. Interviews, observations and documents were in data collection. The data were collected through a series of action research cycles performed by four practitioner teachers using an adapted Japanese lesson study model. The study revealed that teachers were able to bring, reflectively, their cognitive knowledge to practice that helped their learners enjoying mathematics through a series of activities or actions they (teachers) undertook during planning and teaching. These positively assisted teachers develop their learners’ interest in the learning of mathematics. The study further measured teachers’ improved teaching practices or skills of teaching their learners enjoyment of their mathematics lessons through the ways they administered class activities and tests to their learners, how they encouraged learners to assist one another to further assess one another in class and how they helped them (learners) understand their areas of weakness and identification of mistakes that lead to failure or dislike of mathematics. These enhanced teaching skills would employ actions or activities demonstrated in class by the teachers to improve the performance of learners.

Main Research question: How can practitioner teachers improve their teaching practices through the use of action research?

Keywords: Practitioner teachers, Improve, Teaching practice, Skills, Rural schools.