

ABSTRACT

INTERACTIONS INSIDE A PRIMARY SCHOOL MATHEMATICS CLASSROOM

Juliet Anthea Tam

This thesis reports the result of research done on the “interactions” or “mathematics talk” in one Jamaican primary school mathematics classroom. The study found that such interactions were almost all of the teacher-pupil type. Furthermore no organised efforts were made to encourage “mathematics talk” among students.

The type of mathematics curriculum being followed and the level of supervisory support from curriculum writers impacted on the type of interactions observed in the classroom. The class teacher seemed to lack the confidence necessary for the allowance or facilitation of free interactions between herself and her students or among the students.

Some gender issues surfaced. The boys were more talkative, engaging the teacher in more discussion than the girls. Suggestions have been given on how more purposeful interactions may be obtained in primary school mathematics classrooms.

Keywords: Juliet Anthea Tam; classroom interactions; the mathematics classroom.

Department of Educational Studies
Faculty of Humanities and Education
Mona Campus