

# Examining the Methods Used by Math Teachers in the Zambezi Region of Namibia to Address Algebra Problems Faced by Grade Twelve Learners

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## Abstract

The purpose of this study was to investigate and establish the Mathematics teachers' teaching strategies that were used in addressing Grade 12 learners' challenges in Algebra in Katima Mulilo Circuit in Zambezi Region of Namibia. In order to guide the study, the following main question was used: What strategies do teachers use in teaching Algebra in Katima Mulilo Circuit in Zambezi Region? This descriptive qualitative design used convenient sampling technique to select three Mathematics teachers from a population of twelve, to elicit the strategies that teachers used in solving problems in Algebra. Observations, document analysis and interviews were used to generate data with teachers. Data generated from instruments was analyzed and classified. Hence, the similarities emerged with the strategies that were identified, thereafter align to social constructivism learning theory used as a lens. Some revelations were that, causes of challenges with Grade 12 learners in solving algebraic problems are lack of solving skills, inappropriate use of the learning strategies by learners and negative attitudes towards Algebra. The other finding was that, teachers used the strategies like visualizing a problem, step by step procedure, identifying key words, guessing and checking, and choosing an operation. Some of the recommendations point to the teachers to use the teaching strategies for solving algebraic problems and teaching strategies to make Grade 12 learners understand Algebra. Lastly, these teaching strategies should be used by applying the Concrete-Representational and Abstract Approach (CRA), where concrete materials are used in teaching Algebra to Grade 12 learners.

# Math Paper2014 Namibia

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