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Cleghorn, Ailie; Mtetwa, David; Dube, Ruth; Munetsi, Cribert

Classroom Language Use in Multilingual Settings: Mathematics Lessons from Quebec and Zimbabwe.

Int. J. Qual. Stud. Educ. 11, No. 3, 463-77 (1998).

Investigates how mathematics is taught in the primary grades when the language of instruction is a second language for all or most learners by comparing the language use in four lessons in Montreal (Canada) and Zimbabwe schools. Reveals that effective educators know that good teaching requires a focus on both language and subject content. (ERIC)

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