

Preface

Through this book, the contributing authors provide a rich array of data-based, discourse-rich examples of learning in math and science classrooms. By examining the ways in which language is used in the classroom with multilingual students, authors of this book show how we can gain a better understanding of how to improve teaching practices and contexts for learning.

The book is intended for researchers, educators, and students interested in the ways in which learners, including those learning in and through English as a second or additional language, use interaction as a primary source and context for appropriating knowledge.

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