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.

The editors wish to thank participating students and teachers who opened their classrooms to the authors who have contributed to this volume. The editors further wish to acknowledge the support of the authors who shared their work with one another in written and oral form over the course of the writing of this book. Finally, the editors wish to thank the Research Assistants in the Department of Bicultural Bilingual Studies at UTSA for their support in providing feedback on drafts of the chapters and in preparing the manuscript.

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Discourse Analytic Perspectives on STEM Education
Exploring Interaction and Learning in the Multilingual Classroom
Langman, J.; Hansen-Thomas, H. (Eds.)
2017, X, 215 p. 11 illus., 4 illus. in color., Hardcover
ISBN: 978-3-319-55115-9