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to-Learn Is Not Enough; Chapter 10 Writing in Nursing Education and Nursing Practice
 Chapter 11 The Soil Under the Gravel: ESOL Learners and Writing About Literature
 Chapter 12 "Still Cannot Solve It": Engaging ESOL Students in the Classroom Conversation; Chapter 13 Voicing Names and Naming Voices: Pedagogy and Persistence in an Asian American Studies Classroom; About the Contributors; Author Index; Subject Index

Sommario/riassunto

As college classrooms have become more linguistically diverse, the work of ESOL professionals has expanded to include research on the experiences of multilingual learners not only in ESOL courses but also in courses across the curriculum. At the same time that ESOL professionals are trying to understand the academic challenges that learners face beyond ESOL courses, faculty across the disciplines are trying to meet the challenge of teaching students of differing linguistic backgrounds. *Crossing the Curriculum: Multilingual Learners in College Classrooms* responds to these issues and conc

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Autore

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