

# FOREWORD

The topic for this issue had been in the back of my head for some time before I knew I was thinking about it. When I first encountered Barbara Ehren's work, the light went on that she was addressing the problem I didn't know I was thinking about. When I invited her to serve as Guest Editor for an issue on how language intervention can facilitate academic success, I soon discovered that others as well were concerned with the problem. This issue is the result.

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