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48109-1259. *Dialogical Engagement in Two Interactive Mathematics Lessons.*

This study examined the language used by two instructors teaching two mathematics classes for undergraduate students that exhibited high student participation. Upon a more detailed analysis of the dialogical engagement regarding the use of two voices, heteroglossia and monoglossia, it was possible to see that the two classes differed substantially, with the discourse of one instructor exhibiting more instances in which multiple voices were included, acknowledged, and invited and the discourse of the other instructor exhibiting more instances in which alternatives were not sought nor accepted. The analysis revealed the multiple functions that each voice carried, supporting current views regarding the multi-vocality of interactions. We discuss implications for research and for faculty development regarding managing classroom interaction. (Received September 15, 2008)