



Languages and Literacies in Science Education

Guest Editors:

Dr. Kok-Sing Tang

STEM Education Research Group,
Curtin University, Perth 6102,
Australia

Prof. Dr. Kristina Danielsson

Department of Teaching and
Learning, Stockholm University,
106 91 Stockholm, Sweden

Prof. Dr. Angel M. Y. Lin

Faculty of Education, Simon
Fraser University, Burnaby, V5A
1S6, BC, Canada

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Message from the Guest Editors

Dear Colleagues,

Topics for this Special Issue can include, but are not limited to, the following:

- Bilingual/multilingual science learners
- Content and language integrated learning (CLIL) and other language immersion programs for science teaching
- Discourse studies in the science classroom
- Language of scientific practices (e.g., explanation, argumentation, investigation)
- Multimodal texts and digital media for science learning
- Multimodal discourse analysis of texts, gestures, diagrams, etc.
- Multiple representations and student-generated representation pedagogy
- Reading-to-learn and/or writing-to-learn in science
- Role of language in emotional engagement and identity in science
- Science disciplinary literacy; literacy instruction in science
- Scientific communication in public domains and classrooms
- Scientific literacy in a post-truth era
- Socioscientific reasoning and critical literacies
- Teacher development in language issues; literacy pedagogical content knowledge (LPCK)
- Translanguaging and trans-semiotizing in the science classroom





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Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

Message from the Editor-in-Chief

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Contact Us

Education Sciences Editorial Office
MDPI, Grosspeteranlage 5
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