



## Languages and Literacies in Science Education

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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

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## Message from the Editor-in-Chief

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