

Special Issue

Languages and Literacies in Science Education

Message from the Guest Editors

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

Guest Editors

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Deadline for manuscript submissions

closed (15 January 2023)



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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

Editor-in-Chief

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