



Adding Plurilingual Approaches to language Teacher Competences in Higher Education

Evidences of multilingual science

Manuel Célio Conceição

Pedro Sousa

Neuza Costa













Adding Plurilingual Approaches to language Teacher Competences in Higher Education

Evidences of multilingual Science

Multilingualism as a key challenge for Open Science and Research Assessment

https://www.helsinki-initiative.org/en/media/multilingualism-key-challenge-open-science-and-research-assessment

Solving the language gap in scientific research

https://multilingual.com/solving-the-language-gap-in-scientific-research/





Adding Plurilingual Approaches to language Teacher Competences in Higher Education



International Journal of Science Education



ISSN: (Print) (Online) Journal homepage: https://www.tandfonline.com/loi/tsed20

Examining the complexities of science education in multilingual contexts: highlighting international perspectives

Sara Salloum, Christina Siry & Mariona Espinet

To cite this article: Sara Salloum, Christina Siry & Mariona Espinet (2020) Examining the complexities of science education in multilingual contexts: highlighting international perspectives, International Journal of Science Education, 42:14, 2285-2289, DOI: 10.1080/09500693.2020.1831644

To link to this article: https://doi.org/10.1080/09500693.2020.1831644

University of Nebraska - Lincoln DigitalCommons@University of Nebraska - Lincoln

Faculty Publications: Department of Teaching, Learning and Teacher Education Department of Teaching, Learning and Teacher Education

12-2016

Heteroglossic practices in a multilingual science classroom

Lydiah Kananu Kiramba University of Nebraska–Lincoln, lkiramba2@unl.edu





Adding Plurilingual Approaches to language Teacher Competences in Higher Education



International Journal of Science Education



ISSN: 0950-0693 (Print) 1464-5289 (Online) Journal homepage: https://www.tandfonline.com/loi/tsed20

Multilingual students' use of translanguaging in science classrooms

Annika Karlsson, Pia Nygård Larsson & Anders Jakobsson

To cite this article: Annika Karlsson, Pia Nygård Larsson & Anders Jakobsson Multilingual students' use of translanguaging in science classrooms, International Science Education, 41:15, 2049-2069, DOI: 10.1080/09500693.2018.1477261

To link to this article: https://doi.org/10.1080/09500693.2018.1477261



MULTILINGUAL STUDENTS' MEANING-MAKING IN SCIENCE

Monica Axelsson¹, Kristina Danielsson², Britt Jakobson³ & Jenny Uddling¹

¹Department of Language Education, Stockholm University, Sweden

²Department of the Swedish Language, Linnaeus University, Växjö, Sweden

³Department of Mathematics and Science Education, Stockholm University, Sweden

Abstract

We present results from a study aiming at investigating multimodal classroom interaction and