Teaching science in multilingual contexts: an exploratory study into the experiences and insights of Maltese science teachers as they learn about teaching in multilingual scenarios

# Details

## Year

2018

## Scope

National

## Countries

Malta

## Type

Empirical research – Qualitative

## Methodologies

Interview

## Researched Groups

Teachers / Educators

## Children Ages

Pre-adolescents (11-13 Years old)

## Informed Consent

Consent not mentioned

## Ethics

Ethical considerations not mentioned

## Data Set Availability

Not mentioned

# Goals

This paper probed into Maltese teachers’ experiences and insights as they learn about how they can teach Science in a multilingual classroom . Through teachers’ interviews, information about how they engage in teaching Science to classes that include multilingual learners and the strategies they have been using to cope with this situation were collected.