|  |  |
| --- | --- |
| Acknowledgements | ix |
| Introduction | 1–7 |
| Part I. Studying multilingualism and knowledge construction in higher education |  |
| Chapter 1. A linguistic perspective on knowledge construction in multilingual interaction | 11–22 |
| Chapter 2. Multilingualism, metalinguistic activity and knowledge construction | 23–36 |
| Chapter 3. Knowledge and teaching: The role of language: The role of language | 37–44 |
| Chapter 4. Teaching procedures, participation regimes and knowledge construction | 45–62 |
| Part II. Multilingualism as a cognitive and communicative resource for science |  |
| Chapter 5. Multilingualism as a cognitive resource28  | 65–77 |
| Chapter 6. Multilingualism, interdisciplinarity, and the construction of knowledge | 79–95 |
| Chapter 7. Creativity, innovation and multilingualism | 97–112 |
| Part III. Multilingualism and science |  |
| Chapter 8. Multilingualism and language policy in higher education | 115–122 |
| Chapter 9. Multilingualism and assessment of science: Issues for research funding agencies: Issues for research funding agencies | 123–138 |
| Conclusions and perspectives | 139–146 |
| Bibliography | 147–155 |
| Index | 157–158 |