

Special Issue

The Science of Second Language Reading: Ecological, Educational, Neurolinguistic, Psychological, and Sociocultural Perspectives

Message from the Guest Editor

We expand the understanding of the nature of reading development in an additional language from different theoretical and methodological perspectives. The aim of this Special Issue is three-folded:

- To clarify the universal and language-specific processes in second language reading acquisition and how language-, measurement-, learner-, and context-related factors can shape the development of language and literacy skills in two or multiple languages;
- To expand current work of language and literacy education to solve real-world problems in relation to the use of multiple languages because the competence of an additional language, oftentimes, is not just an asset for learners but the key to accessing formal education in a current globalized world;
- To provide a venue for the report of interdisciplinary collaboration and participation, and the training for researchers, teachers and students to work in typologically different languages across fields, including cognitive science, education, linguistics, psychology, and second language acquisition.

Guest Editor

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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.

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