

Special Issue

Second Language Learning: Theories and Practices

Message from the Guest Editors

Second language learners, including immigrants, refugees, and newcomers, are a significant group of students in educational systems worldwide. Research shows that cultural factors, identity, socio-emotional development, resilience, and the learning environment all play a vital role in the development of a second language. The Special Issue on “Second Language Learning: Theories and Practices” aims to advance theories on second language learning and provide schools and educational systems across the world with best practices for teaching and learning a second language among diverse populations. The issue welcomes a range of studies, including those focused on second language learning of learners and teachers, indigenous communities and their capacity building, immigrant communities' learning of the host country's second language, assessment of second language learners, and classroom practices that address the interplay of culture, identity, socio-emotional development, resilience, and the learning environment.

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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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