

Special Issue

Bilingual Education and Second Language Acquisition

Message from the Guest Editor

This Special Issue aims to systematise knowledge on bilingual education and second language acquisition by providing a comprehensive overview of the research efforts into the two strands undertaken by a number of disciplines (e.g., psychology, linguistics, sociology, and pedagogy). This Special Issue encourages manuscript submissions addressing research questions related to bilingual education and second language acquisition from a theoretical, methodological, and/or experimental point of view. It aims to cover a wide range of research including, but not limited to, the following topics: Second language acquisition; Language learning; Language in society; Language development; Language co-activation and cross-linguistic influence; Language teaching and language in education; Linguistic anthropology; Translation and interpreting; Executive control and cognitive reserve; Lexico-semantic and syntactic processing; Discourse analysis; Cognitive and/or neural models of language processing; Neurolinguistics.

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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