

Special Issue

Language Learning in Multilingual, Inclusive and Immersive Contexts

Message from the Guest Editor

This Special Issue seeks to explore how second, and additional language acquisition is influenced by these diverse contexts and to challenge traditional methodologies that rely heavily on teachers' or learners' beliefs solely rather than on evidence-based practices.

We call for ideas to be tested in order for the best learning outcomes for all language learners to be achieved. Thus, we will welcome research focusing on the development of receptive (listening, reading) and/or productive (speaking, writing) language skills, domains (pronunciation, vocabulary, and grammar), and/or teaching competences in various contexts and through exploring the role of learner-related predicting factors (e.g., cognitive learner individual predispositions, cognitive strategies, working memory, etc.) and/or digital tools (e.g., apps) or assistive technologies (e.g., chatgpt). We welcome empirical studies that explore how these skills and competences can be effectively nurtured and assessed in different environments, whether through traditional, digital, immersive, or inclusive means, approaches, interventions, and/or strategies.

Guest Editor

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About the Journal

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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