

Special Issue

Teaching English to Speakers of Other Languages as a Non-native English Speaker

Message from the Guest Editor

This Special Issue covers multiple perspectives in which non-native English speaking teachers work with students who learn English as a foreign/second language (EFL/ESL). These EFL/ESL speakers have formed the largest teacher and learner groups and the major stake-holders in English as an international language around the world. This is because the English language is taught and learned as a compulsory subject in universities, technical colleges, high schools, primary schools, and even pre-schools. To help them learn effectively, it is important that TESOL teachers identify key issues in teaching and learning EFL and ESL, and research the solutions in terms of the student groups they are working with. The multiple perspectives can broadly cover language, intercultural, and psychological dimensions of the teaching pedagogy.

Guest Editor

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Deadline for manuscript submissions

closed (1 October 2023)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.6
CiteScore 6.2



mdpi.com/si/155861

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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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