

Special Issue

Supporting Multilingual Learners in Reading and Writing Across Content Areas in the Traditional and Multimedia Classroom

Message from the Guest Editors

Dear Colleagues: This Special Issue invites research that advances understanding of how K-12 MLLs read, write, and learn across subjects in both traditional and multimedia classrooms. It highlights the need for integrative approaches that combine cognitive, sociocultural, and pedagogical perspectives and that center the crucial role of teachers and teacher preparation. Specially, we are looking for research: (1) exploring cognitive factors contributing to MLLs' literacy development across content areas; (2) examining effective pedagogical approaches in the traditional or the multimedia classrooms; (3) investigating the role of teachers, classrooms, and broader sociocultural contexts in shaping MLLs' literacy development. This Special Issue aligns with the journal's scope in learning and teaching, pedagogies, language and literacy, and teacher education. By bringing together empirical, theoretical, and practice-based studies, this Special Issue seeks to inform more inclusive and innovative pedagogies that empower multilingual learners to thrive across disciplinary and digital contexts. **Abstract Submission Deadline: 5th January 2026 Deadline for manuscript submissions: 15 June 2026**

Guest Editors

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Deadline for manuscript submissions

15 June 2026



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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.

Editor-in-Chief

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