

Special Issue

Education and Professional Development for Language and Bilingual Teachers

Message from the Guest Editor

This Special Issue aims to present the planning, enactment and effect of education and professional development for language teachers and bilingual teachers through the lens of teacher educators and school practitioners in global and local education contexts. Original research articles and reviews are welcome. Research areas may include (but are not limited to) the following:

- Current trends and emerging issues of education for language teachers or/and bilingual teachers;
- Policy analysis on education initiatives for language teachers or/and bilingual teachers;
- Planning of education for language teachers or/and bilingual teachers;
- Practice of language teacher or/and bilingual teacher educators in higher education;
- Comparative study of education initiatives on language teachers or/and bilingual teachers;
- Enactment process of professional development for language teachers or/and bilingual teachers;
- Evaluation and refinement of professional development for language teachers or/and bilingual teachers;
- Sustainability of teacher learning programs for language and bilingual teachers;
- Systematic review on professional development for language teachers or/and bilingual teachers.

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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