

## Special Issue

# Supporting Multilingual Students in Schools: Perspectives, Challenges, and Opportunities

### Message from the Guest Editors

This Special Issue will address various perspectives, challenges, and opportunities for supporting multilingual students in K-12 schools. We encourage submissions that address various models of bilingual and multilingual education serving multilingual students. Manuscripts focused on various language approaches, including translanguaging, are also encouraged. We are also seeking manuscripts that examine issues related to the preparation of teachers, paraprofessionals, and other specialists who support this population of students. Manuscripts that examine how to support teachers of multilingual students are also encouraged. Research focused on current issues and trends, i.e., the use of AI, related to supporting multilingual students is also welcome for submission.

### Guest Editors

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### Deadline for manuscript submissions

closed (15 January 2025)



## Education Sciences

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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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### Editor-in-Chief

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indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.5 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the second half of 2025).