

Special Issue

Language and Literacy Development in Second Language Learners across the Curriculum

Message from the Guest Editors

Language plays an essential role in communication and learning. It is used to construct and express meaning. In second language classrooms, language is taught as a subject—its acquisition fulfils the learning goals of a language curriculum. In content- and language-integrated classrooms, language is used as means of acquiring non-linguistic content. In both types of classrooms, learners have to develop proficiency in a second language. Concurrently, they have to develop other skills, such as academic and subject-specific literacy skills and critical thinking skills.

This Special Issue focuses on an investigation into the interplay between these variables. It specifically looks at how contemporary second language teaching pedagogies, as well as pedagogies that make use of second language for content learning, influence learners' linguistics and non-linguistic skill development at various levels in various settings. The Special Issue also focuses on how learners and teachers feel about their learning experiences and teaching practices and what they perceive to be facilitative and obstructive elements in these processes.

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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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