

Special Issue

Second Language Acquisition and Language Education – Bridging the Interface

Message from the Guest Editor

This Special Issue seeks to include but also critically to go beyond ISLA in itself to consider the interface between SLA and language education as a means of exploring the range of insights that SLA can provide on the learning process of direct relevance to language practitioners and other stakeholders. The presentation showcases the scope for SLA and language education practitioners and stakeholders to engage in a way that does not happen very often as the two fields, SLA and language education, are often seen to co-exist as independent fields, with little attention paid to how each can inform the other in a mutually beneficial dialogue. Notable exceptions are volumes by Trévisiol-Okamura and Komur-Thillooy (2011) and Watorek et al. (2021). Against this background, article submissions with an explicit focus on the interface between SLA and language education as a means of illuminating the insights that SLA can provide on language education practices are invited. Submissions should genuinely be situated within an SLA framework while providing a clear outline of how the acquisition insights can inform and shape educational practices.

Guest Editor

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Deadline for manuscript submissions

closed (31 July 2023)



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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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