

Special Issue

Redefining Second Language Acquisition: Multimodal Theory and Practice

Message from the Guest Editors

As our knowledge about language and the mechanisms of language acquisition grows, adapting to these new developments presents great opportunities for SLA researchers as well as foreign language teachers. In this fast-changing world, more than ever, theories and practices need to be informed and supported by empirical findings. For instance, the importance of the body in human communication is now widely acknowledged. In particular, researchers have demonstrated the role of gestures in language development, communicating meaning and structuring discourse, as well as its close association with prosody. Such an embodied vision of language makes way for many applications in the field of second language acquisition. The goal of this Special Issue is to gather empirical research on theoretical and practical aspects of second language teaching and learning concerning any dimension of language. It should reflect on innovative linguistic and cognitive theories, which may not be restricted to the examples mentioned above, and propose and test new practical solutions.

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About the Journal

Message from the Editorial Board

Languages (ISSN 2226-471X) is now in its eighth year since its inception in 2015. It is an Open Access journal which seeks to stimulate debates on key issues in languages and linguistics. We welcome papers at the cutting edge of different fields, ranging from applied linguistics to descriptive and theoretical linguistics. Submissions may consist of research articles and critical reviews as well as proposals for Special Issues where multi-disciplinary approaches and different perspectives on current issues are explored. We invite you to consider *Languages* as a forum for sharing your work.

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