

Special Issue

Individual and Socio-cultural Factors on Language and Academic Achievement to Promote PK-16 Educational Sustainability

Message from the Guest Editors

According to the United Nations' Sustainable Development Goals for education, quality education enables upward socioeconomic mobility and is key to removing poverty. We believe that sustainability education should be available and accessible at any grade level and be integrated within all disciplines. During such integration, it is critical to understand learning characteristics and language and academic achievement in promoting sustainable educational programs. The focus of this issue rests on the understanding of the interplay between individual and sociocultural factors that impact learners' school success. Individual factors refer to learners' motivation, learning strategies, self-efficacy, and language proficiency. Sociocultural factors cover teachers' pedagogical practice and attitude, parent/family involvement, school demographics, socioeconomic status, and native language/culture. Understanding individual and sociocultural characteristics supports researchers and practitioners in designing curriculum and educational programs that can better serve the needs of learners in this ever-changing globe so as to achieve sustainable development in education.

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I encourage you to contribute a research or comprehensive review article for consideration for publication in *Sustainability*, an international Open Access journal which provides an advanced forum for research findings in areas related to sustainability and sustainable development. *Sustainability* publishes original research articles, review articles and communications. I am confident you will find the journal contributes to enhancing understanding of sustainability and fostering initiatives and applications of sustainability-based measures and activities.

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