



The Science of Second Language Reading: Ecological, Educational, Neurolinguistic, Psychological, and Sociocultural Perspectives

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Message from the Guest Editor

Dear Colleagues,

We expand the understanding of the nature of reading development in an additional language from different theoretical and methodological perspectives.

The aim of this Special Issue is three-folded:

Deadline for manuscript
submissions:

closed (31 December 2023)

- To clarify the universal and language-specific processes in second language reading acquisition and how language-, measurement-, learner-, and context-related factors can shape the development of language and literacy skills in two or multiple languages;
- To expand current work of language and literacy education to solve real-world problems in relation to the use of multiple languages because the competence of an additional language, oftentimes, is not just an asset for learners but the key to accessing formal education in a current globalized world;
- To provide a venue for the report of interdisciplinary collaboration and participation, and the training for researchers, teachers and students to work in typologically different languages across fields, including cognitive science, education, linguistics, psychology, and second language acquisition.





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Message from the Editor-in-Chief

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