



Language and Literacy Development in Second Language Learners across the Curriculum

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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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Message from the Editor-in-Chief

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