



Language and Literacy Development in Second Language Learners across the Curriculum

Guest Editors:

Dr. Oksana Afitska

Department of Language and Linguistics, Faculty of Arts and Social Sciences, Lancaster University, Lancaster LA1 4YL, UK

Dr. Nur Ehsan Mohd Said

Faculty of Education, National University of Malaysia/Universiti Kebangsaan Malaysia, Bangi 43600, Selangor, Malaysia

Deadline for manuscript submissions:
closed (20 October 2024)

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.





an Open Access Journal by MDPI

Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

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.

Author Benefits

Open Access: free for readers, with article processing charges (APC) paid by authors or their institutions.

High Visibility: indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank: JCR - Q1 (Education and Educational Research) / CiteScore - Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

Contact Us

Education Sciences Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland

Tel: +41 61 683 77 34
www.mdpi.com

mdpi.com/journal/education
education@mdpi.com
[X@EducSci_MDPI](https://twitter.com/EducSci_MDPI)