

Special Issue

Teaching English to Speakers of Other Languages as a Non-native English Speaker

Message from the Guest Editor

This Special Issue covers multiple perspectives in which non-native English speaking teachers work with students who learn English as a foreign/second language (EFL/ESL). These EFL/ESL speakers have formed the largest teacher and learner groups and the major stake-holders in English as an international language around the world. This is because the English language is taught and learned as a compulsory subject in universities, technical colleges, high schools, primary schools, and even pre-schools. To help them learn effectively, it is important that TESOL teachers identify key issues in teaching and learning EFL and ESL, and research the solutions in terms of the student groups they are working with. The multiple perspectives can broadly cover language, intercultural, and psychological dimensions of the teaching pedagogy.

Guest Editor

Dr. Ping Yang

School of Humanities and Communication Arts, Western Sydney University, Penrith, NSW 2751, Australia

Deadline for manuscript submissions

closed (1 October 2023)



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.5
CiteScore 4.8



mdpi.com/si/155861

Education Sciences
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 2.5
CiteScore 4.8



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



About the Journal

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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

Author Benefits

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 (Education)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 26.8 days after submission; acceptance to publication is undertaken in 3.6 days (median values for papers published in this journal in the first half of 2024).