



Learning and Teaching of English in the Multilingual Classroom: English Teachers' Perspectives, Practices, and Purposes

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Message from the Guest Editors

This Special Issue aims to compile papers that examine English teachers' perspectives, practices, and purposes on the current challenges in linguistically diverse classrooms. Topics of interest include, but are not limited to, the following: early language learning, adult language learning, multilingual competence with English as an additional language, multilingual literacy in the English language classroom, pedagogical approaches to teaching English in multilingual contexts, translingual practices in multilingual English classrooms, multidisciplinary approaches to multilingual teaching the integration of mother tongue(s) in multilingual education, and multilingual assessment. We are particularly interested in a global perspective and welcome contributions from all geographical locations.

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Message from the Editorial Board

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