



Redefining Second Language Acquisition: Multimodal Theory and Practice

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Message from the Guest Editors

Dear Colleagues,

As our knowledge about language and the mechanisms of language acquisition grows, adapting to these new developments presents great opportunities for SLA researchers as well as foreign language teachers. In this fast-changing world, more than ever, theories and practices need to be informed and supported by empirical findings. For instance, the importance of the body in human communication is now widely acknowledged. In particular, researchers have demonstrated the role of gestures in language development, communicating meaning and structuring discourse, as well as its close association with prosody. Such an embodied vision of language makes way for many applications in the field of second language acquisition.

The goal of this Special Issue is to gather empirical research on theoretical and practical aspects of second language teaching and learning concerning any dimension of language. It should reflect on innovative linguistic and cognitive theories, which may not be restricted to the examples mentioned above, and propose and test new practical solutions.

Dr. Florence Baills
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Message from the Editor-in-Chief

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