

Special Issue

Artificial Intelligence in Bilingual Education: Innovations and Challenges in Content and Language Integrated Learning and English Medium Instruction Contexts

Message from the Guest Editors

Bilingual education approaches, particularly content and language integrated learning (CLIL) and English medium instruction (EMI), have gained significant traction globally as educational institutions seek to prepare linguistically versatile graduates for internationalized academic and professional environments. These approaches, characterized by teaching academic content through an additional language, present pedagogical challenges and opportunities that artificial intelligence technologies are uniquely positioned to address.

In CLIL and EMI contexts, AI offers promising opportunities to enrich the educational experience and address inherent challenges. However, hardly any research provides empirical evidence on the use of AI in these bilingual programs. This Special Issue examines how emerging AI applications can enhance effectiveness across diverse educational contexts, from primary through tertiary levels, acknowledging the unique affordances and constraints of content-language integration that differentiate these approaches from other language teaching methodologies.

Guest Editors

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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.

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