

Special Issue

How Are Students Utilizing Generative AI in Language Learning?

Message from the Guest Editors

This Special Issue seeks to explore students' actual use of generative artificial intelligence (AI) tools, focusing on educational policies and pedagogical practices in enhancing learning effectiveness and efficiency, as well as enriching learner experience. We encourage authors to provide theoretical frameworks, present empirical studies, and share valuable insights on the integration of AI in language education. Accepted papers will be published in this Special Issue of Education Sciences.

Guest Editors

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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.

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