Special Issue

Digital Tools and Technology-Enhanced Language Learning

Message from the Guest Editor

Integrating digital tools and emerging technologies into language education has significantly reshaped how learners acquire new languages and how educators design and deliver instruction. As digital transformation accelerates across all levels of education, understanding the pedagogical, cognitive, and technological implications of technology-enhanced language learning (TELL) has become more critical than ever. This evolving landscape opens up opportunities for personalized and engaging learning experiences while posing new challenges in equity, assessment, and instructional design.

This Special Issue explores how digital technologies enhance language learning across formal, informal, and hybrid environments. We invite contributions that examine innovative practices, theoretical frameworks, empirical research, and technological advancements in support of language acquisition and instruction. Topics may address both synchronous and asynchronous contexts and span K–12, higher education, and lifelong learning.

We welcome interdisciplinary submissions and studies that offer insights into practical, inclusive, and scalable technology-enhanced language learning.

Guest Editor

Dr. Sherif Abdelhamid

Department of Computer and Information Sciences, Virginia Military Institute, Lexington, VA 24450, USA

Deadline for manuscript submissions

16 January 2026

Education Sciences

MDPI

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 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).