

Special Issue

Artificial Intelligence and Language Learning: Innovations, Impacts, and Insights

Message from the Guest Editor

This Special Issue invites scholars, educators, technologists, and interdisciplinary researchers to share contributions that critically examine both the innovative potential and the pedagogical, ethical, and sociolinguistic implications of AI integration in language education. We welcome original research, theoretical papers, case studies, and practitioner reflections. The scope of this Special Issue includes, but is not limited to, the following topics:

- AI-driven language learning platforms and intelligent tutoring systems;
- Natural Language Processing (NLP) applications in second language acquisition;
- Generative AI as a tool for writing, translation, or conversation practice;
- AI and learner autonomy, motivation, and engagement;
- Ethical considerations in AI-mediated language instruction;
- The cross-cultural and multilingual implications of AI in education;
- Assessment and feedback mechanisms powered by AI;
- Teacher roles and professional development in AI-enhanced classrooms;
- Comparative studies of AI adoption across educational contexts.

Guest Editor

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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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