

Special Issue

The Use of AI in ESL/EFL Education: Challenges and Opportunities

Message from the Guest Editor

AI has transformed English language learning and teaching, and has shown its potential for being a personalized tutor, editing texts, providing bidirectional translations between English and other languages, and summarizing academic articles. This Special Issue addresses issues pertaining to AI in relation to ESL/EFL teaching and learning, exploring the challenges and opportunities of integrating AI into ESL/EFL teaching and learning from primary through tertiary levels. We encourage submissions that consider diverse language backgrounds and learner ages, as well as those that provide innovative perspectives and/or research methodologies. In this Special Issue, original research articles and reviews are welcome, and research areas may include, but are not limited to, the following topics:

- AI and personalized learning;
- AI applications in ESL/EFL teaching and learning;
- AI plagiarism and other ethical concerns;
- AI and teacher identity;
- Stakeholders' perspectives on using AI in ESL/EFL teaching and learning;
- AI and learner creativity and autonomy;
- AI and language policy in ESL/EFL contexts;
- AI and ESL/EFL teacher development.

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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