Advancing Second Language Learning and Teaching through Innovative Technologies and Digital Tools

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Message from the Guest Editors

The rapid evolution of technology has immensely shaped the landscape of second language learning and teaching, propelling it into a new era where digital tools and innovative technologies play a pivotal role. The immersion of learners in digitally enriched environments has opened a myriad of opportunities for both language learning and pedagogy. This Special Issue delves into the profound impact of these advancements and underscores the burgeoning importance of this research area.

The aim of this Special Issue is to explore the diverse ways in which both cutting-edge (e.g., AI) and existing (e.g., CALL or MALL) technologies and digital tools/platforms can be employed to enhance second language learning and teaching. It seeks to provide a comprehensive scope that not only presents empirical findings and theoretical insights but also addresses practical implications for second language teachers, learners and policy makers at various educational levels: primary, secondary and tertiary. The scope extends to a variety of educational settings, from formal classroom instruction to informal, self-directed learning environments.

Special Issue

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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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