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Language Assessment in the Age of Generative AI: Validity, Feedback, and Integrity

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ABOUT THIS ISSUE

This issue presents thirteen studies on language education, discourse, technology, and assessment. Three investigate generative AI in language learning: ChatGPT in IELTS reading preparation, AI chatbots in academic writing and academic integrity, and AI-powered voice tools for speaking. Four evaluate classroom approaches to reading, vocabulary, and writing: the KWL strategy, project-based learning, the Think-Talk-Write technique, and discourse-based grammar instruction. Three analyse language in use, from the dialogues of primary English textbooks to gender discourse in Adichie’s *Americanah* and the political speeches of Margaret Thatcher and Theresa May. The remaining three address multilingual higher education: Global Englishes pedagogy and intercultural awareness, a typology of English-medium instruction in Singapore and Malaysia, and the effect of language distance on interpreting.

ABOUT THE JOURNAL

IJLS is a peer-reviewed, open-access journal publishing original research across the field of language studies. It provides a scholarly forum for theoretical, methodological, and applied work on language use, learning, and teaching, bridging different linguistic traditions and encouraging cross-disciplinary research drawing on linguistics, sociolinguistics, psycholinguistics, language policy, and language education.

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