

IJLS

THE INTERNATIONAL JOURNAL OF

LANGUAGE STUDIES

ONLINE ISSN 3078-2244

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SOUND • STRUCTURE • MEANING • USE

ISSUE THEME

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

VOLUME 3 • NUMBER 2 • 2026

The International Journal of Language Studies

Vol. 3 No. 2 (2026)

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ISSUE INFORMATION

Journal	The International Journal of Language Studies
Online ISSN	3078-2244
Publication frequency	Published quarterly.
Issue	Vol. 3 No. 2 (2026)
Issue DOI	10.60087/8dr1xn42
Published	24 July 2026
Articles in this issue	1
Pages	1-18
Website	https://ijlangstudies.org/
Editorial contact	editor@ijlangstudies.org

ABOUT THIS ISSUE

This issue will examine how generative artificial intelligence is reshaping the design, interpretation, and use of language assessment. It welcomes research on validity, reliability, fairness, transparency, automated scoring, AI-supported feedback, assessment literacy, and the changing relationship between machine-generated evidence and human judgment. Particular attention will be given to authentic performance, academic integrity, explainability, bias, data protection, and responsible implementation across classroom, institutional, and high-stakes settings. Contributions should connect technological possibilities with established principles of educational measurement and ethical assessment practice.

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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<https://ijlangstudies.org/index.php/home/issue/view/10>

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Email: editor@ijlangstudies.org

Website: <https://ijlangstudies.org/>

Online ISSN: 3078-2244

Issue DOI: <https://doi.org/10.60087/8dr1xn42>

This front matter accompanies IJLS Vol. 3 No. 2 (2026). For the latest metadata and article files, consult the official issue page.