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Technology-Enhanced English Language Learning: Tools, Classrooms, and Learner Development

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ABOUT THIS ISSUE

This inaugural issue brings together ten classroom-based studies of technology-enhanced and learner-centred English language education. The contributions examine flipped learning, ICT-supported reading and vocabulary instruction, blended grammar learning through a learning management system, game-based activities with Kahoot!, multimedia-supported speaking, and animated video for young learners, alongside research on listening, pronunciation, vocabulary retention, and self-regulated learning. Taken together, the studies present CALL as a set of pedagogical decisions rather than a collection of tools. They foreground alignment between technology, learning objectives, classroom context, and learner needs while documenting practical opportunities and constraints in Vietnamese schools and universities.

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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