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Learner Agency, Affect, and Language Development in EFL Contexts

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ABOUT THIS ISSUE

This issue focuses on the learner-related, affective, cognitive, and linguistic processes that shape English development. Its core articles investigate self-directed learning and lifelong-learning competence, motivational strategies for reducing presentation anxiety, app-based autonomous vocabulary learning, cognitive-phonological approaches to dictation, acoustic patterns in English morphology, thematic progression in academic writing, listening anxiety, and video-supported vocabulary acquisition. Across these studies, language development emerges from the interaction of learner agency, emotion, cognitive processing, linguistic form, and carefully selected instructional resources. The revised theme reflects the published evidence and avoids presenting AI-driven personalization or “cyborg” pedagogy as the organizing framework when those concepts are not substantively represented in the issue.

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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