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AI, Cultural Conceptualization, and Human Agency in Language Education

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ABOUT THIS ISSUE

This issue examines how artificial intelligence, cultural meaning, language contact, and learner participation intersect in contemporary language education. Its five articles address the complexities of ChatGPT integration in Vietnamese higher education, cultural conceptualizations in EFL materials, contact-induced influences on Vietnamese use, extracurricular activities in university English teaching, and the motivations and integrity concerns associated with generative AI use in graduation theses. The collection places human agency at the centre of technological and cultural change. It invites readers to consider how educators and learners negotiate authorship, judgment, identity, participation, and academic responsibility while working across AI-mediated, multilingual, and institutionally diverse learning environments.

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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