

PREFACE TO THE EDITION

The **International Journal of Linguistics, Language and Literature** is pleased to present its forthcoming issue, which brings together a series of studies that illuminate the complex and dynamic relationships among language, culture, identity, and literary expression. The articles in this volume span multiple theoretical perspectives and methodological approaches, reflecting the interdisciplinary nature of contemporary linguistic and literary scholarship.

The issue opens with an exploration of the *transformative power of language in social interaction*, demonstrating how linguistic choices do far more than communicate information—they construct identity, negotiate power, and shape collective social realities. Drawing on discourse analysis and empirical observation, this study highlights how everyday language practices contribute to broader social change.

Complementing this sociolinguistic perspective is a cross-cultural phonetic analysis of *pronunciation variation in second language learning*, revealing how cultural attitudes, native phonological structures, and classroom pedagogy interact to shape the acquisition of English pronunciation. The findings underscore the need for culturally responsive teaching methods in multilingual educational contexts.

The humanities section features a critical examination of *social class in Victorian literature*, interpreting the works of Dickens, Eliot, Brontë, and Hardy as both reflections and critiques of class hierarchy in a rapidly changing society. The study illustrates literature's enduring role in shaping social consciousness and cultural imagination.

Turning to the Indian linguistic landscape, an article on *English as a global language* investigates the tension between linguistic opportunity and cultural displacement. While English provides mobility and global access, its dominance has contributed to shrinking linguistic domains and the endangerment of many regional languages. The study calls for balanced language policies that preserve India's linguistic heritage while embracing global communication.

The issue concludes with a comprehensive analysis of *challenges in English second language acquisition*, showing how phonological interference, syntactic complexity, cultural identity negotiation, and institutional limitations shape learner outcomes. The research advocates holistic ESL pedagogies that acknowledge cognitive and socio-cultural dimensions of learning.

Together, these articles demonstrate the power of language—as structure, as culture, and as art—to define human experience. The editorial board extends sincere appreciation to the authors, reviewers, and scholars who support the journal's mission. We hope this issue inspires ongoing research, dialogue, and reflection in the ever-evolving fields of linguistics and literary studies.

Dr. Mahesh Kumar Dey
Chief Editor

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