

Editorial

Teachers, teaching, and linguistic diversity are three themes in the July Language and Language Teaching issue.

Marzia Ibrahim, Anand Desai and Gurumurthy advocate teachers making pedagogical choices in the classroom and *engaging, negotiating, and networking* with other school systems and actors to address ELT challenges. Padmini Shankar examines pre-service teachers' beliefs and how these are shaped and revised in the teacher education programme. Srirupa Poddar, analyzes teachers' opinions on favouring and not favouring the English medium of instruction. Shubra Mishra discusses the role of a print-rich environment in dealing with the challenges of English teaching at a primary school.

Vasumathi Badrinathan details the process of using the linguistic landscape for teaching French. Warsi and Mehvish Mohsin highlight the linguistic devices and colours used to make Hindi comics a valuable tool in language learning. Sajad Ahmad Teli and Aejaz Mohammed Sheikh, in the backdrop of prolonged lockdowns and internet speed, limited to 2 G in the Kashmir valley, discuss the challenges in transiting from offline to online mode of English teaching. Deepesh Chandrasekharan uses two encounters to unravel the hidden curriculum and the harm it does to learners of English.

Shubhada Deshpande illustrates the use of multiple choice format to test writing skills and observes that creative ability cannot be tested solely by multiple choice questions.

Fahima Ayub Khan reviews studies on children's bilingual code-switching and argues for viewing it as a sign of bilingual competence. Arimardan Tripathi pleads for revitalizing languages by using as many

languages as possible as the medium of instruction at every level of education.

Anvita Abbi, in the Landmark, observes that diversity is the *mantra* for human evolution and sustenance. The article traces the history of Indian languages, their geographical spread, and the creation of new languages through language contact. She notes that the Indian Sign Language (ISL), used by more than 1.5 million signers, does not figure as a language family.

In the Interview, Patnaik shares how Noam Chomsky's view that all languages have the same structure at an abstract level of representation inspired him to enter linguistics. He takes the readers through his experiences as a language teacher, his efforts in preparing a bilingual dictionary, and retelling and analysing Sarala Mahabharata.

The classroom activity by Mehak focuses on teaching/learning sounds of letters of the alphabet. Devaki's classroom activity deals with teaching words that are the same but have different meanings.

Barshapriya Dutta reviews *Methods of Teaching Assamese Language* by Sarma. The book provides a theoretical perspective and practical instances of teaching the mother-tongue and using Assamese linguistic terms. Jyoti Raina in *Education and Inequality: Historical and Contemporary Trajectories*, edited by Gupta, Agnihotri and Panda, focuses on part three of the book dealing with the notion of language inequality in education.

Guru Moger's report documents the research capacity building of teacher educators in the Bellary district. Sarita Batra and Vijay Kumar showcase five teachers' pedagogical innovations.

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