

Editorial

This issue of LLT has fifteen articles in addition to a landmark article, book reviews an interview and a report. Amol Padwad's article explores a few English language classrooms at the undergraduate level and proposes ideas for a more nuanced picture of multilingualism in classrooms. Ram Bahadur Mouni aims at identifying ideologies of school-head teachers towards the mother tongue-based multilingual education (MTB-MLE) policy and analyses how these ideologies influence implementation of MTB-MLE policy in schools in Nepal. Anand Mahanand and Panchanan Duria argue that the learners' mother tongue can facilitate learning English. In their view, the use of a mother tongue becomes very important for the tribal learners because their mother tongue is not used as the medium of instruction because the state to which they belong will have a different language as the medium of instruction. Krishna Dixit attempts to uncover the difficult circumstances in the teaching of English in the Indian context. Rachna Sethi discusses the communalization of Hindi and Urdu with reference to partition that did not just draw physical borders but created linguistic-cultural boundaries between languages. Ruchi Kaushik and A.L. Khanna argue in favour of tapping the potential of practising school teachers and training them in textbook writing. According to them, this step would strengthen the local materials developing capacity. Haseena Naji investigates the conceptual creation of masculinity and femininity in textbooks framed by SCERT for upper primary school children in Kerala. Her analysis reveals instances of gender inequity in the books despite considerable efforts by the Government of Kerala to revise and audit the textbooks to promote gender equality and equal rights. Shimaa Hwaider and Shagufta Imtiaz aim at bringing out techniques to improve teaching the listening skills in academic settings in foreign language contexts, particularly to discover the present scenario of the English listening classroom at the tertiary level. S. Blesswin and V.L. Jayapaul focus on how flipped learning methodology has an optimistic effect on first-year undergraduate learners in Tamil Nadu. P. Bhaskaran Nair focuses on how to teach learners to teach themselves, rather than on a conventional learning approach. Tannistha Dasgupta focuses on critical thinking skills

and presents classroom activities that could be implemented to develop this skill among young adults. Nozomi Tokuma and Gulab Jha aim at finding the motivational factors that help university students of the Northeast region of India in learning foreign languages. Bipasha Patgiri discusses the history and challenges of teaching Mishing as a language subject in schools and introducing it as a medium of instruction. Chandni Khaund attempts to understand the manifestation of dyslexia in the context of Assamese which employs a complex alpha syllabary script. She attempts to build a connection between reading difficulties and opaque language structure. Vidhya Nagaraj describes the action research undertaken to initiate reflective feedback amongst the students and teachers as a tool to bring about transformation in the students' performance.

B. Mythiri reviews *Teaching with a Social, Emotional and Cultural Lens: A Framework for Educators and Teacher Educators* by Nancy Lourie Markowits and Suzanne M. Bouffard. The book develops the social, emotional and cultural competencies of the teachers in a classroom by making them look through a cultural lens. R. Sriganesh reviews *Critical Issues in ELT*, edited by Ruchi Kaushik and A.L. Khanna. The editors point out the importance of the book in the wake of English becoming a global language. They postulate that the practice of ELT has been hegemonic and often neglects the context and culture of the learners. Anjana Krishna S. presents a report titled *Pallikoodam: A Vision for a New Age Schooling*. The report brings out the lack of the learning-centric system of education and how the NEP acknowledges this. The landmark by Ajit K. Mohanty addresses the nature of multilingualism and education in multilingual societies that are characterized by natural use of overlapping languages with fluid boundaries.

Dr. V.K. Karthika interviews Prema Rangachary, the Director of the school Vidyavanam. She has taken many initiatives in imparting education in low-resource teaching contexts. In this interview, she elaborates on her efforts, vision, and the road ahead.

Rajesh Kumar and V.K. Karthika

Rajesh Kumar teaches linguistics in the Department of Humanities and Social Sciences at the Indian Institute of Technology Madras in Chennai (TN).

thisisrajkumar@iitm.ac.in

V.K. Karthika teaches in the Department of Humanities and Social Sciences at the National Institute of Technology Tiruchirappalli (Trichy).

vkkarthika@nitt.edu