

Editorial

Five interrelated strands, English language teaching, the teacher, multilingualism, art and technology, run through the 28th Issue of *Language and Language Teaching* (LLT). Piyush B. Chaudhary interrogates the criticism faced by the English language teaching in India using the play *Keats was a Tuber*, which he believes is used to link different cultures across the world and within India, countering cultural imperialism. Soumya Goswami discusses diverse languages, stagnant pedagogy, unidimensional examinations and lack of resources as problems in English language teaching in India and argues that Artificial Intelligence (AI) has the potential to resolve these. Deepan Chakravarthi and Alexander demonstrate how *A Song of Ice and Fire* series can be included into English Language Teaching to improve students' language proficiency, cultural sensitivity, and critical thinking. Niraj Chaudhary uses social constructivist concepts of mediation, internalisation, zone of proximal development and scaffolding for teaching English. Mohini Tripathi and Kahnu C. Sahoo bring out the challenges faced in the multilingual classrooms, and argue for STREAM—Science, Technology, Reading, Engineering, Art, and Mathematics to address the problems.

The role of teacher is the focus in a few papers. Meenakshi Khar talks about a graded reader, *Barkhaa* and shows how teachers can use it effectively. Lekshmi R. and Dripta Piplai (Mondal) highlight the performative nature of teaching, the importance of teacher reflections in restructuring classroom dynamics, and how art and performance create pedagogies of resistance. Manisha Das, using self-determination theory, observes that although teachers of the Central Board of Secondary Education (CBSE) and the Secondary Education Board of Assam (SEBA) schools are internally motivated, teachers in CBSE schools provide an autonomy-supporting learning environment. The effectiveness of technology, while receiving attention in a few papers like Soumya Goswami and the STREAM, is closely examined by Praveen Raj & Sudhadevi. They discuss the effectiveness of vocabulary learning using Articulate Storyline 360 based on cognitive principles. Students click on the correct answers in tasks where pictures and words appear together. The software is considered effective. Tharsni compares the learning style preference of Millennials and Gen Z. The findings show that Millennials

are more likely to seek structured, prefer face-to-face instruction, while Gen Z students are interested in technology-based, interactive learning experiences. Prasanta Debbarma and Reshmi Debbarma interpret the dialectal variations between the Debbarma dialect and Reang, Tripura, Jamatia, Kalai, Murasing, Noatia, Rupini and Uchai dialects.

In the Interview section, Devaki Lakshminarayan talks to Prof. Shreesh Chaudhary, a former professor of English and Linguistics in the Department of Humanities and Social Sciences at IITM, Chennai, about his academic growth and issues surrounding language education and education through the mother tongue.

Anju Sahgal Gupta's landmark paper talks about the paradigm shifts in English language teaching and zeroes in on personalised language instruction. The theoretical foundations, practical applications, benefits and the challenges of this pedagogy and its implications are detailed. The paper also foregrounds personalised instruction in the backdrop of multilingualism and multilingual education and the use of technology in education.

Anish Jackson N. and Tannistha Dasgupta present an activity on multilingual introduction. Humaira Mariyam reviews a book titled *Multilingual Education in Tribal Schools of India: Voices from Below*.

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