

Editorial

Language education in multilingual and multicultural classrooms is one of the leading strands in the present issue of *Language and Language Teaching*. While the language learner indisputably occupies the centre-stage, teacher agency in creating multilingual and multicultural pedagogies also receives due consideration. K. Padmini Shankar addresses the question of how the language teacher's identity is constructed and enacted in multilingual classrooms in her study of the primary government schools in Telangana, highlighting a complex set of negotiations between institutional expectations and teachers' professional beliefs. The next two papers underline the symbiotic relationship between language learning and intercultural awareness. While Prasanta Jena and Dipti Ranjan Maharana make a case for enhancing language teaching through intercultural awareness, P. Prasantham addresses the role of language learning as a means towards intercultural competence. Pranjana Kalita Nath draws attention to the strengths and challenges of multicultural classrooms in her exploration of translanguaging practices in classrooms in Assam. Ligang Suniya argues for home language as the third language in the linguistically diverse schools of Arunachal Pradesh. Kshema Jose presents an AI-supported multiliteracies approach that encourages students to use home languages in multimodal text composition, thus promoting student agency as well as linguistic equity in a multilingual classroom.

The integration of gamification in classroom practices has garnered considerable attention in recent years for its potential to transform language learning into a genuinely collaborative experience. A.M. Hasheena Bagem and Geetha Yadav report significantly encouraging outcomes in word order learning with Arabic-speaking EFL learners in Oman adopting a gamified approach. Jyothisna Bethala and Muthyala Udaya show that gamification offers a sustainable approach to creative writing in under-resourced ESL contexts in Hyderabad, fostering learner motivation and willingness to engage apart from refining writing skills. Addressing the general well-being of students in high-stress academic environments, Shubhanshi Gaur reimagines classrooms as spaces for

linguistic and emotional development through language teaching that is both communicative and humanising. Reshma. L revisits the timeworn construct of language laboratory to argue that the proliferation of technological resources has redefined the conventional 'lab' as a fluid learning space that can thrive anywhere and everywhere. Amplifying the perspective is Phandom Rameshori Chanu, who reports a study with advanced Master's students on vocabulary learning using the WhatsApp platform. In a push towards authentic materials, Anto Arockiya Anita. I and Melkies. J propose an intervention deploying English language OTT Web Series in TBLT classrooms while Anushree unfolds the role of Japanese language newspapers as a wholesome pedagogical tool for learning Japanese as a foreign language at intermediate and advanced levels. On a different note, Cade Bushnell and Nguyen Xuan Nguyen Hanh report an atypical learning experience of a multilingual adult navigating an input rich environment to add Vietnamese to his variegated repertoire.

The role of reading practices of communities in fostering linguistic and cultural engagement cannot be overemphasised. In her account of reading practices among the members of a community library, Devika Sharma highlights the intersection between reading routines and material conditions of readers. Kaiser Ahmad Malik & Mudasir Khazer build upon the contribution of libraries to archiving Kashmir's linguistic and cultural legacy.

The Interview Section has Ammu Maria Ashok in conversation with Prema Jayakumar, the well-known translator and columnist, on the art and craft of the translator and the capacities and incapacities of translation. In the Landmark Section, Padmini Bhuyan Boruah argues for multilingual pedagogies, proposing substantive classroom strategies grounded in multilingual practices of learners and teachers. The Activity Section presents a listening activity followed by one on language structure. The Book Review Section features three themes – diversity and inclusion in English language education; ideas that survive and those that do not; and a community archive as history.

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