# Editorial

The current issue of *Language and Language Teaching* (Vol. 15, No. 2, Issue 30) foregrounds the evolving intersections of pedagogy, discourse, literacy, multilingualism, and digital communication in contemporary language studies and education. Across a set of diverse sociolinguistic and educational contexts, the authors of fourteen articles, one landmark paper, an interview and two book reviews critically engage with the realities of languages present and language learning in Indian classrooms, highlighting both pedagogic innovations and the socio-cultural dimensions of languages used.

A major thematic cluster in this issue centres on literacy and language development among young and multilingual learners. Jushmi Gogoi investigates reading skills among primary ESL learners in regional-medium schools in Assam, revealing persistent challenges in foundational literacy and suggesting practical classroom interventions. Complementing this concern with literacy, Pooja Bahuguna argues that meaningful engagement with children's literature, rather than mere access to books, is central to foundational literacy development. Drawing on socio-cultural theory, Bahuguna presents dialogic interaction as an essential tool to cultivate lifelong reading practices.

Another thematic strand in this volume explores innovative pedagogies in language teaching. Namrata Gogoi and Yeasmin Sultana examine learner attitudes towards Task-Based Language Teaching (TBLT) in Assamese vernacular-medium schools, demonstrating that task-oriented pedagogy can foster motivation and collaborative learning. Drama and performance emerge as equally significant pedagogical resources in the contributions of Gowri S. Menon and Vinita Tulzapukur. While Menon proposes embodied and culturally responsive approaches to teaching idioms in multilingual classrooms, Tulzapukur's action-research highlights the polyvalent role of theatre in enhancing engagement and contextualised language learning in French classrooms. Likewise, Purva Pandya and Sunilkumar Shah advocate the use of authentic materials to enrich vocabulary learning through real-world language exposure.

The issue also foregrounds themes of multilingualism, inclusivity, and discourse. Smruti Swaroop critically assesses the scarcity of Gujarati-medium resources for teaching French and calls for multilingual and translanguaging-oriented pedagogic materials. Questions of representation and ideology are examined by Hamda Hanan and Mufeeda T., whose critical discourse analysis of undergraduate English textbooks reveals how minority identities are framed within institutional and epistemological structures.

Several articles engage with language from linguistic, cognitive, and digital

perspectives. Ha Thi Chuyen analyses rhetorical comparisons in Tay idioms and folklore, demonstrating how figurative language reflects indigenous cultural worldviews. Shruti Sircar contributes to second language acquisition research through an investigation of Hindi learners' sensitivity to unergative and unaccusative distinctions in English resultative constructions. In another linguistic study, Harjinder Kaur explores spelling errors in Hindi among secondary school students and examines their relationship with intelligence and gender. Digital communication practices are explored by Nsom Karlson Nsom and Brinda Chowdhari, who analyse the pedagogic and socio-pragmatic functions of emojis and stickers in academic WhatsApp interactions. Similarly, Bipanchi Bhattacharyya examines vocabulary acquisition in online gaming environments, highlighting the contextual and interactional nature of gaming discourse. The final research article by Nagraj Kharade, Digambar M. Ghodke, and Chandrashekhar R. Jejurkar demonstrates the transformative potential of activity-based learning platforms in fostering communicative confidence among learners from rural and semi-urban backgrounds.

This issue carries an interview with M. J. Warsi, a renowned linguist and the current President of the Linguistic Society of India (LSI). He speaks at length on language and the status of linguistics in India. The landmark article by Madhavi Gayathri Raman offers a significant bridge between research and practice by reviewing translanguaging-oriented instructional materials across multilingual Indian classrooms. By presenting empirically trialled classroom-ready activities grounded in multilingual theorisations, the article advances translanguaging as a purposeful pedagogical resource rather than merely a spontaneous classroom phenomenon.

The issue concludes with two insightful book reviews. Kumuda Chandra Panigrahi reviews the volume *Hinglish Live: Language Mixing Across Media*, highlighting its exploration of language mixing, media culture, and identity politics in contemporary India. Prerana Mandal reviews *Translingual Practices in English Language Education in South Asia: Inclusivity and Equity*, emphasising its contributions to debates on translanguaging, inclusivity, and decolonial pedagogies in South Asian English language education.

Collectively, the contributions in this issue underscore the need to rethink language and language education through multilingual, inclusive, and socially grounded frameworks that respond to the realities of contemporary classrooms and communication practices.

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