

## Local Grounds, Global Currents

The articles in this September–October 2025 issue of the *Journal of English Language Teaching (JELT)* reveal a field steadily expanding in depth and direction, shaped by local realities yet flowing through global pedagogic streams. The phrase *Local Grounds, Global Currents* captures this movement well. English teaching today is no longer about a single centre defining practice; it is about multiple voices contributing to a shared, evolving conversation. Classrooms in India, Nepal, and beyond are experimenting with approaches that draw from international research while remaining firmly rooted in community needs, linguistic diversity, and institutional constraints. These studies remind us that the vitality of English language education lies in its adaptability, in its ability to take root in different soils and still speak to the world.

Two contributions foreground the vitality of indigenous languages in multilingual India: Biman Debbarma's study of code-mixing in Kokborok conversations and the contrastive phonological analysis by Mery Rupini, Timothy Tripura, and Khawlonkim Suantak. Both remind us that language contact need not entail loss. English, when it meets Kokborok, generates accommodation rather than erosion. Borrowed words adapt, but core syntactic identities endure. In these findings lies a quiet optimism about linguistic coexistence, a reminder that multilingualism remains India's most natural form of language education.

A second thread running through this issue is the negotiation between global ELT paradigms and local teaching contexts. Mahendra Bahadur Thapa's comparative study of written feedback in U.S. and Nepali ESL classrooms and the paper by Swagatika Panigrahi and Debasish Mohapatra on task-based teaching in pharmacy colleges both illustrate the need for pedagogical adaptation. Each calls for balance: the creative mediation of process-oriented methods with the structural preferences and realities of South Asian learners. What emerges is not a rejection of innovation but a contextual recalibration of it.

Technology and collaboration form the third major strand of this issue. Meenakshi and Prameela Priadarsi demonstrate how story maps and video essays can enhance visual literacy even in resource-constrained settings, while Pankaj Narke explores online collaborative writing as a pre-speaking task to reduce learner anxiety and strengthen discourse readiness. Both studies show that digital tools can democratise learning when used with imagination rather than excess.

Equally essential is attention to foundational skills. Ndivhudzannyi Nndwamato and Matodzi Lambani's investigation into pre-teaching vocabulary strategies underscores that form-focused instruction, when situated within supportive interaction, remains vital to communicative competence.

Finally, the review by Yawen Han and Runtian Huang of *Individual Differences and Task-Based Language Teaching* expands the discussion of TBLT to the human dimension: affect, cognition, and learner variability. It reminds practitioners that no method is complete without an understanding of the people who enact it.

Across these studies, a larger picture takes shape: English language teaching today is less about exporting models and more about cultivating understanding. It thrives not in uniformity but in responsiveness to languages, learners, and local needs. In that responsiveness lies the true strength of our discipline, and perhaps, its future.

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