Editorial

Whose English, Whose Learning, Whose Voice?

ELT today raises fundamental questions about equity, access, and the relevance of pedagogy. *Whose English is promoted in classrooms? Whose learning is supported, or overlooked, by teaching practices? Whose voice shapes the policies, curricula, and assessments that govern learning?* These questions are increasingly pressing as classrooms grow diverse, learners navigate multilingual realities, and technology reshapes teaching and assessment. They also raise broader concerns about who benefits from English education at school, tertiary, or professional levels. The articles in this issue explore these questions from multiple perspectives, providing insights into assessment, inclusivity, classroom practices, and technology's role in teaching and learning English language.

Assessment is addressed in two articles. A study of quarterly tests in primary schools reveals gaps between test content and curriculum objectives, highlighting the need for assessments that truly reflect learning goals. Research on the Occupational English Test (OET) for healthcare professionals shows that reading and listening tasks often pose disproportionate challenges due to time constraints, technical terminology, and unfamiliar accents. Both studies point to the need for fair, transparent assessments aligned with learners' needs.

Inclusivity and differentiated instruction are also prominent. A case study of a young adult with Down syndrome demonstrates that structured repetition, social interaction, and inductive teaching support language acquisition. Another study on postgraduate female students using AI-powered writing tools shows improvements in writing skills, confidence, and autonomy. Together, these contributions emphasise the importance of instruction that addresses diverse abilities, gender, and access to opportunities.

Policy and classroom practice are examined critically. Research on English Medium Instruction (EMI) reveals continued reliance on local languages despite official policies, particularly in rural contexts. A study on multilingual practices at EFLU documents extensive translanguaging, code-switching, and code-mixing by students to comprehend complex content. Both studies highlight the gap between policy and classroom realities and suggest adapting pedagogy to learners' linguistic backgrounds rather than enforcing rigid English-only frameworks.

Technology and innovation also feature prominently. Research on Self-Organised Learning Environments in Japan demonstrates how student autonomy and collaboration enhance engagement and critical thinking. The AI study shows how digital tools can empower learners, providing immediate, personalised support that fosters independent learning.

Finally, the interview with Scott Thornbury reinforces the value of connecting research and practice, showing how teachers' and learners' experiences inform effective ELT. Across the studies, the question remains: *whose perspectives guide English teaching, and how can it respond to diverse learner realities?*

Taken together, the contributions in this issue remind us that *teaching English is never neutral*. By asking Whose English, Whose Learning, Whose Voice?, we are challenged to develop teaching practices that are inclusive, equitable, and responsive to the needs of all learners.

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