

Beyond Monolingual and Monomodal Norms

English language teaching today unfolds in classrooms and learning spaces marked by linguistic plurality, multimodal communication, digital mediation, and diverse learner trajectories. Yet, pedagogical practices and assessment regimes often continue to be shaped by assumptions that privilege monolingual proficiency and print-centric modes of meaning-making. The research papers brought together in this issue of the *Journal of English Language Teaching* invite readers to critically revisit these assumptions and to imagine English language education beyond monolingual and monomodal norms.

Several contributions foreground the ways in which language use is embedded within policy frameworks and sociocultural contexts. The study of linguistic landscapes in Indonesian universities demonstrates how public academic spaces naturally accommodate multiple languages, each serving distinct symbolic and functional purposes. English, while signalling internationalisation and academic capital, coexists with national and religious languages, offering learners authentic sites of language exposure beyond the classroom. Similarly, the examination of Tamil Nadu's language policy in relation to the National Education Policy 2020 underscores the tensions between ideological prescriptions and pedagogical realities. The argument for translanguaging in this context points towards flexible, context-sensitive practices that recognise learners' full linguistic repertoires rather than enforcing rigid language boundaries.

The affective dimensions of language learning in multilingual settings are further explored through the study of Assamese-medium higher secondary students. The reported positive correlation between motivation and anxiety in oral English communication highlights a paradox that many learners negotiate: English functions simultaneously as an aspirational resource and a source of affective pressure. This finding reinforces the need for pedagogies that normalise multilingual practices, reduce performance anxiety, and create emotionally safe spaces for language use.

A significant thread running through this issue is the challenge to monomodal, text-dominated approaches to English language and literature teaching. The studies on multimodal storyboarding and comics-based pedagogy demonstrate how visual, spatial, and intermodal resources can deepen literary comprehension and foster critical reading skills among ESL learners. By engaging students in collaborative meaning-making and multiple pathways to interpretation, these approaches not only enhance comprehension but also democratise access to complex texts. Such pedagogical interventions foreground learner agency, creativity, and interpretive confidence, particularly for students who may be marginalised by exclusively print-based practices.

Questions of access and inclusion are addressed explicitly in the bibliometric analysis of accessibility in MOOCs. The study reveals that accessibility is often framed narrowly as a technical or compliance-driven concern, with limited attention to pedagogy and learner experience. By calling for a reconceptualisation of accessibility as a learner-centred and pedagogically grounded principle, the article resonates strongly with the multimodal and multilingual approaches advocated elsewhere in this issue. Together, these contributions suggest that meaningful access to English language learning extends beyond platforms and tools to encompass design, pedagogy, and affect.

Taken collectively, the papers in this issue signal a broader epistemological shift within English language teaching and research. They foreground plurality over uniformity, context over abstraction, and learner experience over prescriptive norms. Moving beyond monolingual and monomodal frameworks is not presented here as a pedagogical trend, but as an ethical and educational imperative in linguistically diverse and socially unequal contexts.

As ELT practitioners, researchers, and teacher-educators, we are thus invited to rethink what counts as legitimate language use, meaningful literacy, and effective pedagogy. This issue of *JELT* affirms that English language education becomes more inclusive, responsive, and transformative when it embraces the multilingual and multimodal realities of learners' lives.

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