

Nepalese Linguistics, a journal of Linguistic Society of Nepal, has appeared almost uninterruptedly every year since 1980. This year, it has been published as thirty-ninth volume containing twenty research papers contributed by linguists from home and abroad. These papers are broadly related with some main and sub-branches of linguistics, viz., applied phonetics, comparative phonology, morphology, syntax, language typology, corpus linguistics, anthropological linguistics, stylistics, applied sign language linguistics, language policy and development, language history and language teaching. With 124 mother tongues, Nepal is undoubtedly a multilingual country; however, the basic provisions regarding the use of the mother tongues as specified in the constitution have not yet been adequately implemented. Neither reliable data on the number of languages are available, nor has a formal language policy been framed. More than 56% of the mother tongues are facing different levels of language endangerment indicating an irreparable loss of cultural values and life-crucial knowledge embodied in the languages. No serious initiative has been taken by the major stakeholders for the preservation, promotion and development of such mother tongues in Nepal. They have not been brought into basic education within the true spirit of multilingual education. There is a perplexing tension between the desire for preserving mother tongues and irresistible societal pressure for instant proficiencies in English and Nepali. Such tension has strongly prevented the mother tongues from being used in basic education. Besides, the governmental organizations also lack coordination for the quality and non-repetitive works on the languages. Moreover, an expected impetus has not yet been taken place by the provisions of mother tongues as official languages in Nepal. Considering such facts, Linguistic Society of Nepal is committed to encouraging the linguists to be engaged in basic research and disseminate their findings in *Nepalese Linguistics*.

In this volume, majority of the papers are focused on the different aspects of language teaching and learning. Only a few papers are directly or indirectly concerned with language policy of Nepal. For the coming volume, the editorial team would like to call for research papers on the major issues of mother tongues in Nepal and South Asia. Krishna Prasad Chalise in his paper entitled *Intelligibility of Nepali English vowels: Rationales for teaching pronunciation* presents a remarkable intelligibility gap between Nepali English and GAE due to the internal and external masking and phonetic distinctiveness in the corresponding vowels. In their paper entitled *Language perceptions and their impact on second language acquisition: A Sri Lankan perspective* GMCM Dayananda and Faiz MMT Marikar have highlighted the need to prioritize the belief systems and attitudes in curriculum design and classroom practice to foster more effective and sustainable second language acquisition. Dubi Nanda Dhakal in his paper entitled *Tsum adjectives in areal-typological perspective* has reported that the affixes, *-po*, *-mo*, appeared in Tsum adjectives may be related to broader Tibetan languages. Ankita Dhungana and Dhurba Prasad Timalisina in their paper entitled *Transformative approach in teaching large and mixed ability learners in ELT: A thematic review* have discussed how transformative pedagogies can help to foster inclusive and effective ELT practices in increasing large, diverse and mixed ability classroom context.

Ganga Gautam and Tikaram Poudel in their paper entitled *Teachers' perception and experience of English as a medium of instruction in Nepali community schools* have discussed some challenges for implementing EMI in under-resourced community schools and highlighted need of adequate training and professional development supports for the teachers. Bhabishor Gurung in his paper entitled *Decolonial perspectives in English language classroom: A thematic review* shows that teachers' initiative, policy-level shifts and new paradigms are contributing to the promotion of decolonial practices in English language education. Jyoti Kumari in her paper entitled *Tagging Angika corpus using BIS scheme: A preliminary study* has explored the application of the BIS POS Tagset for Angika. Luke Lindemann in his paper entitled *Ergativity, optionality and markedness in Nepali* has examined the mechanisms of optionality of ergativity and grammaticalized opposition in the context of Markedness Theory.

Gopal Prasad Pandey in his paper entitled *Case study research in ELT and Applied Linguistics: Trends, contributions and challenges* has noted that current trends of case study research demonstrate a shift from single to multiple-case designs, rise of longitudinal research, integration of mixed methodologies, micro-analytic analyses of classroom discourse and an increased emphasis on identity, agency and multilingual practices. Madhav Prasad Pokharel in his paper entitled *Nominalizations in Nepali* analyzes lexical and grammatical nominalizations in Nepali within the comprehensive framework offered in Shibatani (2019). Tara Mani Rai in his paper entitled *Kinship terms in Bantawa, Yakkha, Koyee and Lohorung: A comparative study* presents a strong shared core fundamental terms (e.g. papa 'father', mama 'mother') distinguishing relatives by age, gender, and lineage in Bantawa, Yakkha, Koyee and Lohorung. Bhim Narayan Regmi in his paper entitled *Verb root identification in Nepali: An alternative perspective* argues that basic verb root in Nepali can be identified through the suffix <-jo> removal process by taking transitive root with low vowel as basic among the intransitive-transitive pair.

Dan Raj Regmi in his paper entitled *Using non-dominant languages in basic education in Nepal: Major issues, challenges and some strategies* has highlighted a perplexing tension between the desire for preserving non-dominant languages (NDLs) and irresistible societal pressure for instant proficiencies in English and Nepali debarring NDLs from being used in basic education and suggested an integrative approach for bringing NDLs into basic education in Nepal. Ambika Regmi and Dan Raj Regmi in their paper entitled *Proposing a functional orthography for Lhowa: Issues, challenges and strategies* have proposed the Devanagari script for Lhowa in order to achieve the literacy goals more effectively despite the fact that Tibetan Lama script may better support the cultural identity of the Lhowa community.

Sharada Sapkota and Bhim Lal Gautam in their paper entitled *Nepali Sign Language and deaf education pedagogy in Nepal: Issues and way forwards* have pointed out some basic issues of deaf education, viz., the knowledge about Deaf language and culture, teacher recruitment, monitoring system and physical facilities and recommended for introducing NSL from early childhood stage. Raj Kishor Singh in his paper entitled *Narrating multilingual realities: A stylistic and linguistic study of code-switching in Chimamanda Ngozi Adichie's Americanah* has highlighted that code-switching in *Americanah* is functioning as both an aesthetic device and a political act demonstrating language's role in shaping postcolonial identity and narrative complexity. Gopal Thakur in his paper entitled *Semrawangadh, Bhojpuri and Vidyapati: An interwoven identity* claiming Vidyapati's Avahattha belonging to Proto-Bhojpuri has tried to establish an interwoven identity among Semrawangadh, Bhojpuri and Vidyapati.

Nixan Thapa Kshetry and Tikaram Poudel in their paper entitled *Impact of informal school language policies on indigenous languages in a multilingual context* have emphasized on the need to prioritize endangered languages by investigating the types of language policies implemented in Nepali schools by exploring school leaders' perceptions on indigenous and local languages. Deepak Thapa in his paper entitled *Exploring lived experiences and perceptions of teachers on active learning strategies in second language classrooms: A phenomenological study* reveals the facts that using active learning strategies in second language classrooms significantly fosters students' engagement, autonomy and language proficiency and promotes critical thinking skills. Albin Rico Xalxo and S. Arulmozi in their paper entitled *A comparative study of phonological variations between Kūṛux and Kuṇḥa*, by examining the phonological variations, have shown that the Kūṛux and Kuṇḥa are related languages.

This volume could not have come out without the cooperation of a number of individuals and organizations. The editorial team would like to express its gratitude to all paper contributors, reviewers, all members of the advisory board, the executive committee of Linguistic Society of Nepal for helping the editorial board to bring out this volume duly in time. Finally, the editorial team would like to express its gratitude to Nepal Academy, Kamaladi, for the generous support for the publication of this volume.

Editorial board