

From the Editor's Desk: Vol. 10 No. 3

Editor: Kanishka Bedi

It is my pleasure to introduce Vol. 10 No. 3 of World Voices Nexus: The WCCES Chronicle!

This issue contains five articles covering the regions of China, Egypt, India, Thailand, South Korea, and the U.K.

The article entitled “English as a Foreign Language in Egypt and South Korea: A Comparative Study Through the Lens of the Bray–Thomas Cube” by Andrew Ghaly examines English as a Foreign Language (EFL) education in Egypt and South Korea through the Bray and Thomas (1995) Cube framework, which calls for multilevel analysis across geographic/locational entities, non-locational demographic groups, and aspects of education. The study identifies shared structural tensions examination pressure, resource disparities, teacher proficiency concerns, and the gap between stated communicative goals and grammar-translation practice while accounting for the sociocultural particularities that shape how these tensions play out differently in Cairo and Seoul.

Hyab Teklehaimanot Yohannes, in their paper “Beyond Arrival: Towards Relation”, invite a rethinking of asylum beyond arrival towards relation as the condition of refuge.

The paper “Empowering Equity: The Role of Technology in Fostering Inclusive Education” by Preety Kaur & Rekha Rani explores the transformative potential of technology in promoting equity and fostering inclusive education. The research focuses on how digital tools and platforms can bridge gaps, providing equal opportunities for diverse learners.

In their article “Knowledge As Culture: CLIL-Driven Synergies For a New Epistemological Renaissance”, Preksha Kataria & Kanwalpreet Kaur explore the transformative potential of Content and Language Integrated Learning (CLIL) approach in merging diverse epistemic frameworks with cultural narratives. The findings underscore the transformative power of CLIL approach in creating an inclusive, dynamic learning environment that bridges epistemic and cultural divides, paving the way for an educational renaissance that embraces and celebrates the rich diversity of global knowledge systems.

The paper “Educational Value, Current Characteristics, and Improvement Strategies of Teacher Emotional Support” by Yining Ma surmises that teachers' emotional support plays a crucial role in enhancing both students' cognitive and non-cognitive abilities.

I would like to take this opportunity to thank my Co-Editors Oleg Gubin & Gauri Hardikar, Managing Editor Karen Biraimah and the entire editorial team for their help in finalizing this interesting issue. Wish you happy reading!