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## EDITORIAL

### **Echoes of Wisdom: Bridging Historical Insight with Contemporary Discourse in the Modern Era**

We live in the era of rapid technological advancement and societal transformation. This has made past intellectual resources of the world available. To bridge the wisdom of the past with the challenges of the present becomes easy. Our understanding of the world has always been deeply rooted in the traditions, philosophies, and theories developed by thinkers across centuries. Yet, as we navigate the complexities of today, it becomes increasingly clear that these ancient insights are not relics of a bygone era but living tools that can guide us toward innovative solutions for tomorrow's challenges.

In this issue of the Journal of Creative Writing, Volume 7, Issue 1, we celebrate the scholarly contributions that seamlessly blend historical wisdom with contemporary discourse, offering fresh perspectives on issues that continue to shape our world.

The first article, "The Impact of the Multimodal Approach to EAP Courses," explores the evolving landscape of English for Academic Purposes (EAP) instruction. This research underscores the importance of integrating diverse

modalities to enhance learning experience, reflecting a need to adapt educational practices to the realities of a globally connected, digital world. The author's insights remind us that effective communication in academia transcends traditional boundaries and is rooted in a holistic approach to language learning.

Next, in "The Influence of British Colonization on English as a Lingua Franca in Africa," the author delves into the historical and ongoing effects of British colonialism on language dynamics in Africa. This article illuminates the enduring impact of colonization on linguistic practices, demonstrating how historical forces continue to shape contemporary communication across the continent. By revisiting the past, the author provides a critical lens through which we can understand and address the linguistic inequalities that persist today.

In "Bridging Centuries: Al-Mawardi's Philosophy in Modern Governance," the author brings the 11th-century Islamic scholar Al-Mawardi's theories into conversation with modern governance practices. This article exemplifies how ancient political philosophy can offer valuable insights into the governance challenges of the 21st century, providing a framework that is both timeless and timely. The author's work encourages us to look beyond the surface of contemporary issues, drawing from deep philosophical wells to inform practical solutions.

"The Paradigmatic Theory of Al-Mawardi" further explores the contributions of this influential thinker, highlighting how his paradigms continue to resonate in today's socio-political context. This piece not only pays homage to Al-Mawardi's intellectual legacy but also emphasizes the relevance of classical theories in addressing current and future challenges in governance and societal organization.

"Exploring the Challenges Faced by Learners and Teachers in English Versions" addresses the educational hurdles encountered in English-medium instruction. The article provides a critical analysis of the barriers to effective learning and teaching in such settings, offering solutions that are informed by both modern pedagogical theory and an understanding of the cultural contexts

in which these challenges arise. This research is a testament to the ongoing need for culturally responsive educational practices that honor the diverse experiences of learners.

Finally, in “Relevance of Islamic Traditional Pedagogical Strategies in 21st Century Education: A Case Study of Al-Qarawiyyin University,” the authors examine the enduring value of traditional teaching methods in a modern educational context. This study focuses on Al-Qarawiyyin University, the world’s oldest academic institution, and investigates how its adherence to conventional pedagogy continues to benefit intellectual and personal development in the 21st century. The authors argue that the traditional approach nurtures close relationships between teachers and students, encourages critical thinking, and promotes skills that are just as relevant today as they were centuries ago. This article invites us to reconsider the place of time-honored educational strategies in an age dominated by technological innovation.

As we present these scholarly works, we acknowledge and celebrate the authors’ dedication to their craft. Their contributions not only enhance our understanding of the past and present but also pave the way for future research and innovation. Each article in this issue is a testament to the power of creative and critical thinking, demonstrating that by engaging with the theories and philosophies of yesterday, we can develop meaningful solutions for today and tomorrow.

We hope this collection inspires further inquiry and dialogue, encouraging our readers to explore the intersections between historical wisdom and contemporary challenges. Together, let us continue to bring the rich traditions of the past into the heart of today’s academic and creative endeavors, forging a path toward a more informed and thoughtful future.

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**Editor**

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