

Editorial

Dear Members of ELTAI and Readers of our Journal

It gives us great pleasure to bring out yet another number of the journal after the mammoth task of publishing the previous issue as the Golden Jubilee Year Special Number. We hope you went through all the articles, book reviews, chapter reports and humorous tidbits on grammar. We have been looking forward to receiving your feedback on that issue.

You will find six articles in this issue and a report of ELTAI Bilaspur Chapter besides the regular feature, 'Speaking Activity'. We hope you have been trying out in your classes all the speaking activities published in our journal. We would appreciate your feedback on the trials. Your feedback and suggestions will help the contributor refine them.

The first article makes a strong case for incorporating the sociopragmatic dimension of communicative competence in materials and methodologies for teaching English as a second language, especially in the Indian ESL context. The author Usha Kanoongo points to and bemoans the lack of awareness of this crucial dimension among teachers and students alike, which, according to her, often results in miscommunication, or even communication breakdown.

In the second article, Mandvi Singh provides an overview of the various research designs available to researchers in second language acquisition (SLA). She explains the basic features of each of those designs and shows that the choice of a particular design depends upon research aims and questions. SLA research is a critical area of research that can throw light on when and why ESL learners commit errors, which in turn can influence the way we teach English in our classrooms. Unfortunately, however, very little path-breaking and original work in this area has been done and reported in the Indian context.

The next article by Dishari Chattaraj is a critique on the language policy in education and attributes the lack of proficiency in English in a majority of learners to the confusion in language policies among the different states of India – bilingualism, trilingualism, and so on. She offers the model of 'convergent pedagogy' in Peru, another post-colonial society, as the basis of a solution to the problems in ELT prevalent in India.

In the following article, Dhumal Suraj Nandkumar makes a comparative assessment of the salient features of the three models of curriculum design and renewal, viz. classical humanism, reconstructionism and progressivism, and attempts to evolve and propose an eclectic model by incorporating features from all the three.

The next article by Datta Sawant reports a small scale study undertaken by him to promote his students' interest in co-curricular activities with a view to enabling them to learn English through such activities. In the last article Priyanka Dey emphasises the need for students to use parataxis and hypotaxis, and focus on the cohesive role of conjunctions in order to improve their writing style.

P. N. Ramani