

Editorial

Let us bid goodbye to 2015, the golden jubilee year of our journal, and welcome 2016, with a resolve to take it to greater heights! The journal has already been indexed in Cosmos and we should be working towards getting a high impact factor, too. We, on our part, have initiated the process and we would urge aspiring authors to ensure their submissions are of quality in respect of content, presentation, methodology, discussion of results and findings, citations and references. We hope you will cooperate with us in bringing up the quality of our articles to global standards.

The first article by Casan-Pitarch from Spain traces the evolution of the status of lingua franca from the Indo-European languages to Global English as the uncrowned lingua franca at present. He discusses the various reasons (i.e., historical, economical, and so on) for English to have achieved such a status. He goes on to point out that, in this process, English has become a language with more non-native speakers than native ones.

The next article by Dwivedi discusses the official status of English in India in terms of two issues: why Hindi could not become the national language and how English came to be adopted as India's national language for historical, political, and educational reasons. This article is followed by Gokhale's on the syntax of Indian English, question formation in particular. While admitting a lack of exhaustive data for making generalizations about the syntax of this variety, she has used survey responses from British and Indian teachers of English on the issue and cited illustrative examples from two well-known corpora of Indian English and from Indian newspapers, magazines, and TV/radio programmes.

The next article by Sreenivasulu and Kasyap attempts to provide a teacher's perspective on the business English curriculum in Indian universities and professional colleges. The authors discuss the growing demand for courses in business communication, provide their assessment of the prevailing curriculum, and offer a few recommendations for designing and implementing a useful and relevant curriculum for preparing students adequately for the business industry.

Next, we have a refreshingly practical article describing how the author, Doley, taught tense and aspect in English in a "creative" way in a remedial class in Assam. He ends this very short piece by narrating how he left the class dramatically, subtly telling his students that they were all angels, but with their wings in the process of growing. An effective motivating strategy, indeed! We welcome more such articles from teachers sharing their practical ideas with our readers.

In the next article, Rahul examines, in the light of post-method conditions, an innovative technique in ELT, called 'Dogme', first discussed by Scott Thornbury in 2000. According to Rahul, it is a way of teaching without textbooks or other materials, and focusing on the needs and concerns of learners. The last article by Pratap discusses the future of texting in the digital world of today. She reports the findings of a study she had conducted with engineering students to find out whether texting was useful and effective in improving students' reading comprehension in general and note-making skill in particular.

We have the usual feature, 'Speaking Activity', by Elango and details of our next annual-cum-international conference and IATEFL membership. Please go through them carefully and avail yourself of the excellent opportunities.

P. N. Ramani, Editor