

Editorial

We regret the enormous delay in publishing this number of our journal. As Editor, I take the responsibility for the delay. We assure you that future issues will be brought out more promptly.

You have quite a good fare here – from a broad-based article on the problems by ELT practitioners and possible solutions to them, to one that discusses how even in difficult circumstances one could keep oneself abreast of developments in ELT through professional associations such as ELTAI. You also have articles that provide practical tips on teaching the different language skills based on the authors' classroom experiences.

The first article by Charul Jain discusses the procedural steps by means of which the English teacher can help undergraduate students to develop summarizing skill as part of an academic writing course. These suggestions are based on workshops conducted by the author in the state of Gujarat. A major learning outcome, the author claims, is learning to use their own language in the summary, which is commendable. The last article discusses how Athista sought to develop, in an integrative way, both the listening and the speaking skills of her students in an engineering college in the southern part of India by making them watch a video, alternately with the audio off and then on. These focused viewing sessions were each followed by language activities, resulting in language production (i.e., speaking output), claims the author. Readers might try out these ideas in their own classrooms, adapting them to suit their local contexts, and share their experiences through this forum, namely the journal.

The second and the fourth articles deal with ELT curriculum development. The second article outlines the basic principles of the National Curriculum Framework (NCF 2005) and discusses their implications for designing teaching and learning materials, such as textbooks. The authors, Pooja Giri and Venkateswaran, go on to review the textual materials in some of the English Readers produced and published by the State of Karnataka and suggest what could be done to ensure their complete alignment with the NCF. The fourth article by Arul Francis and David Jeyabalan, on the other hand, looks at the ELT curriculum at the college level and how insights from Gardner's theory of Multiple Intelligences (MI) might be productively incorporated into the ELT curriculum towards holistic and mature development of students. Their findings are based on a survey-type study.

In the third article, Padickal Sony and Sheela attempt to list what in their view are the major problems the ELT scene in India is beset with and seek to offer their own solutions to those problems, namely lack of interest to learn, their fear of making mistakes while learning, and lack of sufficient exposure to authentic English. Each problem is stated and solutions are offered to overcome it. If you agree with these problems, you may even think of how you might solve them. The fifth article is an eye-opener for those of us who constantly complain of problems, constraints, and challenges, and feel depressed. The authors of this piece, Mohammed Fadhel and Vinaya Kumari, give an account of the teaching situation in the strife-torn Libya where they had to teach and tell us how, even in those challenging times, they could remain in touch with the developments in ELT through their membership of professional associations such as ELTAI and IATEFL. What a sincerely-felt tribute to our association and what it can do in the professional development of teachers of English across the world!

The usual feature, 'Speaking Activity', by Elango and details of our next annual-cum-international conference and IATEFL membership are included. Please avail yourself of the excellent opportunities. You will also find reports of four workshops on mobile learning organized by ELTAI and supported by the Hornby Trust, UK. This is just the beginning. We hope other chapters of ELTAI across the country will come forward to conduct mobile learning workshops in their respective regions.

Happy Reading!

P. N. Ramani, Editor