

Editorial

Of late, having realized the importance of continuing professional development (CPD), many English language teachers in India show interest in carrying out action research in the classroom, presenting papers at conferences and publishing their research work in journals. Active participation in ELT conferences does contribute to English language teachers' professional development.

The 11th International & 47th National Annual ELTAI Conference has a significant theme: Content-Based Instruction (CBI) and Learning: Redefining the English Language Curriculum. Finding solutions to the challenge of enabling learners to acquire English within the context of specific academic subject, rather than out of context, is the need of the hour. A shift from 'controlled instruction' (controlled by the teacher) to 'demanded instruction' (demanded by the learner based on their needs) is required. The need to redefine the English language curriculum is more urgent now than in the past.

What variety and type of English should we teach our learners? Should we teach them BrE or AmE or InE? Should we teach them EAP, ESP or General English? These questions have been raised by English language educators in many forums. To make ELT in India relevant, English language teachers should seriously reflect these questions.

The current issue of JELT carries thought-provoking articles which address the issues mentioned above. How important is Indian English? In his paper titled "Why Not Indian English as an Alternative to British English for Pedagogical Purposes?" John Sekar describes the distinct variety of Indian English, stresses the need for recognizing it and exploring the possibilities to make it prescriptive for teaching-learning-testing purposes. Stating that India cannot follow British English for ever as it presents an unrealistic goal, he argues that "Indian English should eventually gain pedagogical status within the curriculum".

Priya Salonee in her paper "English: The Melting Pot" while stating that globalization has made English the new language of the global world and the varieties of the language spoken in different parts of the globe is different from the Standard English warns that the emergence of newer languages on the Internet might lead to the decline of English.

Joycilin Shermila and J. Dhivya in their paper "Impact of Intervention to Reduce Stage Fear and to Enhance the Speaking Skills of Prospective Teachers" discuss the communication apprehension of the teacher trainees and the impact of intervention strategies followed to improve their speaking ability and communication skills. Their research demonstrates that there is significant increase in the speaking ability and decrease in stage fear of prospective teachers of the experimental group when compared to the control group.

In her paper "Developing Academic Reading Skills among UG Students in Mumbai University" Anjali Verma raises whether strategy training can help learners develop their academic reading skills and describes the research she carried out among her students.

Dhar Dawanisa discusses the benefits of collaborative learning in the paper "The Role of Collaborative Language Learning (CLL) in Enhancing Problem-Solving Skills." The researcher finds that CLL boosts confidence and helps develop their critical thinking skills.

The paper "Information and Communication Technology (ICT) Integrated English Learning –An Epiphany Beyond Reality" by Meenakshi Khar discusses the importance of ICT integrated English language learning, the potential of ICT tools which can enable teachers as well as learners in various ways and the need for creating learner autonomy environment.

Enjoy reading the articles. Start reflecting. Be reflective teachers. Share your ideas and experiences. Get involved in and do action research. Present papers at conferences and do send in your papers, book reviews and ELTAI SIG reports to JELT. Professional development is a journey. Enjoy the journey.

Albert P'Rayan, Editor