

*Dear Reader,*

Welcome to the January-February 2017 issue of the *Journal of English Language Teaching (India)*.

“Innovation distinguishes between a leader and a follower,” said Steve Jobs. True. Can we say research distinguishes between a professional teacher and an ordinary teacher? The National Council of Teachers of English (NCTE), a professional association of educators in English studies, literacy and language arts in the United States, believes that teachers are “decision-making professionals whose complex, context-sensitive work is informed by their reading, critique, and conduct of research”. The English Language Teachers’ Association of India (ELTAI) encourages teachers to become researchers and thus professional teachers. The journal of English Language Teaching (India), published by ELTAI, attracts quality submissions from ELT professionals, practicing teachers and researchers.

The current issue of the journal has a special paper by Professor M.S.Nagarajan. In his paper ‘Aesthetics of Reception: Shakespeare Criticism down the Ages’ Nagarajan explains why the Bard-of-Avon has elicited the widest response to his works and how everyone – lay leaders, students, scholars, critics, theatre-goers, translators – marveled at the ‘human invention’.

Parvathi & C.Indira in the article ‘Teaching Etiquette to Graduate Students in the English Classroom to Accelerate the Onboarding Process at their Future Workplace’ discuss the importance of teaching etiquette to students at the tertiary level.

In the paper titled ‘English as Global Language and Its Pedagogical Implications for India’, Amenla Changkija highlights the impact and role of the English language in modern India and discusses the need for considering pedagogical issues while planning.

T. Sridevi in her article ‘English for Specific Purposes (ESP) in India: Present Status’ states that many teachers of English in India are not aware of the existence of ESP as a discipline though English is the language of higher studies such as medicine, law and engineering and stresses the need for introducing ESP courses at the tertiary level in order to prepare students for the workplace.

In his article ‘Challenges in implementing the Composition Curriculum at TVTC College of Technology Adham, Saudi Arabia: A Study’, Sreekanth Reddy, who teaches at TVTC Branch College of Technology Adham, Saudi Arabia, states that the prevailing curriculum at the institute is grammar based and inadequate and discusses how the students’ writing problems can be best addressed by the adoption of the genre approach to writing.

Chinta Praveen and K.Jayaraj in their paper ‘Network-based English Language Teaching: Software Applications’ analyze the advantages of teaching ESP to students of Computer Science and Engineering at Vardhaman College of Engineering, Hyderabad by means of the network-based computer teaching package.

Besides these articles, there are regular features in this issue of JELT. The column ‘One-on-One’ by Albert P’Rayan features Scott Thornbury, a globally acclaimed academic and teacher trainer known for his ‘Dogme ELT’ approach to teaching. Thornbury answers a wide range of questions about Dogme method, Teaching Unplugged, and post-method pedagogy.

Enjoy reading the articles in the issue and send in your feedback to the editor at [editorjeltindia@gmail.com](mailto:editorjeltindia@gmail.com).

**Dr Albert P’Rayan**