

EDITORIAL

Jean McNiff in his book *Action Research: Principles and Practice* states that “ Teaching may be regarded as a means of improving schooling, by focusing on generalized issues of the management of curriculum or class, or it may be seen as a means of engaging in a critical process of action reflection which is in itself education.” Yes, the best teacher or educator is a person who engages themselves in reflective teaching and action research. No doubt, action research continues to gain prominence in recent years in the field of ELT. This issue of the Journal of Language Teaching (India) carries interesting and thought-provoking articles on action research, content and language integrated learning and views of well-known reflective teachers and researchers.

M.S.Nagarajan in his article ‘On Writing the Literary History of Indian Fiction in English’ proposes some directions in writing the literary history of Indian fiction in English. Stating that ‘nationhood’ is an imagined community, he says that modern literary history does not espouse a single ideology or framework, but canvasses a wide range of scholarly concerns. The regular column One-on-One features David Nunan, a well-known applied linguist, English language educator and author. Professor Nunan talks about his successful textbook series *Go For It*, how he got interested in English language education, how his approach to teaching evolved over the years, his contribution to TESOL as the President of the association, importance of professional development for teachers of English, etc.

Hitesh C Bhakat in his paper ‘Action Research: An Effective Strategy for Continuing Professional Development’ highlights the importance of action research and discusses the feasibility of action research as an effective means for professional development. Vinayadhar Raju gives a report of an action research he carried out while taking an online course Electronic Village Online (EVO)-2017. He shares his experience of how during the process of the action research project on ‘How to engage the low proficient learners in a low resource classroom’, the teacher and students learnt and worked together to solve some learning difficulties. Vadivel Narayanan shares his experience of motivating learners from the rural background and describes the strategies he used to help them develop their English language skills.

In the article titled ‘Content and Language Integrated Learning (CLIL): Conceptual Framework and Viability in the Indian Context’, Lal C.A. and Arun George probe the basic nuances of CLIL as an ELT methodology, and its viability in the Indian context.

Group discussion (GD) is an important part of the selection process in campus placements. In the article on ‘Group Dynamics in Group Discussion’, Sunitha Venugopal discusses how GD can be used to assess a candidate’s suitability for a job and how students should be trained to develop their GD skills.

Dear readers, it is your journal. As always, I welcome your feedback and comments. You can contact me at editorjelt@gmail.com.

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