

Dear Reader,

“The best part of learning is sharing what you know,” says Vaughn K.Lauer. The best part of taking part in a conference is to share our knowledge with others and grow together. Professional conferences facilitate participants to increase their awareness of new trends in their field of interest/specialization and to develop their professional network and thus their professional competence.

The English Language Teachers’ Association of India (ELTAI) is organizing its 12th international and 48th annual conference on the theme **English Language Acquisition: Western Theories and Eastern Practices** in June. Of late, the need for developing, experimenting and practising indigenous theories and techniques has been discussed in many forums. Now, the coming together of English language teaching professionals, teachers, researchers and others interested in improving the quality of language teaching is a great opportunity for everyone to explore the theme further and come with some new ideas. I hope we will have many research articles on the theme in the near future.

This issue of the Journal of Language Teaching (India) carries interesting articles on various topics and also carries thought-provoking interviews.

In the flipped classroom model lecture and homework elements of a course are reversed. Learners go through the lessons and watch videos regarding the subject at home before each class session and take part in discussions and carry out projects in the classroom. The model demands the teacher to play the role of a facilitator rather than a mere lecturer in the literal sense. To flip or not to flip? In this article, John Sekar explains the concept of “flipped classroom”, pitches for it and states that it is learners’ needs that decide the frequency of flipped classroom.

The regular column “One-on-One” features Susan Hillyard who is an expert in drama techniques. Susan Hillyard talks to Albert P’Rayan about her professional journey, importance of CPD, drama education, her books *English through Drama* and *Global Issues*, etc. She shares her experience of teaching many types of thinking skills including analytical, critical and creative thinking skills through drama exercises.

Veerya Nayak in the article “Teacher Effectiveness in Teaching English at the Secondary School Level in Tribal Schools” shares the research he carried out in the secondary schools of urban and tribal areas of Warangal district. The need for in-service training and professional development programs for the teachers teaching in the tribal areas of the district is highlighted.

Vijayapadma Srinivas presents a report on a study conducted by Cambridge English Language Assessment to explore the views of educational decision makers in South Asia on matters related to language learning and teacher development. According to the report, educational decision-makers in the region place high importance on English language skills and they also feel that the language levels of teachers have a great impact on the quality of teaching in schools and colleges.

In the article “Storytelling and Folk tales in the ESL Classroom” Savithri Swaminathan narrates an encounter she had with Regina Ress and gets her views on how storytelling and folktales can be used in the ESL classroom to support the practice of the LSRW skills; teach vocabulary and encourage cross-cultural awareness and personal expression.

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

Dr Albert P’Rayan