

Dear Reader

“Utilizing best practices in my classroom positively impacts students by providing motivation to learn and promoting success in a global world.” (NC Teacher, 2006)

Is it fair to expect teachers overburdened with preparation for classes, teaching, correcting student work, marking scripts and other curriculum requirements and administrative work to be engaged in teacher research? I have heard my fellow teachers ask a similar question on numerous occasions. Any teacher who is interested in making teaching/learning better and asks questions about their own classroom practice and tries to use the best practices in the classroom is a reflective teacher and takes a teacher-research stance. As teacher-research helps a teacher become a better teacher and contributes to their professional development, it cannot be an option.

Richard Smith, known for his interest and active involvement in teacher research projects in India and many other countries, in an interview with Albert P’Rayan, answers questions related to various aspects of ELT including professional development and teacher-research. Do teachers show interest in teacher-research? Richard says that he tries to ‘demystify’ research because a problem that he has found is that “teachers often have an idea of research being for academics and not really for them, whereas we *know* it can be useful for teachers to engage in small-scale research into the problems and puzzles facing them” and adds that he has found, “firstly, of presenting teacher-research in a way which makes it seem feasible and useful and, secondly, of adapting conventional ‘action research’ to make it more exploratory and gradual”.

In the paper “Content or Skills? : An analysis of the Tamilnadu State Board Draft syllabus in English”, S Vincent presents a review of the syllabus by analysing the Preamble to the syllabus, bringing out the merits and demerits of the draft syllabus and offering suggestions for reframing it.

Joby Cyriac and Lal CA in their article “Theme Centred Interaction (TCI) posits TCS”, a group process originated by Ruth C Cohn, as a democratic pedagogy appropriate for ELT in the Indian context.

The articles “Idioms and Phrasal Verbs for Vocabulary Development: A Practical Approach” by Reddi Sekhar Reddy and “Video Clippings: A Source to Enhance Communicative Competence” by V Srilatha offer tips to enable learners to develop their English language skills.

Robert Bellarmine presents a detailed review of the book *Integrating Global Issues In The Creative English Language Classroom: With Reference To The United Nations Sustainable Development Goals* edited by Alan Maley and Nik Peachey. Robert states that the book is “an excellent source of ideas and classroom activities” and recommends the book “to the teachers and trainers who have been persuaded by Activity-Based Language Teaching”.

As usual, we have the features “Key Concepts” by P N Ramani and “Reading Activity” by K Elango. We have introduced another interesting column “Mind Your Language” by P N Ramani. I am sure the readers will find the column useful.

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

Dr Albert P’Rayan