

Dear Reader

A few years ago, #ELTchat discussed whether ELT research is important and how teachers should be engaged in research. Is research in ELT important? Commenting on the question Gary Motteram, who was one of the moderators of the discussion, said: “The fact that we have to ask this question at all seems to me to be symptomatic of a lack of interest in the idea that research is important. Other disciplines don’t question the need for research in the way that we do in teaching.”

Research in ELT is important for many reasons. It gives practitioners insight into how learners learn the target language, helps teachers explore solutions to certain learning issues, and keeps the teacher motivated. It is gratifying to note that, of late, many teachers of English in India show interest in and are engaged in ELT research.

The current issue of the Journal of English Language Teaching (India) presents interesting and useful articles on various ELT topics.

In the article titled “Universal Design for learning: An Inclusive Curriculum”, the authors reflect on the flaws in the present one-size-fits-all English language curriculums and propose an alternative design that can cater to the needs of learners from diverse background and low proficient ESL learners with disabilities.

Lal C.A. in the article “Emergent Language and the Exigency of Teaching English Unplugged” looks at the implications of Dogme ELT on the ESL scene in India today and express concern about the increasing emphasis on teaching material and technology, often at the expense of empowerment and training of English language teachers.

The paper “Collaborative Web Tools for Learning English at the Tertiary Level” by H. Sofia explores whether the web 2.0 tools *Zoho writer*, and *Google Classroom* can be used as effective collaborative writing and learning tools and *Remind* as a tool for communication and states, based on the findings of the research, that the tools can be used effectively for the purposes.

Sulabha Dixit and G.A.Ghanshyam in their article “Reinterpreting the Role of the Teacher in Student-Centric Teaching and Learning Process in Higher Education” describe the role of the modern teacher and state that the teacher in a student-centric teaching learning process needs to wear many new hats without giving up the old ones.

In the article “Acquisition of English Modals (Auxiliaries) in Negative Sentences by Marathi-speaking Children: A study in Second Language Acquisition” Pratima Malwadkar discusses the challenges faced by Marathi-speaking children while learning English modals.

NS Prabhu’s *Second Language Pedagogy* was published by OUP in 1987. Reviews of the book have been published in different journals. After thirty years of its publication, Robert Bellarmine has reviewed the book and states that “CTP’s Procedural Syllabus, its teaching technique called **Communicational** Language Teaching, and the constituents of the syllabus called tasks, and their definition are all genuine innovations.”

Besides the articles, we also have regular features by P.N. Ramani and K. Elango. Hope you will find the articles interesting. Happy reading. Do write to the editor at [JELTIndia@gmail.com](mailto:JELTIndia@gmail.com)

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