

## Dear Reader

Task-based Language Teaching (TBLT) or Task-based Instruction (TBT) “focuses on the use of authentic language and on asking students to do meaningful tasks using the target language”. “A true TBLT course (conversely) requires an investment of resources in a needs analysis and production of materials appropriate for a particular population of learners.” - Mike Long

Wherever English is taught as a second or foreign language, it is debated which approaches to ESL/EFL are effective. Numerous research papers have been presented at conferences and published in journals on various approaches. Ever since NS Prabhu popularized the task-based approach to language teaching through his Bangalore Project, the effectiveness of TBLT has been discussed and debated in many ELT forums. Teresa Pica, Martin East, Michael Long and Jane Willis are major scholars who have carried out research in the area of Task-based language teaching (TBLT).

An expert in TBLT, Jane Willis has authored many books including *The Collins COBUILD English Course* (a task-based course with a lexical syllabus), *Task-based Instruction in Foreign Language Education: Practices and programs*, *A Framework for Task-based Learning (Intrinsic)*, *Teachers Exploring Tasks in English Language Teaching* (Palgrave Macmillan), which won a British Council Innovations Award in March 2006. Jane Willis has worked in this area and written a number of books on TBLT. Her website also helps teachers who are involved in TBLT to extend their knowledge and skills.

This issue of the *Journal of English Language Teaching* features an interview with Jane Willis. Jane answers questions on the impact of Prabhu on her work in TBLT, the effectiveness of the approach in countries where ESL or EFL is taught, the need to carry out more research in the area, the need to think beyond TBLT, etc. She advises the researchers “to read about action research that other teachers have done in other places, to select one aspect to investigate, and replicate their research methodologies, to see if they obtain similar results”.

This issue also carries two interesting and thought-provoking articles on technology-integrated language teaching. In the paper *Going to the MALL: Mobile-Assisted Language Learning (MALL) in English Language Instruction*, Rivika C. Alda (Cebu Normal University) discusses the advantages of MALL and states that “students are positive of the countless possibilities and opportunities MALL can offer in English language classrooms”. In the article titled *Flipped Learning: A Literature Survey on why the Approach is in Question*, Manish Kumar critically reviews the effectiveness of flipped classes and presents the pros and cons of this new approach in the digitalized era.

S.C.Sood in her paper *Continuing Professional Development (CPD) for Tertiary Level Teachers in India: A Time to Rethink and Change?* states that existing models have many drawbacks and proposes an alternative model and describes how it is better than the other models of CPD.

Malati Panga and Karthik Panicker in their article *Designing a Textbook for Undergraduate Students to facilitate Relevance, Reflection and Response*, discusses the parameters they used in designing a textbook for general English undergraduate students so that it promotes engagement and critical thinking among them.

The ELT fraternity in India lost an eminent scholar, teacher-educator, consultant and author recently. Professor M.L.Tickoo, who headed the Department of Materials Production, CIEFL, was an inspiration and mentor for numerous ELT professionals. Dr V Saraswathi pays tribute to the legend.

Dear reader, enjoy reading the articles. Do send me your feedback and comments. You can reach me at [JELTIndia@gmail.com](mailto:JELTIndia@gmail.com)

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