Editorial

Welcome back to this issue of the journal, which is special in more ways than one. First of all, we have reproduced two significant articles, with the writers' permission, that were published in a leading English daily, viz. The Hindu. *One that was written by Albert Rayan and published recently is on the need for the professional development of English language teachers and the yeomen services being rendered by our association, ELTAI, towards helping and supporting the teachers in this area. The other article, written by Elango and published in December 2018 in the same daily, argues for a focus on developing our learners' oral communication skills in English and seeks to explode some of the prevailing myths about language and language learning.*

We are also happy to introduce two new columns from this issue – one on the importance of grammar in English language education and ways of coping with that "monster" (contributed by Saraswathi) and the other on the history of the English language (contributed by Lal). We sincerely hope that you will enjoy reading them and pass on your excitement and insights to your students. We hope you will also benefit, as potential contributors of research papers, from the useful tips on writing an effective research paper, which the writer, Mohanraj, prefers to call "his random thoughts".

The core articles included in this issue are four. Two of them deal with enabling our learners to benefit from their easy and comfortable familiarity with digital tools of the social media and apps. The first of these to appear here reports the findings of a study conducted by Tamasha Acharya on students' exposure to and learning from social media and apps. She argues that, contrary to the general perceptions about the impact of these means on students' learning, her students have reported a positive impact in respect of both their confidence in and their use of English. The second article by Jayaprakash explores the possibilities of using such technology with English language learners. His treatment of the topic is rather theoretical and speculative, not empirical. The two articles are thus complementary to each other.

The third of the core articles by Joycilin Shermila presents a sound argument for using literary texts in ESL classrooms rather than treating language and literature as dichotomous entities. Literary texts can and should be used as valuable resources for enhancing learners' awareness of language features provided the texts for such a purpose are chosen carefully without losing sight of the learning goal.

The final article in this issue by Suneela Sharma discusses the problems and difficulties faced by tribal learners in Himachal Pradesh (India) and presents the findings of a study carried out to show how those problems might be overcome by adopting teaching by volunteers. It is claimed that such a measure would mitigate the problems reported and help in teaching English to tribal children effectively.

We hope you will enjoy reading all the articles. Please do send your feedback to eltai_india@yahoo.co.in.

P. N. Ramani, Editor