

## **Editorial**

*Dear Members of ELTAI and other Readers*

### **Season's Greetings!**

*We are happy to bring you the next issue of our journal on behalf of ELTAI, which is organizing its 14th International Conference along with its Golden Jubilee Annual Conference this month in New Delhi. We hope to meet many of you at the Conference.*

*This issue begins with an interesting interview of Professor Z. N. Patil, a teacher and scholar of repute, by Atul Patil. The interview covers issues such as the impact of one's geographical and socio-economic background and one's internal desire, drive and motivation on one's ability to learn English as a second or foreign language. Prof. Patil, who is also the President of the Pune Chapter of ELTAI, offers his frank views on other aspects such as the quality of English instruction and academic research in Indian higher education institutions, based on his personal experience as a learner and teacher of English.*

*We also bring you the regular columns on grammar ('Grammar Guru') by Dr Saraswathi, the story of English by Dr Lal and reading activities by Dr Elango (focusing, in this issue, on critical reading of social media posts). We hope you file these regular features for your reference.*

*In her paper, Bhavna Bajarh presents the findings of a qualitative analysis of the development of the writing skills of an experimental group of hearing-impaired, high school students using Interactive Writing as an instructional approach. The study employed a pre-post experimental design. She reports that the intervention helped the subjects of the study in improving their writing skills. The next paper by Babruwan Kore reports the findings of a study in which a "different" approach to teaching grammar was adopted. The lesson plan included in the paper describes in some detail four stages adopted in teaching the use of the past simple tense in English.*

*Rukmini Jamdar, in her article, highlights the importance of and lists (with brief explanations) study skills and reference skills in teaching English to students. She outlines information gathering, storage and retrieval skills, such as note-taking and note-making. This article is followed by one by Indiramani on the need to empower students through skills development, which, she argues, will go a long way in preparing an appropriately skilled workforce for future India.*

*The next two articles by Saima Khan and Anej Somaraj deal with the pre- and post-colonial status of English in India and the Indian education system up to the present digital age. While the former traces the history and spread of English in India over the last few centuries and highlights the issues arising from them such as the purposes for teaching and learning English and making English the medium of instruction, the latter focuses particularly on the challenges faced by the current digital age and the consequent academic and career opportunities available for students majoring in English.*

*In this issue, we have also included handouts and worksheets used by ELTAI resource persons in recent workshops/training programmes. These relate to promoting learner autonomy among our students and English teachers' professional development concerns; we hope you find them useful. Please go through them and the accompanying notes, and respond, as requested.*

*P. N. Ramani*