

EDITORIAL

Greetings! We hope all of you, your families, friends, and neighbours are safe and fine. Please stay at home and stay safe.

We know that you will receive your copy of this issue of JELT very late in view of several factors including the prevailing COVID-19 crisis all of us are going through and are earnestly hoping to tide over soon. We sincerely appreciate your patience and support in these moments. We hope to return to normalcy as soon as we can. We seek your forbearance for a little longer.

The first paper reports the findings of a study on “story-listening” using “comprehension-aiding supplementation”, conducted by Beniko Mason, Ken Smith, and Stephen Krashen in an attempt to replicate four such previous studies. The study reported here was conducted with EFL students from five Asian countries.

The article by Laxmi Birajdar reports the effectiveness of using the British Council Score Test using the Common European Framework of Reference (CEFR) in assessing the various levels of proficiency in English of a group of polytechnic students. The one by Sasi Kiran gives an account of how she used “chunking” as a strategy in teaching reading, which, she reports, would enable students to become fluent readers.

Dhareppa Kumar discusses how videos available online can be productively used to improve the speaking skills of students at the tertiary level through group activities, the rationale (or the underlying assumption) being “the more they see, the more they learn”. Shalini Bhargava, in her article,

discusses the problems and challenges that students and teachers in engineering institutions in India face in learning-teaching English.

In his article, Praveen traces briefly the history of teaching English in India over a century and in doing so attempts a SWOT analysis of the present situation in this respect. The analysis has led him to argue strongly for an India-centric approach to teaching English to replace the tendency to adopt “imported” approaches, methods, and techniques, especially in the context of the Draft New Education Policy 2019 and the need to prepare the teacher of English accordingly.

This issue of the journal also carries the regular columns: ‘Grammar Guru’ by Saraswathi, the ‘Story of English’ by Lal, and a reading activity by Elango (which explores the use of graphic organizers in aiding comprehension and review of new information gathered from many sources). We have also included in this issue details of the ELTAI 2020 Conference, but please check the websites of ELTAI as well as the conference for updates about the dates.

We have also reproduced from an earlier issue of the journal a piece by Mohanraj on writing a research paper besides our guidelines for authors for preparing and submitting their manuscripts for publication in JELT. We request you to go through both of these and help us to serve you better in selecting articles/papers of quality for publication.

Happy Reading!