

EDITORIAL

You will be reading this issue at a time when the whole world is caught up in a Catch-22 situation as a result of the outbreak of the deadly COVID-19 pandemic that has brought every known activity to a grinding halt. The volume carries papers written on sub-themes which are closely related to English language teaching and training.

The first article by Ali Isik and Stephen Krashen examines the role of comprehension-based input in learning the English language. The authors used two sets of students for the experiment. They report that those who were in a comprehension-based class outperformed those who took a traditional class. Further evidence is provided to show that those in the comprehension-based prep class for admission into the secondary school continued to improve even after completing the school. The second article by Jeff McQuillan is a very short one and offers a response to the question, which is based on Joseph and Nation's theories of how learners acquire vocabulary: Do good readers acquire words more efficiently than poor readers?

The next paper by Arun Behera makes an attempt to examine how language changes or behaves during social crises such as pandemics. He claims that, in extraordinary times, the language users invent and re-invent lexical items and other larger linguistic units to express themselves. Ravi Kumar's paper that follows explores the impact of personal identities of teachers on their teaching practice. He emphasizes that teachers' current teaching is greatly affected by their background and the personal identities they

carry with them to the classroom. The paper suggests that awareness of the formation of teacher's personal identity helps teachers understand who they are as individuals, teachers, and members of the teaching fraternity.

The paper by Sree Raghuram and Suvarna Lakshmi analyses the English syllabi of two different autonomous professional institutions with reference to the design and implementation of the syllabi, focusing on the roles of teachers and tests. They also point out the implications of the study for syllabus designers and teachers.

Besides these papers, the journal also has its regular columns, one each by Prof. Saraswathi, Prof. Lal, and Prof. Elango. Prof. Saraswathi discusses the concept of the phrasal verb and its use in English. The examples that she has chosen to explain the phrasal verb are laced with wit and wisdom. Prof. Lal takes us back in time to the 14th century to describe the major roles played by French, Latin, and English in England at that time and the contribution of William Caxton and his printing machine. Finally, we have Prof. Elango writing on 'synthesising', one of the higher order thinking skills in Bloom's taxonomy, as a reading strategy, which many ESL learners find an uphill task.

While welcoming your comments and contributions for the upcoming issues (research papers, book reviews, anecdotes of successful classes), we hope that you will find the papers in this volume engaging and beneficial.

Dr. K Venkat Reddy [EFL University, Hyderabad], Guest Editor