

EDITORIAL

Dear Readers

*“A professional is one who brings about change.”
(Penny Ur)*

All of us, as teachers of English language, aspire to be professionals. Even so, there often comes a time when all the teachers have the issue of ‘how do I handle this matter?’ The matter may be that of a difficult child, a group of children, a particular piece of text, or any other matter relating to teaching methodology. English Language Teachers’ Association of India, through its Journal on ELT-related issues is making a creditable attempt to share knowledge and ideas based on the experiences of the teachers with a hope that this sharing will contribute towards the professional development of teachers and, in turn, help the learners to become better learners. The current issue is also a part of the same endeavour.

The articles included in this issue range across the areas of learners’ needs, English for specific purposes, interactional opportunities for learners in the class, methodology used in classes, suitability of classroom material, and effect of the current pandemic on pedagogy.

There are many teachers who follow the traditional teaching style of lecturing in the classroom. In a pervasive culture of silence, the learners listen on passively. Consequently, there is not much growth seen in the learning process. The desirable situation would be for the learners to play a more active role in the class and develop a sense of independence as learners. The issue of making the learners self-reliant is addressed in the article ‘Creating Interactional Opportunities in the Indian ESL Classroom’. Learners need to be facilitated in the process of becoming independent learners and stakeholders in their own learning process. The article helps raise awareness of this issue.

‘English for Specific Purposes’ is a branch of ELT that addresses the English language needs of the

learners of specific disciplines. The two articles ‘English for Specific Purposes: An Imperative Need in our Curriculum’ and ‘Teachers’ Perspectives on the English Language Needs for Employability of Engineering Students: An Analysis’ attempt to support the need for preparing the learners for engaging with specific disciplines and address their language requirements for attaining employability satisfactorily.

As their titles suggest, the two articles ‘Methods of English Language Teaching in India: From Primary to Higher Level’ and ‘Impact of COVID-19 on Pedagogy in a Multicultural Classroom’, address the issue of various methods used in classrooms. The first one of these lays out the option of various methods available to the teachers of English at various levels, and the second one deals with a contemporary theme that leads all the teachers into a mode of online teaching without having had the skills to switch to this mode.

In spite of a general awareness of the poor quality of reading materials in English in schools, students continue to be subjected to such materials. In English language teaching classrooms of India, in the middle of wide variations in the quality of teaching, methodology, learning levels of students, the textbooks represent a component that can have a potentially stabilizing role in learning delivery. In such a context, the article ‘The Higher Secondary English Textbooks in Odisha: An Assessment of Content Suitability’ represents a welcome attempt to raise some pertinent questions about the suitability of some of the reading material included in the higher secondary English textbook in Odisha.

I wish and hope that readers would enjoy reading the articles and benefit from them.

Readers are requested to send their feedback to: indiaeltai@gmail.com or eltai_india@yahoo.co.in.

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