

EDITORIAL

Congratulations once again to every one of you. You will be happy to know that JELT has been recognized by UGC-CARE. Recognizing a published article as a finalized version of a piece of research establishes the fact that it can be relied upon as accurate, complete, and citable. JELT is committed to honouring these principles. We are committed to sharing the latest developments in English language research, and current guidelines and tools that will help to ensure the standard and quality of JELT. In this issue, we have compiled a few articles from past issues for this number. The table of contents of this issue, featuring some of the brightest stars in the firmament of ELT in India, will sound familiar to regular readers. Every aspirant for publication should go through these articles to learn how to share their research work and findings.

We open this issue with an article written by our patron Shri Rajagopalan in which he has outlined the journey ELTAI has travelled. From its worthy (although modest) beginnings, the journal along with ELTAI has gone through a series of transformations that are part and parcel of those long-term academic projects which, to adopt an ecological analogy, are expected to evolve constantly; especially when their main activity is the construction of new knowledge. Despite the expected changes that come with the growth of our publication, one aspect remains constant: our aim of enriching the professional knowledge of our readers and authors and thus, creating and strengthening an international academic community around the teaching and learning of English as a second/foreign language. 'Those without a past are without a present.'

The second article, authored by Professor Sood deals with the teaching of reading in a second/foreign language such as English and provides guidance to improve teachers' teaching of reading as a skill. He makes the point that having a purpose in mind gives learners motivation to read. A state-of-the-art article on Computer-Assisted Language Learning (CALL) by Xavier Pradheep Singh attempts to trace the history of CALL and discusses Communicative CALL, Integrative CALL, and its current status in a compact way. The paper that follows by Richard Smith explores the views and practices of Palmer and discusses what 'scientific language teaching' would mean. In the article on Content and Language Integrated Learning (CLIL), C. A. Lal and Arun George probe the basic nuances of CLIL as an ELT methodology and its viability in the Indian context.

In the interview reported by Albert P'Rayan, Scott Thornbury answers a wide range of questions about the 'Dogme method', 'Teaching Unplugged', and post-method pedagogy. Our readers would certainly enjoy Professor Nagarajan's presentation on the 'Aesthetics of Reception' with reference to Shakespeare criticism down the ages. He explains why the Bard-of-Avon has elicited the widest response to his works and how everyone – lay leaders, students, scholars, critics, theatre-goers, and translators – has marvelled at the 'human invention'. This article is followed by two book reviews – one by Professor Saraswathi and the other by Uma Maheswari.

To conclude, we wish to highlight the valuable contributions of the editorial board, authors, and readers. All of them have provided their support in their own way. We hope we will continue to be supported by scholars, researchers, and our readers who will find the Journal useful and relevant. The secret of getting your articles published and recognized lies in these words – research, write, revise, edit, finish, and submit.'

Enjoy reading. Enrich yourself!

Neeru Tandon, Editor