

## EDITORIAL

Dear Readers,

‘An investment in knowledge pays the best interest’. — Benjamin Franklin.

JELT is foremost a forum for scholarly debate, but it serves a variety of functions owing to the fact that it is read by students, practitioners, lecturers and researchers. In its publication, this diversity is partly reflected in the variety of genres, partly presenting new findings (research articles, abstracts, case reports) and partly evaluating them (editorials, reviews, book reviews, letters to the editors).



This issue contains a variety of articles. The first article is ‘*ESL Academic Writing: Perceptions of Post-Graduate Learners of Arunachal Pradesh*’ by Mr Jamu Meto and Dr Krushna Chandra Mishra. The purpose of this study was to investigate the perceptions of postgraduate learners in Arunachal Pradesh towards academic writing. Researchers used a questionnaire survey and semi-structured interviews were carried out to explore the learners’ perceptions of academic writing. It is followed by an article by Dr Jagdish Patil, titled ‘**Developing English Language Skills through Laxman’s Cartoons**’. This paper discusses various approaches to developing English Language skills at various levels of teaching. For the purpose of developing language skills, R.K.Laxman’s cartoons are used as text material. The paper contemplates a specific methodology to develop various English language development activities. The paper also illustrates eight activities designed as teaching material for developing English language skills.

The dialogue in children’s books is a tool for enhancing action. So, ‘*Accentuating Language Acquisition in Kids: A Study of the Works of Robert Munsch*’ by Ms Gulshan Ishtiaque and Dr Amna Shamim emphasises language acquisition in children through a few of Robert Munsch’s short stories. In order to gain a more scientific understanding of language acquisition in general, the study also includes a discussion on language acquisition, as it has an impact on children’s minds for their entire lives and enhances communication skills in them as well.

*The next article ‘Academic Writing Needs of Research Scholars in an Indian University* by Dr Nivedita Malini Barua is a survey-based study. Among researchers who participated, global skills were viewed as more problematic than local skills, and academic writing was modelled on research work that had already been published. They wanted academic writing courses to be included in their research programs, but the reasons given indicated that they were unaware of the need for academic writing.

Dr Jaya Verma presented ‘*An Analysis of Question Papers for Evaluating the English Language Communication Skills of Engineering Students.*’ The highlights of the paper include an analysis of English language question papers, challenges faced by English language teachers while setting papers on Bloom’s taxonomy, synchronizing teaching and testing along with Bloom’s taxonomy and preparing model question papers with the same topic for all levels of BL.

We are pleased to feature the fourth in a series on ‘Demystifying Research’ by Dr Shree Deepa and Prof Geetha Durairajan in this issue. It discusses a very pertinent question: ‘**What type of research article should I write: theory-based or practice-based?**’ There’s a lot of interesting information in this article. Following that, Professor Elango’s regular column “An Interview: Listening to Achievers” introduces listeners/viewers to interviews with achievers.

Enjoy Reading!

Prof Neeru Tandon