

EDITORIAL

Dear Contributors and readers,

We are delighted to present the March-April issue (2023) of the Journal of English Language Teaching (JELT), a highly esteemed academic journal listed among the UGC Care journals. Our journal is widely known for publishing scholarly works and research papers pertaining to the domain of English language instruction. If you intend to share your article with JELT, it is imperative that you verify its relevance to the field of English language teaching and learning. Furthermore, it is essential to meticulously adhere to the submission guidelines, including formatting, structure, and referencing style. Moreover, it is advised to maintain a precise word limit, and conduct comprehensive research, using credible sources to substantiate your arguments with proper referencing and citation styles. Additionally, to expedite the publication of your paper, you may attach an anti-plagiarism report and the highlights of the paper in a separate sheet. Although typically the entire review process takes approximately four months, sometimes unavoidable circumstances may delay the process. Thus, it is kindly requested that you exercise patience in such situations.



In this issue of our journal, we feature several papers that shed light on various aspects of English language teaching and research. The paper “ELT for Pharmaceutical Science Undergraduates: An Integration of Multidisciplinary Approaches” by Ms. Preethi Sharma and Prof. Anita Tamuli explores the use of multidisciplinary approaches in English language teaching for undergraduates of pharmaceutical science. The paper highlights the importance of incorporating multiple disciplines, such as linguistics, communication, and science, to enhance the learning experience of students.

Another paper, “Gendered Linguistics: Contorting Language to Erase the Queer Existence” by Mr. Joseph K J, Dr. J Amalaveenus, and Dr. Justin James, delves into gendered linguistics and its impact on the queer community. The paper argues that the language we use can create a non-existent space for queer individuals and suggests ways to create an inclusive linguistic environment.

Furthermore, Dr. Prajna Pani’s paper on ELT and Design Thinking titled “Exploring the Synergy Between English Language Teaching and Design Thinking” explores the use of design thinking to enhance English language teaching. The paper proposes an innovative approach to integrate design thinking principles into English language teaching to improve students’ language proficiency.

In addition, “The Significance of Instructional Materials in Enhancing Students’ Academic Performance” by Ms. Hinabahen Patel and Dr. Shivkumar D Singh discusses the role of instructional materials in uplifting students’ academic performance. The paper highlights the importance of instructional materials and their impact on students’ learning outcomes.

Dr. C Vijayakumar’s paper “Analyzing Dictionary Search Preferences: A Study of User Behaviour” provides insights into how students search for words in dictionaries and the factors that influence their search preferences. The paper sheds light on the importance of understanding learners’ preferences to develop effective instructional materials.

Lastly, Prof. Geetha Duriarajan’s column on Demystifying Research-8 offers valuable insights into the research process and provides guidance on conducting research in a systematic and ethical manner.

Overall, this issue of our journal highlights the importance of multidisciplinary approaches in English language teaching and offers insights into various aspects of language learning and research. We hope these papers will inspire educators and researchers to continue exploring innovative ways to enhance English language teaching and research.

Good luck with your writing and enjoy reading!

Sincerely,

Prof. Neeru Tandon

Editor-in-Chief

Journal of English Language Teaching (JELT)