

EDITORIAL

JELT - Navigating the Landscape of English Language Teaching



Dear Esteemed Readers,

English Language Teaching (ELT) weaves the threads of communication, culture, and connection in the tapestry of education. It is not just about imparting language; it is the art of nurturing bridges that unite minds, enabling understanding to flow beyond boundaries. As we embark on this journey, we embrace the privilege of shaping not only words but also worlds.

In this enlightening edition of the Journal of English Language Teaching, we are pleased to present an array of thought-provoking articles that delve into the multifaceted realm of language pedagogy and scholarship.

“Research on L1 Use in ELT in India: Advancements and Limitations” by Nivedita Bhattacharya delves into the nuanced realm of integrating learners’ native language (L1) in English Language Teaching (ELT) within India’s multilingual context. The article meticulously reviews a diverse body of research, showcasing both advancements and unique findings. It highlights L1’s potential to enhance understanding, its sociolinguistic implications, and its role in creating an inclusive learning environment.

Moreover, Dr Dhriti Sunder Gupta and Dr Jayati Chatterjee embark on a transformative expedition as they dissect “Transforming English Language Teaching: A Study of the National Education Policy 2020.” Their scholarly endeavor unearths the implications of this pivotal policy on the landscape of English language education, inviting us to contemplate the evolving dynamics within our classrooms.

Venturing into the evolution of the English language itself, Ms Ayshwarya C N embarks on a journey of “Lexical Metamorphosis.” Through a meticulous analysis of the Oxford Dictionary’s new word additions, Ms Ayshwarya traces the subtle yet profound shifts in the linguistic tapestry that bind us together.

The Indian context forms the backdrop for “English Language Education Scenario in India: A Systematic Review for Developing Policy Recommendations” by Vincy R. Infanta and Greta D’Souza. This systematic review casts a discerning eye on the state of English language education, paving the way for informed policy recommendations that align with the aspirations of a diverse nation.

Furthermore, our exploration extends to the realm of research methodologies. Dr Shree Deepa and Prof Geetha Durairajan engage with the intricacies of working with qualitative data, embarking on a journey of “Demystifying Research.” Their insights serve as a guiding light for researchers navigating the nuances of data analysis, specifically focusing on questionnaire responses.

Additionally, we are privileged to have a book review ‘A Dog’s Eye-view: A Review of Flush by Virginia Woolf’ by Prof Shreesh Chaudhary. His profound insights and expertise contribute to our understanding of the intricate web of English grammar, enriching both educators and learners.

We extend our heartfelt gratitude to our contributors and readers who fuel the intellectual discourse that defines the Journal of English Language Teaching. The spectrum of articles presented herein reflects the commitment, dedication, and scholarship of our contributors, who continue to enrich our understanding of language pedagogy. May this issue inspire, provoke thought, and pave the way for renewed perspectives in the ever-evolving landscape of language education.

Warm Regards,

Prof Neeru Tandon