

EDITORIAL

Dear Esteemed Readers,

In the ever-evolving landscape of English Language Teaching (ELT), we find ourselves at a pivotal juncture—a juncture marked by a profound shift towards digital learning. The term “futures” in the context of education carries with it the promise of boundless possibilities and the exciting prospect of venturing into the digital realm of Web 3.0 and beyond. It beckons us to explore the myriad ways in which education may unfold and adapt to the changing technological terrain. This shift, embodied in the paradigm of Web 3.0, presents us with both opportunities and challenges in the realm of ELT. It holds the potential to enrich interactivity, promote decentralization, and enhance global accessibility in language learning. Yet, it also casts shadows of complexity, privacy concerns, and the ever-pressing issue of the digital divide. The extent of Web 3.0’s impact on ELT hinges upon how educators and institutions navigate and harness these emerging technologies for the benefit of learners.



In an age of rapid technological advancement, we cannot ignore the *transformative influence of Artificial Intelligence (AI) on education*. Our inaugural research paper, “*The Efficacy of Artificial Intelligence-driven Immersive Reader for Dyslexic Students in Special Schools: A Case Study*” by M. Hannah Shirley & Dr. B. Monika Nair ventures into the captivating realm of AI-driven education. The research highlights the potential of AI-based interventions, like Immersive Reader, as an effective tool for supporting dyslexic students in language learning, offering personalized and adaptable learning experiences.

Dr. Kanak Kanti Bera’s research paper, “*Impact of Cultural Affinity on Reading Skills in L2 Classrooms*,” takes center stage. Dr. Bera’s work delves into the intricate relationship between cultural affinity and the development of reading skills in second-language classrooms, emphasizing the vital role of cultural connections in language acquisition.

Our gaze then shifts towards inclusivity, a cornerstone of modern pedagogy. Ms. Ananthi G Pillai’s, “*Universal Design for Learning as a Drive for Inclusive Language Development*,” underlines the imperative of inclusive language education, catering to the unique needs and challenges of all learners. Inclusivity, we are reminded, is not a mere catchphrase but a guiding principle shaping our pedagogical landscape. It strengthens the inclusion process at an early stage of education. She suggests, traditional methods of language teaching should be upgraded in the light of technology.

Professional development takes centre stage in Ms. Kabita Ghosh’s enlightening piece, “*Necessity for Teachers’ Professional Development: Vis-à-Vis Learner Needs*.” This paper underscores the pivotal role played by continuous professional growth in meeting the evolving needs of learners. It serves as a poignant reminder that educators stand as the bedrock of effective language education, and their development is inextricably linked to our students’ success.

The paper ‘*Assessment for Language Learning*’ by Dr. Shalini Mathur & Dr. Shaloo Manocha talks about the use of appropriate assessment strategies and techniques. It is a review of the assessment process in foundation courses especially Hindi and English language, in MP higher education. It includes the pros and cons of the different forms of assessment and their relative impact on the learning of various language skills.

In the column “*Demystifying Research 10: Tools in the Toolbox, Nay, Tool-Books!*” penned by Dr. Shree Deepa, readers are ushered into a realm where essential tools empower language educators and researchers. The wisdom shared illuminates the indispensable resources that every researcher and language professional should explore.

As we reach the pinnacle of our exploration, we are met with the enlightening contributions of Professor K. Elango. Within his enthralling listening activity, Professor Elango guides us through a profound expedition into the life narratives of remarkable leaders. He imparts invaluable insights, inviting listeners and viewers to grasp the challenges overcome by those who transformed from ordinary to extraordinary and to draw inspiration from these life stories. This compelling work prompts us to contemplate the distinctive qualities and attributes that distinguish exceptional language educators.

It is followed by a book review of two books by Prof. Neeru Tandon and Mr. Rajesh K. Yadav.

In this insightful book review, the authors embark on a rigorous examination of Geetha Nagaraj and Dionysios I. Psinos’ respective works on language teaching. By conducting a critical analysis, the reviewers delve deep into the unique perspectives presented in each book, shedding light on their strengths, weaknesses, and the broader implications for language education. This comparative review provides readers with a nuanced understanding of the diverse approaches to language teaching, ultimately enriching the discourse within the field.

We aspire that this issue of JELT serves as a wellspring of inspiration, a catalyst for meaningful dialogue, and a harbinger of positive transformation in the realm of language education. Your unwavering support and readership are cherished, and we eagerly anticipate continuing this intellectual odyssey in your esteemed company.

With warm regards,

Prof. Neeru Tandon, Editor-in-Chief of Journal of English Language Teaching (JELT)