

Editorial

The Teaching of Literature in the 21st Century

We are happy that the scholars all over India and abroad responded positively to our invitation to contribute to this special volume of the *Journal of Teaching and Research in English Literature* (JTREL). The domain of ELT is in a state of flux and it is always challenged by changing technology, social attitude towards language, glaring disparity in various state governments' policies for school and university level language education, continuing debate on educational qualifications of teachers, alarming variations found in curriculum prepared by various Boards of Studies, and so forth. In such troubled times, it is only but natural that the thinking minds of society, especially the teaching community takes up to activism by expressing its views through publication or otherwise. This special issue addresses some of the contemporary topics in the teaching of literature from diverse perspectives. It covers a variety of areas such as ICT, Culture, Pedagogy, Methodology, and Literature.

In their incisive article "The teaching of ESL/EFL literature at the undergraduate level: quo vadis", Dr P. N. Ramani and Dr Abdu Moh'd Al-Mekhlafi provide an overview of past and present practices and call for a need to re-examine the situation in the classroom. They have suggested a future course of action worth pursuing to make the activity more meaningful.

Dr Prashant Mishra and Dr Susanta Kumar Bardhan, in their article, in their article "Decolonizing English Teaching and Studies in India", emphasize the need to review ELT methods and materials in order to decolonize English studies and ELT for improving language use competence among learners. They suggest certain measures to reorient the present curriculum so as to add more meaningful indigenous practices.

Ravindra B. Tasildar's brief paper "Teaching of English literature in Indian universities: A review" makes a review of the Special English Courses with specific reference to five state universities in Maharashtra. He points out some of the serious challenges posed in the university level English education.

Eliane Segati Rios Registro and Vera Lucia Lopes Cristovão discuss the genre of the short story as a tool for teaching English as a foreign language. The methodological framework has been derived from socio-discursive interactionism.

In her paper, "Film adaptation as an instructional tool in the teaching of literature", R.Tamil Selvi explores the possibility of integrating film and literature teaching in a classroom context. She states that viewing a film and learning literature can go together when there is preparedness on the part of the teacher and the taught. The paper also stresses on the possible limitations in this strategy.

M. S. Raj Sree in "Teaching literature and language through popular culture", attempts to view how popular culture can be used in teaching language and literature.

We, the editors of JTREL, hope that our readers will have a rewarding reading experience.

Dr T. S. Chandra Mouli
Editor, *JTREL*