

**Dear Reader,**

“If a child can’t learn the way we teach, maybe we should teach the way they learn”. A little introspection on the theories and methods we have been using for teaching English will bring to light the fact that we have overdone some of them and in the process many have taken back seats. Using translation method for teaching English is one such forgotten method and it is time to explore its impact on twenty-first century learners and revive its use if it benefits them. S. Vincent in *Translation as a Tool for Language Teaching* reviews the arguments, available in literature, in favour and against translation method. He further presents the issues a language teacher adopting translation method may confront and provides solutions to handle them. He also suggests some of the strategies that can be of use in the classroom for teaching communication skills. S. Vincent, a well-known author and translator, has authored many books related to the teaching of English including course books on spoken English. He has published two selfimprovement books in Tamil and has translated more than ten books from English to Tamil. His recent translation being Oliver Sacks’s *The Man who Mistook his Wife for a Hat*.

Albert P Rayan’s *Review of en.news app and One-on-One with Mike Elchik* has two parts. Part 1 is an extract of his article “Lessons that Engage” that appeared in *The HinduEdge*. In his article, Albert, reviews an online application, en.news managed by Mike Elchik. He presents its usefulness in terms of developing the language skills, vocabulary and pronunciation of the users. Part 2 is an interview with Mike Elchik in which Elchik answers to Albert’s questions on the reasons behind launching the app, its uniqueness, material selection, user feedback and most importantly how an English language teacher can use it in the classroom.

Krashen et.al in *Some New Terminology: Comprehension-Aiding Supplementation and Form-Focusing Supplementation* explain the difference between promoting language acquisition and promoting conscious learning through new terminologies.

Madhavi Voleti and Y.Somalatha in *Teacher Workshop on Using ICT Tools and Digital Narratives-A Report* shares the outcome of the workshop held for school teachers as a part of the Action Research study emphasizing the role of digital narratives, prezi in particular, in enhancing productive skills. In *Vocabulary, an Indicator of Language Proficiency: A Perspective from the Review of Literature*, Jayanta Kumar Das highlights the correlation among vocabulary, four skills of language and grammar by delving into the existing literature.

R Rajeshwari in *Developing L2 Academic Writing: Going Beyond CLT and TBLT* emphasizes the need to develop academic writing skills and recommends explicit instruction while teaching writing. In *An Experimental Study Conducted in Kerala at Higher Secondary Level on the Application of ICT Vs. Traditional Model of Teaching of English*, Viju M J shows the effectiveness of using digital tools for teaching English language.

Aparna Roy highlights the need to have alternate system of testing language skills and also suggests a few methods that will promote acquisition of language skills and result in facing exams with more confidence.

With a view to encouraging short articles from contributors, this edition has included one in which Hakeem Rouf presents his observations on how language is taught in schools and emphasizes on the need to overhaul language teaching and testing.

Your suggestions and feedback are welcome. For any comments on the articles published, please write to the editor at [jeltindia@gmail.com](mailto:jeltindia@gmail.com)

**Dr R Jaya**