

EDITORIAL

Dear friends

As of Jan 2021, I have been appointed as the new Editor of JELT, an internationally recognized, signature journal of ELT@I. JELT has become increasingly relevant in the context of diverse, real-world, complex problems and challenges in teaching English. Launched in 1965, the journal has published several influential and impactful articles on English language teaching and learning. Hence, it is my great honour and pleasure to serve this established, reputed journal. I seek your contributions, suggestions, and involvement in ensuring that JELT remains the best forum to discuss ELT-related issues.

Allow me to present this issue, which will give you an idea of how English language teaching is constantly evolving, especially in the light of technological advancements. You will agree that learning is more than just a recall of content; it entails the use of both mind and body, as well as collaboration, discussion, and exploration. Learners must be mentally, culturally, and physically prepared. Several of these issues are addressed in the current issue of JELT.

'Teaching Reading Using a Literary Text in the English Classroom' examines closely the theoretical perspectives on using literature in the language classroom and then goes on to discuss the sub-skills approach to teaching the reading skill. 'Enhancement of Reading, Writing, and Speaking Skills in Primary Online Class' shows an integrated approach to develop these skills in primary school children. It gives a fairly good account of various online learning activities planned by the teacher for primary class students. 'PowerPoint Presentation and Online Teaching' reviews points associated with its use in a teaching and learning context and suggests some guidelines and pedagogical strategies that need to be considered where it is to be used.

'ELT for Limited English Proficient (LEP) Learners' discusses the notion of LEP based on a review of the literature on LEP. 'Language Learning: A Matter of Correct Attitude and Soft Skills' is based on the observations made during an informal interaction with students to understand the reasons governing their choice of English as an optional subject. 'The Predicament of Rural College Students during the Pandemic: An ELA Website for their Rescue' aims to show how a customised website is a boon for rural students during the pandemic, with its video lessons, extracts from the textbooks, and other exciting learning materials.

'Grammar Guru' begins with 'Do you get tense about tenses in English?' and makes you comfortable while dealing with grammar rules. Dr. Elango provides guidance on reading practice and goal-setting to help readers set goals for themselves before interacting with any text. He points out that there are various genres, each of which necessitates a particular reading style. Margaret Fuller once said, "Today a reader, tomorrow a leader." I agree.

Over the past few decades, learning has shifted from a top-down, teacher-centred approach to a bottom-up, student-centred approach, shifting the teacher's position from knowledge-transmitter to consultant, guide, coach, and/or facilitator in many ways. While the future decade will be dominated by technology, one ingredient has remained constant over time: outstanding teaching and a supportive classroom environment. We need to ponder the big question: How can we ensure these in 2021 and beyond to build the ultimate classroom for learning?

Happy Reading and Sharing!

Dr. Neeru Tandon