

## EDITORIAL

Dear Contributors and Readers,

I am grateful to Prof Elango for focusing his attention on ELT in India. When I look around, I find that almost all Indian universities (with the exception of one or two, such as EFLU, Hyderabad) are content with a single option of traditional MA in English. The credibility of this programme in a stricter sense is called into question because it prioritises English literature teaching over ELT. Based on taxonomic nomenclature, one can easily conclude that none of the nine internationally acclaimed ELT programs is available to English learners in India.



INDIAN ELT Teachers must be trained to use improved pedagogical methods in order to manage English language teaching (ELT) in India. They must get the necessary professional expertise, and adequate and appropriate ELT training. ELTAI is ceaselessly working towards its goal to establish Indian ELT. Other than JELT, ELTAI is going to organize an international conference on the title '**Indian ELT: Imitative or Generative?**'. Prof Elango said, 'Though late, let the conference launch the process of indigenous approaches to English language teaching to be christened 'Indian ELT'.' Through JELT all the editors are doing their bit and creative contributors are doing research and proving their point slowly but steadily.

The concept of task-based learning (TBL) is rapidly gaining popularity, but what actually happens when we use communication tasks in real language classrooms in India? In the paper 'Exploring Task-Based Learning Framework for Enhancing Spoken English in Indian Classrooms,' Ms Pooja Singal talks about the implementation of TBL with learners of various ages and in a range of contexts in improving the overall learning environment of an English classroom and in enhancing the spoken languages abilities of the learners for carrying out the above-mentioned functions. Dr Muckrta A. Karmarkar's paper uses Twitter messages to explain the 7 C's of Communication. The paper tries to throw light on the fact that teachers while teaching Business Communication can use Twitter messages as an educational tool. Dr C Vijaykumar in his article Dictionary Search Preference by Engineering Students: A Small Scale Survey explains that a deeper understanding is aimed at how dictionaries are generally used by English majors, and how they differ in dictionary strategy use in terms of their language proficiency, to enable learners to use dictionaries more effectively. He is of the view that their use is limited to exploring a few aspects such as meaning and synonyms. We can guide students to notice and study other aspects which are equally important. Grammar Beyond Recipe by Mr Sudip Sinha emphasizes that as grammar is a valuable tool for successful communication in all areas of learning, it is time we move away from such a misleading approach that presents grammar as an arid, contrived, and lifeless thing, in order to realize the beauty of grammar. Moving to Part of speech, which is better thought of as a "morphosyntactic category". That's a big word, so let's break it down: it means that the part of speech of a word is determined by what it looks like, i.e. what affixes are attached (that's the morpho-part) and where it appears in a sentence (that's the -syntax part). Ms Neelam Chawla's article 'Difficulties in the Usage of Parts of Speech in the English language' contains an introduction, a brief review of the relevant studies, some common difficulties in the usage of different parts of speech in the English language, the methodology used and data collection, findings and conclusion, and limitations of the study. Prof Geetha Duriarajan and Prof Elango once again enlighten us with their masterful perspectives in their columns Demystifying Research and Listening Activity, followed by a book review of Life's Little Tales by BN Patnaik, reviewed by Prof Sheerish Chowdhary.

Creativity allows people to think critically, tackle complicated problems, and come up with unique solutions. The papers in this issue of JELT will assist people in broadening their understanding of creativity and innovation. The scope of this issue of JELT provides a strategic forum for all educators and educational policy-makers to think and act rightly in this direction.

Enjoy Reading!

Prof Neeru Tandon

Editor in chief