

EDITORIAL

Dear readers

I trust you are doing well.

I am happy to bring this last issue of the year in time. The papers in this volume are written by research scholars and invited authors working in a variety of areas of ELT. Both the invited and the regular papers are reviewed as usual using our double-blind reviewing process. The papers that this volume carries principally fall within the horizons of the theory, praxis of ELT methods, verbal disposition, error analysis and web resources for teaching English.



Multinational English Language Teachers' Understanding of Theory and Praxis of ELT Methods: A Survey has been written by Dr. C. Ramamuni Reddy, Dr. M. Udaya, and Dr. G. Suvarna Lakshmi.

This paper is based on a survey-study conducted with one hundred and sixty two English language teachers who are teaching English in ESL and EFL contexts at various schools and colleges in eighteen different countries. The study has twin aims: the first one is to check and explore if these teachers have the knowledge of ELT pedagogy, specifically methods, and if they do, can they recognize which method is being used when they actually teach. For the first one a survey was conducted. Keeping the survey responses of these teachers in hand, a few classes of these teachers, randomly selected, are observed to check if they are able to relate their knowledge of the ELT pedagogy (collected in the survey) to their actual praxis in the classroom. The study revealed interesting facts about their awareness of classroom teaching techniques, procedures, and methods.

Next article '***Verbal disposition: The Need for Language Potentiality in Anthrologic Spaces*** posits that the construal of language potentiality - the inherent constructive, neutral, or destructive choice leads to the verbal disposition of a language user. The argument is that it is teachable and testable while it has its roots in ancient texts such as speech austerity. Dr. Shree Deepa rightly proclaims 'language proficiency makes us human, while language potentiality makes us humane'. Through this paper, she emphasizes that this caring must be reflected in language use and build a verbal disposition that will surely enhance employability skills in adult students pursuing higher education.

A fresh perspective is explored by Krishna Hazarika in her paper, ***Error Analysis: An Essential Tool for English Language Teaching and Learning***. It illustrates how English as a Second Language can be taught and learned effectively in schools or institutions by way of EA as a learning strategy. Her conclusion is that error analysis aids our understanding of language learning, explains the challenges language learners face, and provides teachers with a variety of strategies to help their students learn in addition to highlighting the difference in the methods and approaches used by the learners during the second and foreign languages learning.

With most of us shifting to online mode of teaching in one form or another, one such key issue, namely that of personal and professional well-being has come to the fore. This area is addressed in Dr. Naziya Hasan's article ***Exploring Web Resources for Teaching English Language Skills***. The author focuses on the importance of technological tools and web resources in the field of ELT. The paper explores and highlights various web resources that can be utilized for teaching and practising English language skills and enhancing the language competencies of the learners. Resource-rich classroom environment fosters a creative and constructive learning environment. In addition, the paper also focuses on ways to integrate technological resources in language classrooms. Language teachers and practitioners will find this paper helpful and beneficial.

Successful research methods are linked to high-value and long-term outcomes such as stronger career preparation and higher information literacy. Professor Geetha Duriarajan writes this column ***Demystifying Research: Surveys, Intervention Studies, and Ethical Considerations*** in a very interesting and gripping manner to help researchers reduce anxiety and enjoy their research. This write up, fifth in the series, discusses surveys, intervention studies, and ethical considerations in an attempt to demystify the design thereby allowing those less familiar with its design an opportunity to utilize it in future research. Finally, we have useful tips by Prof. Elango on ***A Public Lecture*** using YouTube videos to enable learners to comprehend and communicate.

I feel honored and humbled by these contributors and hope the collection will provide a rare opportunity for these authors to share their interests, research, and practices in the future too. Happy New Year – 2023 in advance.

Prof Neeru Tandon

Editor-in-chief, JELT