

EDITORIAL

Fellow Educators and Researchers,

The world of English Language Teaching (ELT) is undergoing a thrilling transformation. Gone are the days of rigid textbooks; ELT is now a dynamic field that constantly adapts to diverse learners and the ever-evolving communication landscape. Technology is a driving force, fostering a shift from teacher-centred to student-centred learning. Innovative approaches like translanguaging, mindfulness practices, and task-based learning are not just trends, but a paradigm shift. They empower students to become well-rounded global citizens with the critical thinking and collaboration skills essential for the 21st century. Even social media platforms like Instagram and TikTok are becoming powerful tools for vocabulary building and pronunciation, personalizing the learning journey and making ELT truly engaging. As educators, we have a vital role to play. By embracing these innovations and continuously adapting our methods, we empower our students to become confident and articulate communicators in our interconnected world. This issue of JELT showcases a range of articles that explore these trends in greater depth. We invite you to delve into the exciting possibilities these innovations present and join us in shaping the future of ELT.



Dr Annie Bangtegan Domede and Dr Sree Lakshmi Ammanamanchi's article, "Exploring Informal Spaces for Language Teaching," challenges us to consider the potential for learning beyond the traditional classroom walls. They believe that a closer analysis of the data suggests that integrating social media into ELT can enhance student learning experiences. The paper "Developing Critical Reading Skills of the Undergraduate Students through Working in Groups" by Dr. Chiranjeevi J. and Prof. Venkat Reddy K. reveals that undergraduate textbooks focus on factual comprehension, neglecting critical reading skills essential for exams like the CAT, GRE, and GMAT. Using Vygotsky's Zone of Proximal Development (ZPD) approach, the findings highlight the need to incorporate critical reading skills in academic curricula for better academic and professional outcomes."

Mapping the Contours of Language Used on Social Media" by Prof. Lata Dubey delves into the ever-evolving world of social media language, providing insights into how these platforms can be utilised for language learning. Arokia Immaculate Sheela S and Dr. Joy Christina Sara Jayakodi's "Unlocking ESL Learners' Speaking Potential by Integrating a Reward System as a Component into Lesson Planning: A Theoretical Approach" delves into the motivational power of rewards in language acquisition. Prof Sanjay Arora and Nitigya Mathur's "Exploring Vocabulary Innovations as a Tool in Select Indian Writings in English" compels us to examine the rich tapestry of English used in contemporary Indian literature. Dr. P. Prabhavathy's article reminds us of the importance of empathy and understanding in the learning process advocating for a humanistic approach that acknowledges the complexities of language acquisition and the inevitability of intralingual errors. The study specifies the three steps of Error Analysis and contributes to remedial teaching.

We're eager to learn more about the effectiveness of innovative approaches like translanguaging, mindfulness, and task-based learning. Researchers should speculate how technological advancements can be further harnessed to personalise the learning experience and make ELT, even more engaging. This next issues of JELT welcome your insights and groundbreaking discoveries!

Happy Reading

Neeru Tandon