

EDITORIAL

As the field of English Language Teaching (ELT) evolves, we find ourselves at the intersection of technological innovation and educational reform. In this issue of the Journal of English Language Teaching (JELT), we present a series of articles that reflect the dynamic landscape of ELT, shaped by the advent of AI, new pedagogical frameworks, and the National Education Policy (NEP) 2020. From the transformative impact of AI to experiential strategies rooted in Indian classrooms, these discussions highlight the unique challenges and opportunities for educators in the Indian context.

In the opening article, *AI, ChatGPT, and ELT: A Maverick's View*, Prof S Mohanraj, offers an insightful exploration of how Artificial Intelligence, particularly tools like ChatGPT, are redefining the language learning experience. The paper delves into how AI-powered platforms are not just supplementary tools but catalysts for change, challenging traditional teaching methods while also offering new dimensions to personalized learning. Mohanraj's perspective provides a provocative take on the potential and limitations of AI in the hands of educators, urging us to think critically about its future in ELT.



Following this, *Using Experiential English Language Teaching Strategies for Young Learners: Perspectives of Indian Teachers Concerning NEP 2020* by Mr Amal Tom and Mr Nagendra Kumar takes us deeper into the core of experiential learning. Rooted in the values of NEP 2020, the article emphasizes the shift from rote learning to holistic education, where children learn through experience, interaction, and collaboration. This article is particularly valuable in highlighting the perspectives of Indian teachers, offering practical insights into how these strategies are being adapted to meet the language learning needs of young learners in diverse contexts.

The use of literature as a pedagogical tool takes centre stage in *Developing an Exploratory Model for Using Literature to Teach English in Primary Level ESL Classrooms of Assam* by Ms. Jushmi Gogoi. Gogoi's exploratory model, based on the context of Assam, underscores the power of storytelling and cultural relevance in the development of language skills, offering a model that is both innovative and contextually grounded.

Technology continues to influence ELT practices, and in *Teachers' Perception and Practices of Microsoft Teams as a Learning Management System* by Mr Anish Jackson N and Dr Susmitha Shyamsundar, we are provided with a practical analysis of how digital platforms are being integrated into teaching. The study on Microsoft Teams reveals a variety of experiences and perceptions that educators have towards this tool, offering both a critique and appreciation for its use during and post-pandemic. The authors present valuable insights into the digital transformation that is taking place in classrooms and its potential for future growth.

Rounding off the issue is *Psychological Empowerment in Higher Education: Exploring its Impact on Linguistics and English Language Teaching (ELT) Faculty* by Ms. Sonam Gupta and Prof. Anshu Yadav. This paper explores an often-overlooked aspect of education: the psychological empowerment of teachers. By focusing on how empowerment influences linguistics and ELT faculty, the authors present a compelling case for institutional support, professional development, and personal well-being, advocating for a more holistic approach to faculty engagement and motivation.

Each of these articles offers a unique lens through which we can view the evolving landscape of English language teaching in India. Whether through the lens of AI, experiential learning, literature, digital platforms, or teacher empowerment, the issue captures the spirit of innovation and adaptation that is crucial for progress. Let us embrace these developments with open minds and a commitment to creating an educational environment that not only meets the needs of our students but also equips them for the future. And this matches the vision of Eltai.

Prof Neeru Tandon

Chief Editor

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