

60 Years of JELT: Shaping ELT Research in India

The *Journal of English Language Teaching* (JELT) has completed 60 years of publishing, marking a significant milestone in the history of ELT research and discourse in India. As the first publication of its kind, JELT laid the groundwork for academic discussions in ELT long before the establishment of ELTAI. Founded in 1965, the credit for JELT's inception goes to the late Padmashri S. Natarajan, whose vision and dedication laid the foundation for ELT advancements in India. It was much later, in 1969, that ELTAI (English Language Teachers' Association of India) was initiated by him with 256 dedicated members. Since then, both JELT and ELTAI have played a crucial role in enriching the ELT community in India. Today, under the leadership of Prof. K. Elango, a dedicated team is committed to a visionary future, ensuring that JELT continues to evolve and contribute meaningfully to the field of ELT.

The current issue of JELT incorporates research that emphasises the combination of contemporary digital tools and conventional teaching approaches. AI-powered feedback, online peer collaboration, and multimedia materials have changed the nature of learning in today's technologically advanced, fast-paced environment, making it more participatory and research oriented. The articles in this issue explore these themes in depth, offering fresh perspectives and empirical analyses.

Makwana's study presents a comparative analysis of AI-powered and teacher-led feedback, probing into student perceptions and its impact on writing performance. Singh, Vinoth, and Raj delve into the impact of ELTAI webinars on the professional development of English language teachers in India, highlighting the importance of continuous learning. The shift from passive learning to active creation is explored by Raje and Swarnalakshmi, who analyse YouTube's role as an assessment tool in engineering English classes.

The role of online peer feedback in ELT is meticulously examined by Arthi and Gandhimathi through bibliographic coupling and co-occurrence network analysis of WoS indexed articles. Similarly, the Bilateral Peer Immersion Program, a communicative language teaching tool in a Content and Language Integrated Learning course, is investigated by Mohan and Rajeshwari. The effectiveness of multimedia resources and pedagogical approaches in teaching writing skills, particularly in Gujarat, India, is surveyed by Usmani and Mehta.

Beyond technology, two of our articles deal with cultural influences in ELT. Pir and Wani's study explores the cultural representation in general English textbooks used at the undergraduate level in the Union Territory of Kashmir. Lastly, the cultural impact of digital content in ELT is discussed in the study by Glasford and Joy who shed light on the role of internet memes in the ESL classroom – an inevitable yet underrecognized pedagogical tool.

On behalf of the Team-JELT, I extend our heartfelt gratitude to all the researchers, educators, and practitioners who have contributed to the evolution of ELT through JELT. Over the years, this journal has not just documented the growth of the field but has also been an active force in shaping its direction. With the seasoned experience of ELTAI President Prof. T. Kumari Kharbamon and the fresh energy of our young and dynamic Secretary, Dr. M. S. Xavier Pradheep Singh, the new ELTAI team is poised to lead JELT toward new frontiers. I am confident that JELT will continue to push boundaries, ensuring its vision remains both progressive and impactful. With a strong commitment to fostering scholarly dialogue and innovation, we look forward to the future of ELT with optimism and resolve.

Happy reading!

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