
The English Classroom

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About 'The English Classroom'

'The English Classroom' is a peer-reviewed bi-annual journal published with the purpose of disseminating research studies and the findings to the wider English Language Teaching (ELT) community. The current issue of the journal includes 8 papers which are mostly research-based, experimental and theoretical allowing with one obituary note.

The collection of papers is about the challenges of teaching and learning English in complex environments in Indian contexts. A common concern of all the contributors is to put the individual at the centre of their arguments and examine the issues from their own perspective on continuing professional development, it's relevance and impact.

The contributors occupy a variety of social positions as academics, teachers, scholars, trainers, researchers and policy makers. They inhabit a series of areas and represent very diverse horizons of thought. They have presented their views to augment our understanding of a wide variety of facets in English language Teaching. The ideas presented here are vital in the sense that the contributors go to the root of the questions that they are exploring in diverse elements in ELT.

In the first paper '**Need for a More Intra-cultural Awareness: in a Multilingual and Multicultural ESL Context in India**' Ms Pooja Giri stresses that language cannot be learnt in absence of target culture and that source culture should be an integral part of ESL classroom especially in a multicultural country like India. She further states that culture and cultural differences should be viewed as an integral part of the process of language learning.

The second paper '**Integrating Reading and Group Discussion Skills to Develop Critical Thinking Skills of Engineering Students**' by Kalyani Pricilla J, and Soundiraraj S outlines the importance of critical thinking skills for engineering students and suggests both close-reading of the literary text and group discussion to find out whether the 'close reading' and 'GD' skills based on the literary text develops the CTS of the engineering students

The third paper '**Designing an ESP Course for Students of Business Administration**' by Dr Lourdes Joavani J is a report on a study of designing a course in Business English guided by the underlying principles of ESP considering the expectations all stakeholders thereby shaping the structure and features of this course design. The author claims that the course focuses on the LSRW skills combining a language-centered, skill-centered and learner-centered course design on Business English.

Next paper titled '**Self-access, Learner Autonomy and Self-directed Learning: The Relationship and the Differences,**' by Dr R Kalpana and Dr S Sankarakumar explores the possibility of the self-access method of instruction; familiarizes some key concepts like learner autonomy, self-direction and self-instruction highlighting the semantic distinction between these closely related concepts and the underlying relationship between these terms.

The following paper '**E-Learning in English Classroom: An Analysis of Factors Leading to its Acceptance,**' by Dr K Rathiga and Mrs M Sarpparaje explores the possibility of the web-based education in learning of languages in engineering colleges in India and assesses the attitude of the students towards online learning of English and the factors leading to acceptance of online learning among the engineering students.

The sixth paper '**Facing the Digital Storm,**' by Dr N Pratheeba attempts to bring to record five teacher friendly websites that can be used by language teachers who are very hesitant to explore the web for pedagogical activities and the paper also encourages the teachers to face the digital storm effortlessly to confront the students of the twenty first century.

In the next paper '**Making Techno-tasks Accessible: A Step to Increase English Learning Skills in SLLs,**' Dr.Beena Anil discusses various e-task applications to be used in the classroom to improve the listening, speaking, reading and writing skills of second language learners.

The last paper titled '**Listening Comprehension on TOEIC with Engineering Students: A Case Study**' by Dr J Anbazhagan Vijay, is a report of a study intended to

provide the learners with real-time listening or communicative tasks with the standardized listening test, TOEIC to test the listening comprehension of the subjects.

The range of perspectives that these papers encompass underpin the principles of the journal. The readers are encouraged to consider the arguments made in the journal from their own experience and assess the impacts of learning English as a Second Language in Indian contexts. It is hoped that readers will find the issue of the journal thought-provoking, stimulating and continue the debate as raised in the papers.

Regional Institute of English, South India much welcomes your responses to the issue.

Prof Hitesh C Bhakat
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