
The English

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About 'The English Classroom'

'The English Classroom' is a peer-reviewed bi-annual journal published with the intention of disseminating research studies and the findings to the wider English Language Teaching (ELT) community. The current number of the journal includes 13 papers and a book review. These are mostly research-based, experimental and theoretical.

The collection of papers is about the challenges of teaching and learning English in complex environments in non-native contexts in India. 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.

The contributors occupy a spectrum of social positions as academics, teachers, scholars, trainers, researchers and policy makers. They inhabit a range of areas and represent very different horizons of thoughts. They have presented their views to expand our understanding of a wide variety of aspects in ELT. The ideas presented here are radical in the sense that the contributors go to the root of the questions of diverse components that they are exploring.

In the first paper 'Betwixt the Text and the Reader: A Practicing Translator's Concerns and Compromises, Dr C N Ramachandran discusses the varied causes of pulls, pressures and consequences citing published translated text. While elaborating the process of translation, the author highlights the importance on the fidelity of the translator to the text while focussing on intelligibility of the readers.

The second paper 'Developing a Uniform Curricular Framework in Millennium Development Goals with Reference to English Language Teaching at the Primary Level,' by Roweena Belinda D'couto explores various possibilities of English Language Education at primary level and traces some references of the NCERT framework with CEFR and ACTFL. While highlighting the basic features, the author notes that the NCERT curriculum framework is standardized and global in nature in achieving Millennium Development Goals.

The third paper 'Preparatory Course—A must for Rural Students - before Taking e-learning Course or on-line Test for Development of Language—A Study by Dr S Ve Vijayabaabu, explores the possibility of e-learning to build confidence and overcome issues and problems of rural students in learning process.

In the paper entitled 'Challenges with Textbooks for Adapting Constructivist Pedagogy in the ESL Classrooms at High School Level in Telangana State,' Mr Laxman Vangara records the challenges faced by teachers in realizing instructional objectives in transacting the prescribed textbooks using the Discourse Oriented Pedagogy.

The following paper 'Action Research Strategies for Scaffolding Struggling ESL Readers' by Vinayadhar Raju Prathikantam, examines causes of learning difficulties of students in reading and comprehension through an Action Research. The author claims that the findings of the research highlight crucial intervention of teachers in developing confidence of learners by extrinsic and intrinsic motivation.

In the sixth paper 'The Pedagogic Potentials of Wh-Questions: Interface between Curiosity and Information Gap,' Dr P Bhaskaran Nair examines four crucial terms selected from different disciplines to make use of curiosity in the second language classroom by placing it within the pedagogic framework. The author finds information-gap activities one of the meaningful and natural means in teaching language item 'Wh-questions' in the early stages, in a form-function-embedded mode.

In the next paper 'Reading to Write for Critical Literacy—an Investigation into the Cognitive Processes that Aid ESL Learners at the Tertiary Level,' Dr Shobha K N asserts that making students aware of the process of writing at tertiary level is crucial. The author argues that the findings of the study validate the assumptions in understanding the phenomenon of reading to write in greater depth.

In the paper 'Reflective Teaching for Enhancing Pedagogic Competence: Re-viewing Methodologies from Teacher Perspective,' Dr R Naganathan and Dr C GangaLakshmi stress on the efficacy of reflective practice in enhancing pedagogic competence and in identifying the nuances to be understood for successful classroom practices.

The following paper titled 'Developing Teacher's Sense of Plausibility through Reflection,' by Monishita Hajra Pande and Rajashree Gandhi, examines the utility of teaching methods to arrive at own theories of practice by critically reassessing ones own beliefs and knowledge.

The next paper titled 'Self-Regulatory Assessment Using Google Forms for Learning Vocabulary—A Pilot Survey,' Dr K R Athista and K Venkatesh Prasad, assess the validity of self-regulatory learning using Google Forms during post college hours and its effectiveness in helping students develop their language skills.

In the paper 'Significance of English for Specific Purposes in English Language Teaching Syllabus,' Dr R Geetha discusses the origin of English for specific purposes and addresses the key notions to examine issues related to curriculum design and delivery of content-based language programme.

The next paper titled 'Role of Graphic Organizers in the Process of Learning,' by S Suriyakumari, explores the possibility of graphic organizers in developing thinking skills of learners in the changing contexts.

In the last paper 'Effective Strategies to Teach ESL in Large Classrooms—A Study Limited to CBSE Classes XI and XII,' K P Nallene and Dr T Shrimathy Venkatalakshmi contend that some workable and effective strategies on the part of students are crucial for successful learning in order to maintain uniformity in the language standards in pursuing higher education.

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 impact 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 welcomes your responses to the issue.

Prof Hitesh C Bhakat
Editor

Mrs T N Gayathri Devi
Editor-in-Chief

