

20th KOTESOL International Conference

Dates: October 20th (Saturday) - October 21st (Sunday), 2012

Call for papers due: May 31st (Thursday)

Organization: Korea Teachers of English to Speakers of Other Languages

Location: Sookmyung Women's University, Seoul, Korea

Fukuoka JALT Conference and Bookfair 2012

Date: October 28th (Sunday), 2012

Call for papers due: April 30th (Monday)

Organization: Fukuoka Chapter of the Japan Association for Language Teaching

Location: Seinan University, Nishijin, Fukuoka

November 2012

Pan-Asian Conference on Language Teaching and Learning (PAC) 2012

Dates: November 1st (Thursday) - November 4th (Sunday), 2012

Call for papers due: May 31st (Thursday)

Organization: Pan-Asian Conference on Language Teaching and Learning

Location: Far Eastern Federal University, Vladivostok, Russia

May 2013

CELS Symposium 2013

Dates: May 27th (Monday) - May 28th (Tuesday), 2013

Call for papers due: September 30th (Sunday)

Organization: The Centre for English Language Communication (CELC), National University of Singapore

Location: National University of Singapore

January 03, 2013 5th International Sanskrit Computational Linguistics Symposium (ISCLS) Mumbai Maharashtra

Readers' Response

The topics of the journal are very relevant for a school context. They throw open questions that teachers and leaders at school level should be engaging with. The language used is simple, and can be understood easily. This journal will definitely bridge the gap between academic research and teaching practice.

Harpeet Kaur, Curriculum Developer and Teacher Trainer, Bharat National Public School, Delhi

All the authors in the first issue of *Language and Language Teaching* have raised pertinent questions related to school education: literacy, comprehension, exposure, resources, first generation learners, and many others. These are all real issues at the grass root level that the teachers grapple with all the time. Some of the articles suggest ways in which small steps have led to or could lead to better teaching/learning outcomes.

However, I feel that some of the teachers in government schools may need models or training to learn how to employ scaffolding techniques for activating their students' knowledge, or to teach their students to comprehend reading or develop writing skills. If we could get some articles that focus on initiatives or experiments that have been tried out in actual classrooms using different pedagogic techniques, and have drawn upon some of these very relevant suggestions, it would help school teachers immensely in implementing 'tried and tested' techniques.

Chhaya Sawhney, Assistant Professor, Deptt. of Elementary Education, Gargi College, University of Delhi, Delhi

The LLT journal is just what we need in terms of the themes dealt with, and the ease and simplicity of the presentation and length of articles, since it can be used as resource material for teacher capacity development during forum meetings and workshops. Difficult and confusing ideas are often described in a lucid manner with lots of examples from ELT. I believe we can find answers to many of our questions in its pages.

Nivedita Bedadur, University Resource Centre,
Azim Premji University, Bengaluru

I am sure this journal has been well received, and will fill a vacuum area.

Keerti Jayaram Director, Early Literacy project
(ELP), Organization for Early Literacy
Promotion (OELP), New Delhi

I shared the LLT journal with another colleague of mine at school. A few brief comments:

He found the section 'Classroom Activities' useful, saying he always looks for something like that in journals. However, I think if the activities described could also be linked very briefly to the theories of language-acquisition and learning that they support, it would be more useful. Somehow in the current teaching-learning discourse, activities have come to have a life of their own without any adequate rationale for why or how certain activities are helpful or necessary.

Another useful area could be asking teachers to write down specific questions or topics of language learning or teaching, on which they would like more theoretical, research articles. I don't know if a journal like this can entertain such a need. But it would be useful to know what teachers are thinking, and the areas that they need help in.

Snehlata Gupta, Lecturer in English at Rajkiya
Pratibha Vikas Vidyalaya (RPVV), Delhi

- 1) Most of the articles focus on the development of four basic skills, especially the communicative skill, which is obviously the need of the hour.
- 2) In both the articles of R. Amritavalli and Sobha Sinha, they discussed how reading could be a part of learning to develop cognitive ability. I like their idea that one should continue reading even if one does not understand the meaning, which is very positive.
- 3) Being sensitive to the young language learner and helping them bring their real world experience into the classroom to make the environment more comfortable for students is a significant point of the article, "Towards a conceptual framework for early literacy: A balanced and socially sensitive approach". It touches the theory of using multiple intelligence and learning styles in the classroom, which looks quite interesting.
- 4) Articles such as "Collaborative spaces on the web and language teaching: Blogs and wikis" can make positive changes in teaching and learning situations. Blogs and wikis are now very popular across the world in the field of education. They seem very effective in the present day situations where we can work collaboratively. I am sure, like me, readers would like to read more articles on the use of technology in the teaching and learning process, and could bring effective changes in the system. After spending almost four months in a university in the US, I think that blogs, wikis, and the use of Internet can bring substantial changes in the teaching-learning environment. I had the opportunity of visiting a high school in the US, where it was encouraging to see how technology, instead of being a distraction, has been used constructively. Undoubtedly, its use depends on the teacher.

- 5) I liked the article written by Shefali Ray that emphasizes on communicative skills and the importance of interaction in a classroom. This would surely open up new ideas to make the classroom more interactive and enjoyable.
- 6) On the whole, the language used in the articles was simple and easy to understand. I just want to say that people are going to use this journal a lot.

Nabanita Baruah, Teaches English at Betbari Higher Secondary School, Sivasagar, Assam

It would be good to have key words, shorter paragraphs, and more headings. I do realize that as writers, we have not put headings into our articles, but this could be the 'house style' of LLT, and this could be something that could be added by the editor.

Joseph Mathai, Consultant, Ankur Society for Alternatives in Education, New Delhi

The contents look well rounded and very interesting.

Mukul Priyadarshini, Associate Professor, Deptt. of Elementary Education, Miranda House, University of Delhi, Delhi

The journal looks very attractive and the contents seem to promise an equally stimulating reading experience. I enjoyed Praveen Singh's article on "Language Teaching in Greek and Roman Times", and Pushpinder Syal's interview of Prof Tickoo.

Rupin Desai, Formerly Professor of English, University of Delhi, Delhi

LLT looks good; just what was needed.

Maxine Bernsten, TISS, Hyderabad.

LLT's objective to establish a dialogue between theory and practice while focusing on language pedagogy is brought out very well in the articles in the inaugural volume of the Journal. The articles mainly address the issue of language acquisition and literacy, distinguishing it from merely learning to read or write. They talk about cognition, wisdom, vision and imagination, which are all mediated through language. Autonomous learning, and developing the ability to choose the text become the focal points of praxis.

The diversity of strategies proposed by the writers to attain better models in language teaching is not debatable, but my primary concern is whether or not the proposed outcome is achievable. My own personal involvement has been primarily with literature; yet the interest and curiosity that the range of the articles has raised, has certainly added to my constantly evolving engagement with language acquisition concerns. Whether it is the innovative use of traditional art form, or the meaningful exploitation of technology, the play text or the blogs and the wikis, the questions that disturb are related to issues of execution, negotiations and transactions that need concentrated, serious and prioritized attention. The LLT must open discussions on them in the form of symposia.

LLT, I hope, will also focus on the need for developing strategies for teaching language to the visually impaired students in inclusive classrooms. I would like to suggest that there should be a dedicated volume that would focus on the impact of various social disparities, stratifications and socio-economic and political influences on the concerns of language. This would also be able to take care of the need for special approach in communication, in mainstream teaching.

Chandra Nisha Singh, Associate Professor, Lakshmi Bai college, University of Delhi, Delhi