

Editorial

LLT issue 21 is being brought out by Aakar Books International, Delhi. The first twenty issues of LLT were brought out in collaboration with Azim Premji University, which provided financial support and was also responsible for grassroots dissemination and inspiration.

During the last ten years, LLT has reached out to a large number of practising school teachers, researchers, and teacher educators. We wish to continue with this mission, bring research in language teaching to the doorsteps of practising teachers, and provide teachers' feedback as a necessary input into ongoing research into language and language teaching.

The articles in this issue can be grouped into four themes: language teaching, reading and writing, teacher and teacher training, and gender and education.

Sonika Parashar makes a case for project-based English language learning. She details the process comprising ideation, content creation, creating vocabulary bank, writing the first draft, self and peer edition, writing the second draft, teacher feedback and presentation.

Jyoti Kohli discusses some strategies for ESL learners for developing vocabulary. She concludes that such an endeavour of making English accessible is in alignment with NPE 2020's aims of creating a more equal society.

Tanmoy Bhattacharya shows the value of teachers being aware of sentence structure in bringing about transformative change in their teaching. The article concludes that sentence structures follow the principles of grammar in mind and teachers can use such analysis to demonstrate human universality despite social inequities.

Karishma Modi argues for a space for a local component in the curriculum. She stresses that such a curriculum is not a rejection of formal education, but it is the creation of a space within the curriculum for local issues.

McQuillan reviews the effect of using decodable text for early reading instruction in English to show that research does not support its use. He claims that students will benefit more from storybook reading and other meaning-focused instructions rather than wasting resources on these texts. Nidhi Kunwar compares the developmental perspective and the bottom-up approach to writing using three writing samples of a six-year-old child studying in Class 1 in a private school. She sums up that teaching of writing can only be effective if aligned with the writing development process.

Alan Maley presents an alternative to the teacher training programme that refocuses on developing a teacher as a person rather than a technician. Maley discusses four ways to develop teacher preparedness, namely, (a) building personal growth, (b) developing experiential skills, (c) awareness-raising of broad educational issues, and (d) incorporating the unexpected. Chandreyee Sarkar Mitra presents the findings from a survey on teachers' feedback on students' writings. The study is based on 31 teachers teaching English in Engineering colleges in Tamil Nadu and details a group strategy to provide detailed feedback in large classes. Sajida Sultana presents teachers' views collected from four Madrasas on the use of the materials. The findings show that teachers use the state prescribed materials to ensure that the Madrasa curriculum is on par with the mainstream school curriculum. Local materials are used to ensure that the text is aligned to students' proficiency level and make the English text relevant to them.

Parul Malik illustrates the creation of pathways between critical literacy practices and sexuality education. The study reports that the use of advertisements help advance children's sexual identity development and contribute to literacy development. Saumya Sharma discusses three perspectives on gender and classroom—language privileges gender, gender as a construct through socialization, and gender as performance. She concludes that both students and teachers perpetuate gender inequalities in the classroom.

Prachi Kalra, in her interview, explores how Prabhat and Sushil Shukl got

interested in reading stories and poems. Talking of the difference between children's literature and adults', the interview concludes with the statement that "an author for children does not need to be a tailor, merely reducing the size of the canvas".

Extending this line of thinking on children's literature, Rimli Bhattacharya goes into its complexities, focusing on fiction about Tibet, India, and the diaspora and explores the loss, displacement, violence and trauma experienced by children from multiple perspectives. Bhattacharya underlines the need for moving away from a nation-bound monolingual template of 'children's literature'.

Ghai reviews the book by Zaheer Ali on the revolutionary poet Faiz. He observes that the book provides glimpses of many facets of Faiz's life and personality, often conflicting and contradictory. Indrani Das Gupta reviews *Indian Popular Fiction: Redefining the Canon* edited by Gitanjali Chawla & Sangeeta Mittal. The review notes that the book situates Indian popular fiction as a shifting, pluralistic term of immense importance.

'Notes for Teachers' is a new feature of LLT. Here Rajesh Kumar presents the basic information on what makes a sentence. 'Besides these, the present issue also has an activity by Devaki Lakshminarayan to develop English writing and narrative skills and build vocabulary. There are two reports: one by Satvika Ohri on the use of Open Book Tests (OBT) and the other by a team of researchers on the status of English Nali Kali in Bellary district in Karnataka.

Rajesh Kumar and Devaki Lakshminarayan

Rajesh Kumar teaches linguistics in the Department of Humanities and Social Sciences at the Indian Institute of Technology Madras in Chennai (TN).

thisisrajkumar@gmail.com.

Devaki Lakshminarayan serves as a consultant at Azim Premji Foundation. Her research interests are mother tongue and language education, multilingualism, and language and cognition.

devaki@azimpremjifoundation.org