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# **The EFL Journal**

*An International Journal of Interdisciplinary Studies*

## **SPECIAL ISSUE ON ENGLISH LANGUAGE EDUCATION**

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# The EFL Journal

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*Edited by*

Asma Rasheed

R.V. Anuradha

G. Suvarna Lakshmi

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## EDITORS' COMMENTS

It gives us immense pleasure to present this special issue of *The EFL Journal*, dedicated to English Language Education (ELE) and English Language Teaching (ELT). The articles presented here focus on theoretical and empirical research in the areas of ELE/ELT, including approaches and materials in language teaching, teacher autonomy and teaching practices, the use of technology, and so on.

Puja Kumari, C. Ramamuni Reddy & G. Suvarna Lakshmi undertake a case study of CBSE and CIE classrooms to examine how developing teacher autonomy would enhance classroom interaction. They analyse curricula and use classroom observations to identify strategies to improve classroom interaction.

K. Padmini Shankar and Angel Sharon study continuous professional development (CPD) among teachers via the notion of *critical friends* as a means of professional and affective support. Their findings hold implications for professional training as well as for policy-level decisions.

Kondal Bonala, Noel Anurag Prashanth Nittala, and Vezolu Puro carry out a small-scale quantitative study to explore Task-Based Language Teaching (TBLT) as an alternate approach to promote writing skills among ESL learners. Their findings draw attention to the use of meaningful tasks, such as writing a review of a restaurant, and the role of teachers in devising and engaging learners while using this approach.

Md. Jahir Husain studies the significance of manipulating task complexity along pre-task planning time on oral performance among tertiary level ESL learners of Manipur. His empirical research demonstrates that a manipulation of tasks along planning time has implications for task-based approaches to teaching and learning English.

Banoth Suresh explores the idea of using technology to create custom Digital Picture Books (DPBs) that improve vocabulary recognition, comprehension, and motivation to read. His observations hold promise for enhancing vocabulary acquisition among young learners.

Maryam Shaikh draws on qualitative analyses of responses to reading wordless picture-books by ESL students in a vernacular medium school in Pune, India. She examines learners' multilingual responses and meaning-making in the English classroom to demonstrate how using picture-books allows for developing learner autonomy and agency.

Rashmi H. Pardhi investigates how intrinsic motivation may shape English reading comprehension. Her case study of tertiary level ESL learners highlights the significance of choice of texts and a familiarity with genres in making difficult material accessible, and suggests stronger intrinsic motivation plays a definite role in developing language proficiency.

Kaneez Fathima uses bibliometric tools to look at research productivity and output among faculty at The English and Foreign Languages University, India. Her study offers statistical data on publications and suggests that parameters of academic productivity may need to be framed in accordance with the expertise of specific fields and specialisations.

Asma Rasheed reviews a recent book that uses the conceptual lens of critical pedagogy to explore cultures of learning across campuses and courses in India. The review commends the articles in the book for theorizing critical pedagogy from everyday pedagogic contexts that involve subjective encounters with learning in local and national settings.

We are grateful to the reviewers for painstakingly undertaking the double-blind peer review of submissions, and the authors for their contributions and patience while going through the process. We also thank the Vice-Chancellor, Professor N. Nagaraju, and the Coordinating Editor, Professor N. Rama Devi Murru, for their constant support and encouragement.<sup>1</sup>

**Asma Rasheed**  
**R.V. Anuradha**  
**G. Suvarna Lakshmi**

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<sup>1</sup> The *Journal* has experienced some interruptions in its publishing schedule over the past few years, with some issues delayed due to Covid-19 and other unforeseen circumstances. We are now in the process of bringing out these pending volumes as back issues, and the current publication is part of the effort to revive the regular publication schedule of the *Journal*.