From the Editorial Desk

As the world continues to grapple with the Covid pandemic, teachers across the length and breadth of our country are trying their best to reach out to children to keep the path of education open. In times of need to enrich language education within the ambit of digitized classrooms and make it interesting, here we bring a valuable collection of papers, language activities and book reviews on the special theme **Key Issues in Materials Development for Teaching English Language and Literature**. This is a specially curated volume of papers prepared keeping in mind the essentials of today’s ESL/EFL teachers who require to be independent developers and users of materials to teach English as a second language in alignment with their learners’ needs and real life goals.

The present volume authored by 18 ELT practitioners is like a hands-on-training module for English language teachers and researchers to get a glimpse of the current prerequisites and steps of materials design around a multitude of theoretical concepts that inform us about the construct such as task-based language teaching, content-based language teaching, use of digital resources and multilingual materials. All the contributors present ideas and teacher reflections on materials development and their validation, through which they have supplemented the use of the language textbook in class and catered to the language learning needs pertaining to age, L1 background, interests, academic and professional needs of a wide spectrum of learners.

Two introductory papers by Rod Bolitho followed by Paul Gunashekar and an interview of Brian Tomlinson by N.P. Sudharshana are the highlights of this volume. Bolitho’s article situates the need for training every teacher to author materials, as she needs to meet the local needs of her students and the school realities. Gunashekar’s paper is a detailed explication of difficult lexical items as a crucial factor affecting readability and text comprehension and the need for teachers to understand what to gloss and how to gloss such that text navigation comes with ease and understanding. In his interview, Tomlinson reminisces about establishing materials development as an area of academic study as early as in the 1990s. He talks about the links between developing materials for local use by connecting to the processes of second language acquisition and his life experiences of using speakers of a language as a source of materials in class contrary to popular expectations that materials comprise only print matter. He also impresses upon the need

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to use the digital platform to build meaningful and creative language teaching materials. Taking the notion of catering to learners’ needs from grassroots levels forward are three papers by Shefali Ray, Ipshita Hazra & Akshay Kumar and Arindam Sengupta, who present ideas based on classroom experiences of adapting materials to cater to the socio-cultural and academic needs of learners for whom the classroom is the primary site of language learning. A paper by Meera Srinivas is another practical demonstration of needs-analysis-based steps to design ESP materials to suit the requirements of learners from vocational courses. Anand Mahanand in his paper looks at the role of traditional oral narratives to build awareness of language, literature and culture in young ESL learners. Building on from Shefali Ray’s article on use of digital resources in the ESL classroom, three papers by Kshema Jose, Jennifer Thomas & Nishevita Jayendran and Manasi Arora are creative examples to show teachers how to apply digital resources by adapting them to textbook materials and transact activities for collaborative learning and critical thinking skills. Extending the collaborative learning thread is a paper by Shruti Pal who applies the learning style approach to materials design. Thereafter the volume includes a collection of four papers on use of multilingual resources for ESL materials design and practice: Shruti Sircar explores the idea of designing materials from translated texts while Mahananda Pathak’s paper on a set of creative lesson plans demonstrates how to alternate between languages or translanguage; Gayathri Raman and Vijaya explore the idea of translanguage for multilingual classrooms while Jayashree’s paper is on the discourse-based pedagogical use of code-switching.

Last but not the least the volume includes two sets of interactive ESL activities prepared by teachers and two reviews of recent books by N.S. Prabhu and Ajit Mohanty to further add to our readers’ understanding of the principles of language education and materials design and urge them to take on the task of materials development for their respective contexts.

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Ruchi Kaushik is Associate Professor at Shri Ram College of Commerce, University of Delhi. She has been involved in several materials development projects at DU, NCERT and IGNOU. Her research interests include Materials Design, ESP and Literature & Language Teaching. druchi.kaushik@srrc.du.ac.in

Lina Mukhopadhyay is Professor and Head, Department of Training & Development at The English and Foreign Languages University, Hyderabad. She is currently working on a multiliteracy and language education (MultiLiLa) project led by the University of Cambridge. She also researches in the areas of language assessment and evaluation and second language acquisition. linamukhopadhyay@efluniversity.ac.in