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## Call for Papers

*Fortell*, Issue 47 (July 2023)

### Special Issue on

### Pedagogical Innovations in the English Classroom

To use an acronym from the field of management, we seem to inhabit a VUCA (volatile, uncertain, complex and ambiguous) world and are increasingly being confronted with new and unknown challenges. Academia is not untouched by the rapid socio-cultural, political and economic developments all around, and the education system has witnessed a significant change in curriculum in the recent decades, with a thrust towards syllabi that traverses disciplinary boundaries, encourages skills development, and engages students' interests. Given the changing needs of the learner, pedagogical innovation on the part of the educator becomes almost a necessity, where the teacher needs to reinvent and strategize his/her teaching practices to suit the constantly transforming learning contexts.

To address pedagogical concerns emerging from the growing needs of the learner, use of technology, syllabi revisions, etc., it is imperative that teacher training programmes be geared towards encouraging innovative approaches in the classroom making learning process more experiential, learner-centric and holistic. While research is paramount for conceptual formulations of contemporary pedagogies, it is important for teachers to engage in innovative practices which beside optimizing learning may improve development of cognitive and meta-cognitive skills in learners, boost their motivation, and facilitate collaborative learning.

We invite research papers exploring pedagogic theories of innovative approaches in language/literature teaching and articles based on empirical data and authentic classroom experiences of teaching English in different educational contexts. Some suggested areas are:

- Shift from teacher centric to student centric classrooms
- Inclusive practices
- Multilingualism as a resource in the English classroom
- Pedagogical creativity in using theatre, music and art as entry points to teaching texts

- Fostering student creativity through activities like storyboards, role play, games, social media, mobile phones, etc.
- Encouraging collaborative learning through brain storming exercises, group activities, teamwork projects, etc.
- Exploiting technology for teaching English language and literature

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### **Guidelines for submission**

Soft copies of research papers (not exceeding 4000 words inclusive of 100-150 words abstract, 4-5 key words and references), book reviews (750-1000 words), reports (500-750 words), language games/activities (400-500 words) should be sent along with a brief bio-note of the contributor in about 25-30 words to the Coordinating Editor at [fortell.journal@gmail.com](mailto:fortell.journal@gmail.com). Articles should conform to the 7<sup>th</sup> edition of APA style sheet in format, citations and references.

The contributors should give a declaration that the paper does not violate the copyright law and has not been submitted for publication anywhere else. The contributor should also attach along with his/ her submission a plagiarism report of the article. The contributors should clearly indicate their name, email address, mobile number and complete mailing address with the pin code. Please look up the website <https://www.fortell.org/> regarding guidelines for submission. **Any manuscript not following the submission guidelines or incomplete in any respect will not be considered for publication.**

**Last date for submission: December 31, 2022**

#### *Issue Editors:*

**Dr. Ruchi Kaushik**, Associate Professor, Department of English, Shri Ram College of Commerce, University of Delhi

**Dr. Rachna Sethi**, Associate Professor, Department of English, Rajdhani College, University of Delhi

## About FORTELL

**FORTELL** (Forum for Teachers of English Language and Literature), an autonomous organization was set up in 1989 in Delhi by about a hundred teachers of English. From its humble beginnings three decades ago, it has grown to nearly 500 members from schools and colleges across the country. It is an internationally recognized body and is an affiliate of TESOL (Teachers of English to Speakers of Other Languages), USA and an associate of IATEFL (International Association of Teachers of English as a Foreign Language), UK.

**FORTELL** has organized numerous workshops and seminars over the years in areas of teaching methodology, materials development and curriculum design for professional development of teachers of English. Its resource persons are academically recognized for training programmes in English Studies. Moreover the journal published by **FORTELL** is its most visually recognized face in academia. *Fortell* is a bi-annual peer-reviewed journal available in both print (ISSN 2229-6557) and online (ISSN 2394-9244) versions and is included in the UGC CARE list. It has published 44 issues so far, and the entire archive through its open access policy is available on the website ([www.fortell.org](http://www.fortell.org)). The journal, with its thrust on pedagogical issues, is a pioneer in attempting to bridge the fields of literature and language and in linking theoretical concerns with classroom practices. Catering to both college and school teachers, it plays a significant role as an interface between school teaching and higher education.

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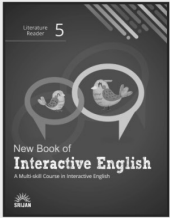
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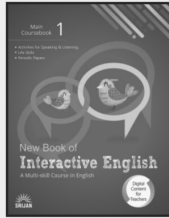
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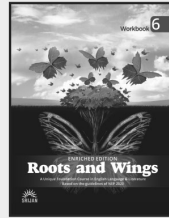
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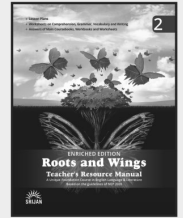
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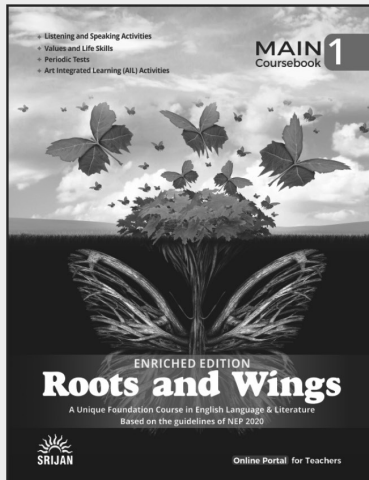
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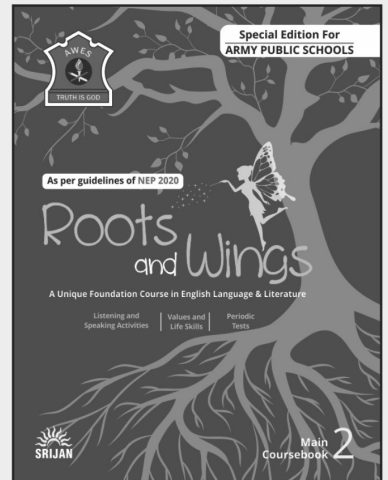
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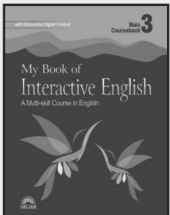
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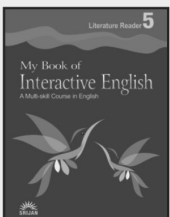
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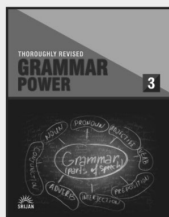
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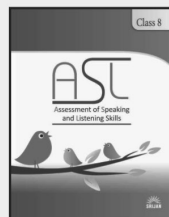
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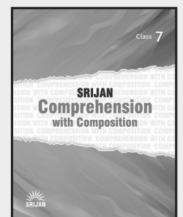
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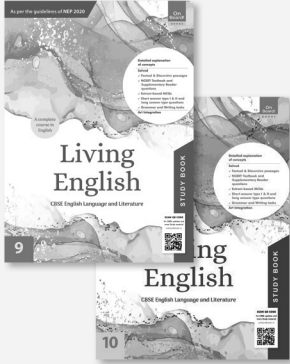
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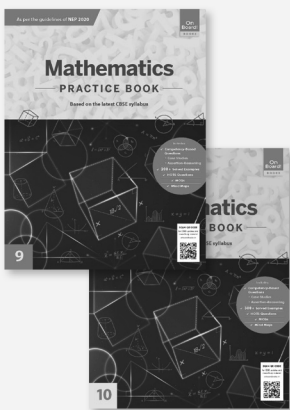
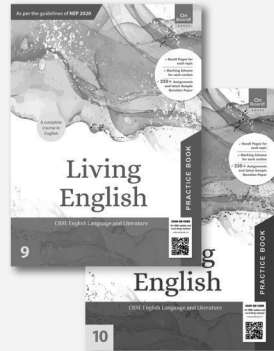


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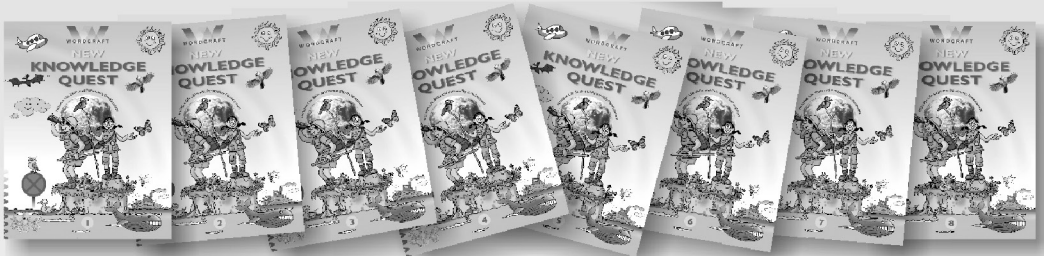
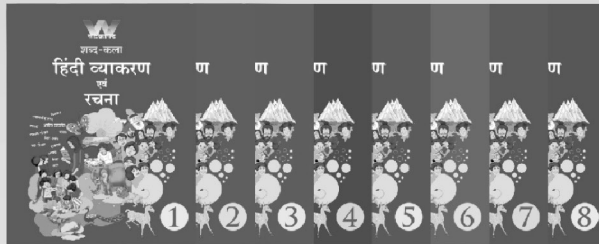
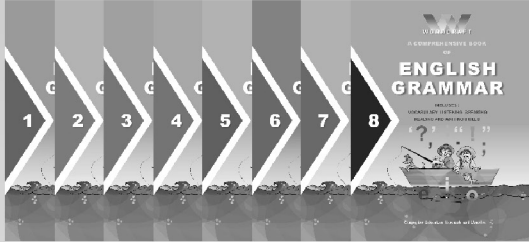


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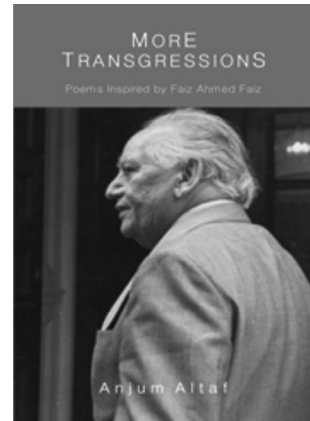
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**Anjum Altaf** is a South Asian living in Lahore.

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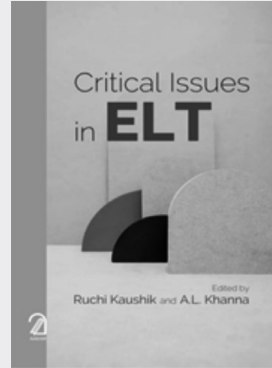
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***Ruchi Kaushik & A.L. Khanna (eds.)***

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ELT has moved beyond primary concerns related to developing learners' proficiency in the language and designing curricula, syllabi, materials and assessment tools for the same. It is witnessing rapid developments towards de-centralizing and de-elitizing English, promoting multilingual approaches for teaching English and bridging the gap between language-in-education policies and practices. The challenge that the English teaching profession faces today is to find ways of serving the social aspirations of the marginalized to acquire English by using learners' home languages as assets rather than liabilities in language learning. *Critical Issues in ELT* is a collection of well researched articles by English language scholars who engage in such contemporary debates on the teaching and learning of English more specifically in India.



## **DIALOGUES: ENGLISH STUDIES IN INDIA**

***Rachna Sethi & A.L. Khanna (eds.)***

ISBN 9789350026267, Hardbound, 2019, Rs. 595

*Dialogues: English Studies in India* brings forth a collection of interviews on a wide range of topics concerning English academia from translation to interdisciplinarity to teaching writing. The interviews cover the global breadth, including English professionals from US, UK and other countries, and different parts of India. By bringing together conversations where both the interview and the interviewer are academics, the anthology places before the readers multifarious voices discussing and interrogating policy and practice pertaining to English studies. The cogent arguments and thinking aloud coalesce in the fluid space of the dialogue, and the reader is invited to enter this interactive thought-process. By focussing on areas of (re)defining English Studies, pedagogical practices, professional development of teachers and possible future directions, *Dialogues* invites discussions and deliberations in these areas.

