

Notes from the Editor

Different facets of pedagogy and quality of the teaching-learning process are given attention in this issue. Two of the articles explore the theoretical aspects and principles of effective teaching-learning. Two others look at practical aspects of pedagogy and assessment of learning.

Kingsley Osamede Omorogiuwa from South Africa argues that effective learners are self-regulating – “appraising task requirements; setting achievable goals; and selecting, adapting or inventing strategies to achieve the stated goals.” Self-regulated learners set up monitoring strategies to monitor their own progress as they participate in the learning task through feedback to themselves, regulating intrusive emotions and adjusting strategies targeted to promote success.

Md. Abu Raihan of Islamic University of Technology and **Han Seung Lock** of Kongju National University, Korea explore the relationship between constructivism, technology, and meaningful learning. The authors describe four models for technology integration based on the theory of constructivism and propose a checklist that can be helpful in integrating technologies in the classroom for meaningful learning.

Selina Banu writes about teachers’ readiness for computer education classes in the secondary schools of Bangladesh. In spite of the proclaimed importance of computer education in schools, it has been found that teachers are poorly prepared and generally perform very poorly in teaching computer use. Extensive in-service training and other support measures for teachers are suggested to improve computer education.

Rozina Parvin and Md. Zulfeqar Haider write that a top-down revision of the English curriculum for secondary schools (grades 6 to 10) by the National Curriculum and Textbook Board (NCTB) in the 1990s aimed at a switch from the traditional grammar-translation method to the Communicative Language Teaching (CLT) approach. It has failed to improve the quality of English teaching and student outcome in the mainstream Bangla medium schools. However, privately run English medium schools, without subscribing formally to CLT, appears to be producing better results by following pragmatically some CLT techniques, such as, using English for giving instructions in class, silent reading and explaining new vocabulary in English.