

Editorial



The birth of this issue of the Journal of NELTA took place in the aftermath of the great earthquake of 2015 that affected, among others, the key stakeholders of classrooms i.e. students and teachers. The irreparable loss of lives and property at schools left scars in minds of the old and the young. The classes had to be suspended which, in many cases, were never resumed at the original place. The ELT professionals who survived joined hands with other volunteers in rescue and relief of the victims. Gradually life came back to normalcy, at least for those who were fortunate to survive. And this normalcy was also seen in the continuity of the contribution from the teachers, teacher educators, material writers and researchers from Nepal and abroad. The earthquake did not shatter the professional commitment we collectively possess for the continuous improvement and innovations in ELT.

Several changes have been witnessed in the field of ELT. On the one hand, communicative language teaching approach enjoys the centre stage in the mainstream ELT in many contexts. On the other hand, it is challenged in a way that it may become a history. The recent additions in the language pedagogy include Content and Language Integrated Learning (CLIL), project-based language teaching, flipped classroom, alternative assessment and several others. But the major leap in the way we teach English language is embracing the use of Information Communication Technology (ICT). With ICT, we now have mobile assisted language learning, Computer Assisted Language

Learning (CALL), Media Assisted Language Teaching (MALT), online learning and several other modalities of learning and teaching of English.

We are happy to see that the papers in this issue cover a variety of ELT practices and innovations reflecting the development in ELT classroom pedagogy mainly in EFL contexts. The issue includes papers on contextualization and culture integration in EFL contexts, project-based learning as a pedagogy, and managing and surviving in difficult classrooms. Likewise, there are papers dealing with learners' roles, language proficiency and standardized tests and the use of ICT to enhance the quality of classroom teaching as well as widening access to education. We expect that all these articles will be interesting and valuable to our valued readers. As an informed professional, we anticipate that you will provide constructive feedback on these papers so as to make the future issues even more professional.

We are very grateful to all the authors and reviewers for their support throughout the process. We are equally grateful to NELTA Central Committee for their continuous support. Thanks are also due to the designer, Mr. Gambhir Man Kapali for elegant design of this volume.

Happy reading!

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