

Editorial



English language teaching (ELT) is always on the shifting sands of ideology and practice. Such a shift is a global phenomenon which is conspicuously visible in the education policy, teaching and learning materials, classroom methodology, assessment system, and modes and methods of teacher education. ELT in Nepal is also moving ahead in tandem with the global trend. The articles in this volume of journal evince some of the aspects of the changing trend of ELT home and abroad.

In terms of their origin, these articles emanate from different yet highly overlapping areas of professional practice of ELT such as theories, classroom experiments, general surveys and classroom experiences. Accordingly, these articles can be categorized as the theoretical, the empirical and the experiential. In order words, they comprise theoretical and empirical information on the one hand and actual teaching-learning experiences, insights and intuition of teachers and teacher educators on the other. The themes that underlie these articles are ELT practitioners' perceptions, teaching techniques, English as a medium of instruction, teaching language skills and aspects, teacher professional development, interface between culture and language teaching, learner autonomy, the use of translation, functional domains of English in Nepal, teacher training and so on.

This volume is a meeting point of ELT practitioners who are in different phases of professional development. Some authors are beginners from pre-service and in-service teaching programmes. They are in their initial attempt to enter into the academic world of ELT through their writings. Others are highly academic and experienced in the field. They are in a position to inform, enlighten as well as guide

other practitioners. Some of the articles concern the application of different theories to classroom teaching, while others have attempted to theorize the practice. Readers can see the interface between different teaching-learning theories and practices in diverse contexts of teaching and learning of English.

The volume is also a meeting point of national and international practitioners of ELT. The rich professional experiences of the authors especially from the countries such as India, Pakistan, Bangladesh, Japan and Nepal mirror the current trends and techniques of teaching English in the Asian region. It is the region that has the highest number of bilingual users and bilingual teachers of English. We hope that the systematic documentation of teaching English and its theorizing by such teachers will contribute to designing culture-embedded, culture-responsive and culture-sensitive methodologies. We also hope that these articles will be instrumental in guiding the coming generations of ELT practitioners globally.

We express our gratitude to all authors for their valuable articles. Grateful thanks are due to all reviewers, who supported the Editorial Team throughout the process. We are equally grateful to NELTA Central Committee for their continuous support. Thanks are also due to the designer, Raju Kapali for the elegant design.

Happy reading!

Prof. Dr. Vishnu S Rai
Dr. Laxman Gnawali
Dr. Binod Luitel
Dr. Gopal Prasad Pandey
Bal Ram Adhikari
Madhu Neupane