

## Editorial

### Advancing English Language Teaching: Reflecting on Emerging Trends and Practices

It is with great pleasure that we present the second volume, first issue of the Journal of NELTA Koshi (JoNK) for August 2024. This issue reaffirms our commitment to fostering critical discussions and disseminating cutting-edge research in the field of English Language Teaching (ELT). As a peer-reviewed, open-access journal, JoNK serves as a vital platform for educators, researchers, and practitioners to share insights and innovations that shape the evolving landscape of language education.

In this issue, we are proud to feature ten diverse and thought-provoking articles, along with a book review, that collectively address key themes in contemporary ELT. The breadth of topics covered underscores the dynamic nature of our field, where theoretical advancements and practical applications intersect to create meaningful educational experiences.

The volume opens with **Parshu Ram Shrestha's** article, *Storytelling as a Pedagogy to Scaffold Critical Thinking Skills: A Thematic Review*, which highlights the strengths of storytelling as a technique for teaching English in Nepalese classrooms by reviewing extensive literature on the subject. Following this, **Anupama Manandhar, Md. Ziaul Karim**, and **Laxman Gnawali** present their research findings on the challenges of teaching English in mother tongue-dominant schools in Nepal, emphasizing the necessity for teachers to integrate students' mother tongues to teach effectively in multilingual settings.

In the third article, **Nasrin Pervin's** personal narrative explores the impact of reflection on the personal and professional growth of educators through a qualitative research investigation. **Thir Bahadur Khadka's** contribution, *English Studies from Global to Nepali Context: Critical Debates, Challenges, and Possibilities*, analyzes the critical debates, ongoing challenges, and future prospects within English Studies in both global and Nepali contexts. Likewise, **Basanta Raj Dhakal's** article, *Boosting Comprehension: Engaging Strategies for Teaching Reading*, investigates strategies to enhance reading comprehension, based on semi-structured interviews and non-participant classroom observations of three basic-level teachers. Meanwhile, **Ramji Acharya's** work on *Translanguaging Dynamics in Non-Native English Classrooms* explores the pragmatic use of code-switching by English instructors, highlighting its role during interactions within the English teaching and learning process.

**Muna Aryal's** article, *Teachers' Strategies for Improving ESL Learners' Speaking Skills*, examines the perceptions of Nepalese English teachers regarding the strategies employed to enhance ESL learners' speaking skills. **Dr. Shiva Ram Pandey's** contribution, *Rummaging on a Research Method*, presents a comprehensive review of qualitative research methods, discussing philosophical perspectives, paradigms, parameters, and practical applications for aspiring researchers. **Raju Yonjan's** study, *Teachers' Perceptions*

and Practices in Using ICT for ELT at the Secondary Level, investigates secondary-level teachers' perceptions and practices of using ICT in the classroom. The tenth article by **Gopal Basnet** delves into the language of cursing in rural settings, analyzing its impacts on family, community, and schools. Finally, **Tripti Chaudhary** offers a critical review of *The Routledge Handbook of Teaching English to Young Learners*, reflecting on the book's contributions to the field.

This volume engages with major themes such as emerging trends in ELT methodologies, teacher professional development, learner-centered approaches, cultural and linguistic diversity, classroom-based research, ICT integration, and medium of instruction. As we navigate the complexities of ELT in a rapidly changing world, the articles in this issue remind us of the importance of remaining responsive and adaptable. The research presented here not only contributes to our understanding of effective teaching strategies but also challenges us to rethink conventional practices in light of new evidence and perspectives.

We extend our deepest gratitude to the authors, reviewers, and the editorial team for their invaluable contributions to this issue. Their dedication ensures that JoNK continues to be a leading resource for ELT professionals, fostering a community of practice that is both reflective and forward-thinking.

Finally, we encourage our readers to engage critically with the content of this issue and consider how the insights shared can be applied in their own teaching contexts. By doing so, we collectively advance the field of ELT and contribute to the ongoing improvement of language education worldwide.

Happy Reading!

The Editorial Team

Journal of NELTA Koshi (JoNK)

August, 2024