

Editorial

Research in English Language Teaching (ELT) and Applied Linguistics has grown exponentially, evident in the number of journals, books, and edited volumes. However, most such research has represented Western, Educated, Industrialized, Rich, and Democratic societies and their perspectives. Therefore, there has been increasing awareness of the need for more cross-cultural research in recent decades because the extrapolation of findings from different contexts may rarely give intended results. We need more research in our context to inform our practices. The publication of the first volume of *Studies in ELT and Applied Linguistics* is an attempt towards this end. As a leading Department of ELT and Applied Linguistics, the Department of English Education, Central Department of Education, T.U., Kirtipur has initiated a new legacy for a long, of publication with this issue. We hope that this publication will create a platform for novice and experienced teachers, language educators, and pedagogues to share experiences and learning for enhancing ELT and Applied Linguistic practices.

This issue of the *Studies in ELT and Applied Linguistics* comprises thirteen articles covering various aspects. These include helping students learn English effectively, using mother tongue as a medium of instruction or a resource for facilitating learning, English medium instruction, teachers' professional development, technology in English language teaching, textbook evaluation, and thesis writing. There are contributors both from home and abroad.

In his thought-provoking article, Bhattarai shines a light on the fact that students' language proficiency has not seen much improvement despite decades of learning English. He attributes this lack of success to an 'inappropriate approach' to teaching, which has placed undue focus on the technicalities of the English language. Therefore, he urges English language teachers to involve students in creative writing and translation to help them learn English faster, better, and more profoundly. Similarly, Rai's ecological approach to second language teaching urges teachers to take a holistic perspective in teaching by keeping learners at the center of the classroom, school, community, nation, and the world to create a better learning environment. Pathak's article advocates involving students in a quality circle in English language education for identifying, analyzing, and solving problems and develop their and their colleagues' English language proficiency, and become emotionally good and cognitively smart. Producing a written work in a foreign language is a daunting task for learners, especially in English as a foreign language context. Therefore, students tend to leave essay-type questions unsolved in the examinations. Joshi's phenomenological study revealed various underlying factors ranging from teachers' negligence to insufficient time for practicing writing that led students to such a situation. From a bit different perspective, Akhter's analysis of language and style of Sunetra Gupta's fictional narratives can be helpful for students to develop their reading and writing skills.

Regmi presents the challenges and issues of devising and implementing a mother tongue policy for minority communities, because of which minority children are deprived of their rights to get education in their mother tongues. It has now been established that students' mother tongues facilitate learning any other languages. English as a medium of instruction in community schools is increasing rapidly in urban centers and rural areas. At the same time, it has been an issue of contention because it is believed as a potential for upward mobility and threat to linguistic diversity and social justice. Shrestha's timely research shows the strong urge of parents and administrators for English medium instruction, although teachers found themselves unprepared for delivering education in English medium. Therefore, he underscores the need to assess schools' readiness before shifting the medium of instruction and suggests using students' languages as resources through code-switching and code-mixing to facilitate their understanding. Similarly, Tanka Silwal's article shows the relevance of translanguaging (i.e., using two more languages for understanding or expressing ideas) in higher education. Teachers' beliefs about the role of mother tongue learning determine whether students get space to use their mother tongue. Sharma found that teachers were mindful about using students' home language to facilitate students' English language learning.

Teachers' professional development can have a profound impact on the quality of English language teaching. In this regard, Pandey posits that creative learning is the gateway to English language teachers' professional development by helping them "learning to know, learning to do, learning to live together, and learning to be." He presents various ways to be creative and grow professionally.

The role of technology in English language teaching cannot be exaggerated. This once-in-a-century covid-19 pandemic has significantly increased the use of technology in every sector of education. In this regard, Chowdhury demonstrates the role of Social Networking Sites and apps for improving students' English. Laxman K.C.'s article examining the relationship between textbook, curriculum, and examination reported that textbook contents are insufficient to fulfill the curriculum's objectives, which is concerning because the textbook is the sole source of exposure for many students.

While undergraduate education aims to support students in acquiring knowledge, postgraduate studies should orient students towards creating knowledge through research. Consequently, thesis writing has been incorporated in master's level courses to help students develop academic writing and research skills. However, for various reasons, for many students, these objectives fail to materialize. In this context, Neupane and Bhandari's paper aims to help supervisors and students in supervising and writing theses.

We hope that English language learners, research scholars, teacher educators, and policymakers will find something of their interest in this issue. This new venture has begun, and we hope the legacy will continue for years to come to generate research-based situation knowledge to make informed decisions in the field of ELT and Applied Linguistics.

Editorial Team