

Editorial

We are pleased to present the latest issue of the *Journal of NELTA* (Issue 1 – 2, Volume 19) which is our second volume during our tenure as editors. In this editorial, we describe the nature of this journal, the article review process and present a synopsis of each article included in this volume.

As we noted in the last issue, the *Journal of NELTA* is an open access journal, and therefore, can be accessed by any ELT enthusiast with access to the internet. Its open-access publication is reflected by the most recent (December 2014) statistics from the official site of the journal. It shows that the journal articles were viewed or downloaded 57,802 times in the year 2014 alone and the cumulative count was 185,464 since July 2010 (see the official site <http://www.nepjol.info/index.php/NELTA>). In addition to the journal hosting website, we have our own Facebook page (<https://www.facebook.com/JournalofNELTA>) where we would like to invite you to engage in ELT related discussions and share your experience.

The Journal of NELTA follows a standard blind review process for all articles as a refereed journal, which has been stated on our official website. Any article that is received into our official mailbox is reviewed by the editorial board and if it is deemed suitable for the journal, it is passed on to two reviewers with

relevant expertise in the field. Based on their reviews, the editorial board decides if the paper is worthy of publication. The paper may still be rejected if the author fails to satisfy the requirement as advised by the reviewers although every effort is made to provide support to the potential article author.

We also want to note that the articles published in this journal are predominantly research-based. Occasionally, practice-based articles are also published if they offer practical insights to NELTA members in particular and the wider ELT community in general.

In response to our call for papers for the current volume, we had received 35 articles in total. Among them, only 13 were selected for publication after a rigorous review process. This selection was essential to maintain the high standard of the journal. However, the selection process was challenging as we needed an army of reviewers (see the list) to review the articles. The process was lengthy and labour-intensive for both the reviewers and the editorial team.

A synopsis of each article is presented below. In general, these articles cover a broad spectrum of the field of ELT and represent ELT contexts in Nepal and South Asia. We expect that these articles offer our readers

plenty of food for thought and new ideas for research and practices.

Among the articles in this volume, four of them deal with information and communication technologies (ICT) and their affordances for ELT. For example, Acharya explores the use of ICT tools among secondary and higher secondary school English language teachers in the Kathmandu Valley via a survey. The second article in this category by Begum investigates the use of TV commercials in enhancing undergraduate students' public speaking skills in a Bangladeshi university. Likewise, Idris critically reviews the use of non-native English language films in an EFL/ESL classroom and offers a number of practical activities to raise students' intercultural awareness. The fourth paper (Ropum and Arafat) in this category examines English language teacher knowledge of Bangladeshi secondary school English language teachers who received ICT-based training.

There are two articles that consider learner motivation and expectations. The first article by Haque investigates, through semi-structured interviews, what Bangladeshi undergraduates expect in an English language course. The second article in this category by Laudari presents a large scale quantitative study of Nepalese secondary school students' motivation to learn English language. He reports that the main factors affecting learners' English language learning motivation were attitude to learning English and ideal L2 self.

The rest of the articles examine a wide range of aspects in ELT. Aryal in his article investigates the effect of training on speech rhythm of Nepalese adult English language learners. He argues that training had a positive effect on the learner performance. Using a Vygotskian sociocultural perspective, Dawadi

examines classroom peer interactions of postgraduate students who speak English as a second language. Her paper reports how these students used different strategies to support one another and co-construct knowledge.

Examining an emerging field of research in Nepal, Kafle investigates ideological tensions in the field of English for academic purposes in Nepal and proposes a number of solutions to address the tensions on the basis of a qualitative study with Nepalese English language teachers. He argues that the incongruence between policy and practice can be costly. On the other hand, Karki assesses tensions in the context of secondary English language curriculum in terms of teachers' understanding of the curriculum and how they implement it in reality. She maintains that despite teachers' good understanding of the curriculum, their implementation of it is not satisfactory.

The next article by Lunyal brings a different perspective to ELT by investigating the language of advertisement for perfumes through a Critical Discourse Analysis angle. Her article scrutinises power relationships in such advertisements and the image of women and suggests ways of raising critical awareness among EFL/ESL learners. Adopting a critical perspective, Paudel explores how Nepalese English language teachers practice Critical Pedagogy in their classrooms in the Western part of the country. He argues that despite teachers having a favourable opinion towards Critical Pedagogy, their classroom practices contradicted with it.

The final article is by Saravanan who examines the use of prepositions (of place, time and direction) by undergraduate students in Tamil Nadu, India. He found that students found it more difficult to use the prepositions of place and direction than the prepositions of time,

which was potentially caused by their mother tongue interference.

We have one book review by Yadav. He reviews an edited book that contains texts (e.g., poems and stories) written by Asian writers for EFL learners.

Before we close this editorial, we would like to mention that this is our final volume as our term of office has come to an end. We take this opportunity to thank sincerely all our readers and supporters of the journal.

Finally, we would like to extend our gratitude to both the authors and the reviewers who have been very supportive throughout the process. They responded to us promptly even when the deadline was extremely tight. We are equally grateful to the Central Committee of NELTA for their continuous support. We would like to

thank our designer, Raju Kapali, who helped to present this volume so elegantly. As many of you may know, an online version of this journal is made available as an open access journal via Nepal Journal Online. We are grateful to Sioux Cumming who has been providing professional support to maintain the journal online. Last but not least, the editorial team and the NELTA Central Committee like to earnestly appreciate the support of Cambridge University Press (CUP) for the publication of the print version of this volume.

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