

Editorial



In the past one year, Journal of NELTA has grown vertically as well as horizontally. By vertical growth, I mean we had a record number of submissions this year again. The submissions, many of which were quality manuscripts, ranged from practice based teaching of various language skills and aspects, use of technology in EFL classrooms, stylistics, and textbook analysis, more theoretical, research-based issues such as global Englishes, and to use of L1 in EFL (multilingual) classroom. The sheer volume of submissions in all sections of the Journal kept the reviewers' panel as well as the editorial team busy throughout this time. The reviewers, in particular, had a tough task of reading, analysing and commenting on the manuscripts. Despite quality in them, a vast majority of the manuscripts had to be rejected for various reasons, the most important of which was that they did not follow the Journal of NELTA manuscript submission guidelines closely. Journal of NELTA has also grown horizontally in that we had submissions not only from teachers and ELT practitioners from all levels of education, vis-à-vis, primary,

secondary and tertiary, but we also received submissions from applied linguists, researchers, and authors. However, the most satisfying growth we have had is that Journal of NELTA has been noticed globally; more specifically, in the US, Europe, the Middle East, Australia, Japan, Indonesia, Thailand, Vietnam, Bangladesh, Pakistan, Iran, and India. In addition to the submissions from scholars and ELT practitioners from Nepal, we received an increasing number of submissions from these countries as well.

The articles in this volume of the Journal address four contemporary issues in ELT and applied linguistics. The first of such issue is emerging varieties of English. While these varieties have generally been termed as "varieties of English," "localized varieties of English," "non-native varieties of English," "second-language varieties of English," and "new varieties of English," the issues of their comprehensibility, intelligibility and legitimacy often take the centre stage in the ensuing discussion. Professor Patil's article, in this respect, is a welcome

inclusion. The second issue the articles take up is the issue of maximising classroom achievement. To this effect, while Mahmud, Nduwimana, Rana, and Pokhrel engage with first or target language skills, Bristi, Le, Ullah and Yesmin, and Singh explore its technological aspects. Similarly, Kabir takes on the writing test of one of the most popular international English proficiency tests - IELTS. Professor Mohanraj challenges the reader with some of his thought provoking ideas and invites readers to join in a Journal of NELTA Forum. Another important issue addressed in this volume is teacher and teacher preparation schemes. Saud, for example, looks into how teachers perceive teaching of grammar; Ghimire, on the other hand, explores the practicality of teacher preparation courses.

The section of *practical pedagogic ideas* contains useful and practical teaching ideas, and is addressed to different levels of teachers. There are some practical teaching tips to have in this section. In the *book review* section, there are reviews of three most widely used reference books in the field of English language teaching. They provide a synopsis of what the books contain and an analysis of their strengths and weaknesses. For those who like surfing the Internet in search of teaching tips and ideas, the section of *from the ELT blogs* offers five most popular ELT blogs. Similarly, the

final section, *from the ELT world*, lists a number of upcoming ELT events where readers can take part either as presenters or as participants.

We would like to thank, Ms. Motikala Subba Dewan, president of NELTA, for her advice and support, Journal of NELTA advisory board, for their advice, reviewers' panel and my editorial team for their hard work. We also thank the language editors who edited the language and proofread the manuscripts.

Finally, I encourage all readers and NELTA members to develop their ELT ideas and experiences into an article and submit it to neltaeditorialboard@gmail.com. For manuscript submission guidelines, please visit *Journal of NELTA* site on NELTA homepage, or turn to the last pages of this volume.

Happy reading, everyone!

The Journal of NELTA Editorial Team