

Editorial

The year 2021 has been important for the Journal of NELTA for two reasons. First, the Editorial Board of the Journal has been reconstituted. The tenure of the previous team ended earlier this year. The previous team must be congratulated and thanked for setting new trends and new editorial processes for the Journal of NELTA. NELTA and the Journal's Editorial Board thank them for their hard work. Their contribution to uplifting the quality of the Journal is highly appreciated by one and all. The new Editorial Board has, since its formulation early this year, contributed to enhancing the quality of the Journal and to making the editorial process more transparent and on par with international journals. Each one of the Editorial Board members is immensely experienced and has widely published. On behalf of NELTA, we welcome them and hope that during their tenure, the Journal will reach new heights.

In order to avail of the expertise of the Editorial Board members, the Journal of NELTA Editorial Board, in conjunction with NELTA has, for the first time in Nepal, organised a journal article writing workshop series. The workshop series comprises 10 workshops on various aspects of article writing. Based on the hands-on approach, the workshop series trains 35 hand-picked NELTA members and potential journal writers. For every workshop, the participants prepare a write-up on the workshop theme. The workshop facilitators, then work with them in order to assist them in improving their write up. At times, the Board also invites expertise from outside the Board to facilitate a session. We are grateful to Professor Abhi Subedi, Chair of our Advisory Board, and Dr. Saraswati Dawadi from Open University, UK, and NELTA member for sparing time to conduct a workshop session. We also thank Editorial Board members, Professor Laxman Gnawali, A/Professor Nabaraj Neupane, Dr. Madhu Neupane Bastola and A/Professor Kashiraj Pandey for their wonderful sessions. Thanks are also due to Mr. Ashok Raj Khati, and Mr. Guna Raj Nepal in anticipation of their session in the days ahead. Mr. Bikas Rimal deserves special thanks for coordinating the workshop series.

The next important thing of 2021 is that the Journal has set another record with 70 submissions from all six continents – Africa, Americas, Europe, Australia, and Asia. Though the vast majority of the submissions are from South Asia, it is heartening to see that the Journal of NELTA is reaching far and wide. More than three-quarters of the manuscript, despite some merit in them, unfortunately, had to be rejected simply for the reason that they

were not prepared according to the Journal's guidelines and/or academic conventions. The selected articles may be divided into the five thematic categories – challenges of ELT, teaching languages skills, language policy, language testing, and Englishes. Md Abdur Rauf and Harun Rashid, for example, look into the challenges teachers of English face in teaching online during the current pandemic, while Saraswati Dawadi elucidates the pressure and anxiety high-stake test-takers experience. In addition, Michael Nycyk provides ethnographic reflections of beginning teachers; in a similar vein, Kamala KC explores the challenges novice women teachers of English experience for their professional growth; and Parmeshwar Baral and Kabita Khadka investigate strategies university teachers employ to deal with the disruptive behaviours they encounter in their English classrooms. These articles are insightful and have further research and pedagogical implications.

In terms of English language skills, Motikala Subba Dewan makes an illuminating application of stylistics to one of the most dramatic poems of English, 'the Raven'; Shafinaz Sikder, Nur Filzah Ahmed Nadri, and Laneesha Karunagaran elucidate how secondary students sequence nouns in writing; Syeda Tabinda Sadaf looks into the problems of reading, while Basanta Dhakal explores strategies for differentiated reading. Next, Vidhya Pokharel shows us how to teach English in a non-textbook environment, and Jagadish Paudel unpacks teachers' perspectives of academic writing. Similarly, Govinda Puri and Rameshwar Thakur respectively explore the impacts of global Englishes and textese on teaching; and Basanta Kadel and Prakash Chandra Giri, in their separate articles, provide an autoethnography of a micro-level (English) language policy. Finally, Shotaro Ueno and Jonathan Aliponga tell us what strategies Japanese school students employ to learn vocabulary. All of these articles provide practical insights into various aspects of teaching English.

The Journal of NELTA is also a forum for its authors and readers to interact, query, and respond to some of the issues raised by the articles and materials that are provided. In addition to the regular feature of 'Journal of NELTA Forum article', we encourage our readers to send their queries and responses also on any articles, practical pedagogical ideas, blogs, and books reviews included in this issue.

Finally, with a view to assisting prospective authors, we have provided updated information about the Journal, revised manuscript preparation, and submission guidelines, and other relevant materials at the end of the journals.

We hope that you find the materials published in this issue useful. Happy reading!

The Editorial Team