Guest Editorial

Welcome to the 29th Volume, (Issue 1) of the NELTA Journal, 2024. This volume contains 12 research articles, two reflection papers and one book review. I have enjoyed reading each and every entry of the Journal and am grateful to the authors for their contribution. The reviewers and members of the editorial board also deserve applause for their hard work and support.

As the world is at the crossroads of change, new themes have come to the fore and many such themes and current developments in the field of English Language Education (ELE) are reflected in this edition of the journal. This particular issue of the NELTA Journal shares timely topics and diverse articles that explore the intricate relationships in language learning combining both theoretical and empirical insights and offering recommendations for language teaching. The authors have problematized a range of pertinent and focal areas in ELT starting from highlighting the role of cultural instruction in second language learning, the interplay of emotions and identity – the invisible forces which impact teaching practices, moving on to unpacking the role of language in emotional and social contexts, revealing the undertones of banking discourse and its pragmatic implications. Teacher wellbeing, another crucial dimension, provides strategies and practices for mitigating stress and fostering a more supportive work environment for teachers.

In addition, topics of concern related to combating writing challenges, use of correction codes in student writing and navigating the impact of COVID-19 crisis have been presented and the way out has been suggested. The hot topic - exploring the role of technology in ELE, artificial intelligence (AI), in particular the influence of ChatGPT on student writing as well as grappling with the recent phenomenon of online classes are important reads for educators. Moreover, topics such as Developing Reading Proficiency and use of English Medium Instruction (EMI) in public schools, English language teaching problems and application of blended approaches in pedagogy are integral to understanding the landscape of ELT.

The reflective pieces share the insights gleaned from current issues of language teaching and learning from a veteran teacher, researcher and educator over a span of more than four decades. The book review titled: **Research Methods in Education** asserts that this book is a must read and a valuable companion for both novice and seasoned researchers and educators as it encapsulates the essential and core elements and methods required for engaging and embarking upon research.

This issue knits together a rich tapestry of perspectives that relate to the emotional, cultural, technological and practical aspects of language teaching. The varied and similar themes of the articles are tied in a coherent manner, while engaging the readers with current issues in ELT! I believe each article no matter whatever the mode of enquiry, attempts to address the challenges faced by practitioners and contributes to the ongoing discourse about how the teacher community can better support teaching and learning in the classroom and beyond.

Commendable work from the NELTA Publication team and special thanks to the editor -in- chief of the Journal for putting together this dynamic collection of papers from the field of Applied Linguistics and ELE. Let us make time to engage with these timely and thought-provoking articles and continue to share our experiences and empirical findings to further expand the ELT horizon.

Guest Editor
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