Editorial

The Journal of NELTA Gandaki (JoNG) stands a prominent publication in the fields of English language teaching (ELT), teacher development, and teacher education. It serves as a valuable platform for EFL teachers from home and abroad to share their research and pedagogical skills through academic writing. We are delighted to present the seventh volume of the JoNG, a one-star rated peer-reviewed journal indexed in NepJOL published by the NELTA Gandaki Province Committee. The JoNG offers a diverse range of empirical and theoretical articles on EFL pedagogy, the integration of ICT and technology in ELT, and varied areas of English language and literature. We encourage readers for critical reading of the published manuscripts, gain fresh insights and contribute to the ongoing dialogues by sharing their experiences, skills, and expertise.

This issue includes twelve articles from various fields of applied linguistics, ELT situations, classroom management, ICT in EFL classrooms, and classroom-based research. The first article explores the strategies to manage EFL classrooms in Nepalese schools. Following the interpretative qualitative research, the second article explores secondary-level students' experiences and strategies for learning English in multicultural contexts of classrooms and communities. Similarly, the third article investigates the English language teachers' experiences of using ICTs in their classrooms in rural Nepal focusing on the way how they integrate ICT in teaching and their challenges in EFL classrooms. Likewise, the fourth article summarises the role and coverage of English in Nepal's education system from school to university level in terms of the medium of teaching and learning, curricula, testing and certification.

The fifth article explores the provisions and practices of teaching listening skills in EFL classrooms in the secondary school curriculum in Nepal. Similarly, the sixth article reconnoitres how human self-centeredness and indifference to the ecological balance bring human existence into crisis inviting different apocalypses; and examines the post-pandemic possibilities in Emile St. John Mandel's novel *Station Eleven*. The seventh article explores secondary-level students' lived experience of using smartphones to support content and language learning; especially, socio-psychological pressures experienced by learners in using smartphones, particularly in schools. The next article analyses the current policies and pedagogies of English language teacher education, the social inequalities associated with English language teaching and their challenges to mitigate those problems.

The ninth article investigates the English teachers' reflective practices and their roles in their professional development. Likewise, the tenth article presents an overview of the significance of AI applications, their role in education, and the practitioners' concurrent situation of applying AI in teaching and learning the English language. Similarly, the eleventh article analyses how students use strategies while reading English texts. Highlighting the growing use of AI tools, the final article examines the impact of ChatGPT on ELTL practices, centring on the experiences of five English teachers.

We anticipate that this volume will inspire and guide educators and researchers in cultivating a research-oriented culture. We extend our gratitude to the authors, reviewers, and the entire NELTA family for their support and encouragement in bringing this issue to fruition. The JoNG will continue to serve as a platform for innovative ideas, exemplary practices, and insightful research in the EFL field.

The articles published in this journal are the property of NELTA Gandaki Province; however, the authors hold full responsibility for the accuracy and liability of the opinions and knowledge expressed in them. We welcome constructive feedback from valued readers and well-wishers to enhance the quality and standards of the JoNG.

-    Editors