

# Editorial

The pace and face of English language teaching and learning in the 21<sup>st</sup> century has been drastically different from that of the past time due to the advent and use of new approaches, ideologies and practices. Such changes are vividly seen in educational planning, policies, curricula, teaching learning processes, assessment systems and in overall modes and modalities of teacher education. The current practices of language teaching and learning have been more affected due to the pandemic spread of the COVID-19 that has created the largest disruption of education system and has made educational institution closure as one of the best preventive measures against it. In this difficult situation, we are pleased to bring the third volume (issue 1 & 2) of Journal of NELTA Gandaki (JoNG) as one of the footsteps for keeping academic activity functional and contribute world academia in this pandemic situation.

This volume of JONG becomes a meeting point of ELT practitioners, who are in different phases of professional development. It addresses multiple facets of linguistics, literature and English language teaching and learning. It is an open access, online NepJol indexed journal and, therefore, can be accessed by any ELT professionals with access to the internet.

The Journal of NELTA Gandaki (JoNG) follows a standard blind review process for all the articles. Any article that is received into our official mailbox is reviewed by the editorial team. If it meets the basic requirement and standard of the journal, it is passed on to two reviewers with relevant expertise in the field. Based on the review, the editorial board decides if the article is standard and worthy for publication. The article may still be rejected if the author fails to satisfy the standards and requirements as advised by the reviewers.

In response to our call for papers for this volume, we received 41 articles in total. Among them, only 10 have been selected for publication after a rigorous review process. The first article sheds light on the delineations of the translation theories developed in the west. The second article found the beliefs of students on learning autonomy in terms of English language classroom. The third article deals with the students' views towards shadowing to learn English language. Likewise, the next article exhibits content analysis of pop-songs in the English language teaching classes. Similarly, the fifth article focuses on the use of six different digital online tools which could be effectively blended in face-to-face and distance classroom teaching by teacher educators to reshape the way they teach. The sixth article concludes that the teachers of ESL should pay attention to how students formulate the structure and content of emails as they directly impact their writing capability. The following article reveals that the persona in the poem searches tranquility in the form of a prayer and this quest perpetually becoming stronger. The next article analyzes the impact of COVID-19 on socio-economic and psychological factors of the students. Likewise, the ninth article explores the idea ecocritical quest in Sanjeev Upreti's novel Hansa. The succeeding article investigated trainee teachers' perspectives on microteaching.

As this is a peer reviewed journal, numerous hands directly and/or indirectly have supported to maintain quality and standard to bring it into this shape. We would like to extend our sincere gratitude to

the contributors and reviewers from home and abroad without whose punctilious abutment, the journal would not have been materialized in this form. We would also like to express our gratitude to NELTA Gandaki Province and the advisors for full blown support, encouragement and guidance wherever needed.

Although the articles published in the journal are the properties of NELTA Gandaki Province, the authenticity and liability of the ideas and views expressed on them go to the respective authors themselves. Constructive feedback from the valued readers and well-wishers is always welcome to uplift the standard and quality of the upcoming issues of the journal.

- Editors

DOI : <https://doi.org/10.3126/jong.v3i1-2.33079>