

BELTA Journal

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From the Chief Editor

Welcome to Vol 6, Issue 1, June 2022 of the *BELTA Journal*.

Our sincere apologies for the delay in bringing out this volume.

Apart from constraints of extra workload on academics emerging from the post-pandemic situation, which led to fewer articles being submitted, the professional responsibilities of the editors, authors and reviewers multiplied and needed prioritizing. In addition, the editorial board went through a change. From a previous four-member editorial team, we have now two new editors on board who needed some time to get into the process. Also, the current volume includes seven papers and one book review compared to three papers and one book review published in the last volume.

The two new Editors are:

Dr Qumrul Hasan Chowdhury, Assistant Professor, Department of English, University of Dhaka
Dr Bijoy Lal Basu, Associate Professor, Department of English, University of Dhaka.

We plan to increase the team with two more associate members.

In line with academic practice, the journal maintains an international focus while at the same time encourages research articles on the theory and praxis of English education in Bangladesh. The current issue has seven articles, of which five are research-based. Two have used the Covid-19 disruption of education as the timeframe for their studies, one on assessment in higher studies and the other of survival teaching of English at the primary level.

The first is an interesting article which examines the contentious issue of explicit/implicit grammar teaching and proposes a framework for an Implicit/Explicit Knowledge Axis which could be developed to provide critical guidance on this matter.

The second paper deals with the major emerging trends in Global ELE and its implications for ELT in Bangladesh.

The third is a collaborative research work by the BELTA Research Group. This study draws on the findings of a nationwide survey of online programmes offered by Bangladeshi private universities during the late 2020.

The fourth paper presents a small-scale research on teaching young learners at the primary level during the Covid-19 closure of schools, trying to address the language learning and assessment needs in a virtual environment.

The fifth paper is a research study of beliefs and attitudes of higher secondary English language teachers and the impact of these beliefs on their classroom practices with implications for teacher education programmes to engage with teachers' inherent belief systems.

The sixth paper presents a rather popular topic in recent times – the use of movies in ELT. Based on a small-scale qualitative research, it maintains that movies are inspirational and motivating and have a potential for multi-dimensional tasks that may be effective for learning.

The seventh paper focuses on self-initiated technology-mediated continuous professional development (CPD) by teachers. This research is clearly valuable in the current CPD atmosphere. The findings claimed that besides augmenting digital skills, there was an increased awareness of the pedagogic use of technology.

The last, a book review, deals with second language writing research. The reviewer covers most aspects and is appreciative of the fact that the author adopts a comprehensive approach to SL writing research, favouring both the quantitative and qualitative approaches.

We hope our readers will find these articles informative and stimulating. We would like to encourage our readers to consider submitting articles for publication in our journal.

Arifa Rahman
Chief Editor
March, 2023