

# *Editorial*

The academic publishing landscape is evolving. While it has become more diversified, it has also become more technology mediated. To this effect, the Journal of NELTA has taken significant strides towards modernisation by introducing a digital platform for submissions. This initiative aimed to streamline the editorial process and make it more accessible for contributors. However, as with any new system, there were initial challenges. Some contributors faced difficulties in submitting their manuscripts online, which led us to adopt a hybrid scheme. This approach allowed us to manage some contributions through the digital platform while processing others manually. This flexibility ensured that all valuable contributions were included, maintaining the journal's high standards.

We are grateful to Professor Rubina Khan who has kindly guest-edited this volume. Her valuable insights and guidance will inspire us to keep working hard in the future. We are also pleased to announce the formation of a new advisory panel for the Journal of NELTA. The editorial team extends a warm welcome to our new advisors and looks forward to their guidance in enhancing the quality of our publication. Their expertise and insights will be invaluable as we strive to uphold and elevate the journal's academic rigor. Alongside this, a new editorial team has been established, working cooperatively and efficiently to manage the journal's operations. The synergy within this team is already evident, and we are confident that their collaborative efforts will lead to continued enhancement of the publication of the Journal.

This 2024 edition of the **Journal of NELTA** features a diverse array of articles that reflect the dynamic field of English language teaching and learning in Nepal, the region and beyond. The themes covered include cultural instructions and ESL, in which **Md. Abdus Salam** explores the integration of cultural elements in language teaching; and equity, diversity, and inclusion (EDI) in English language teaching in which **Maria Villalobus-Buehner** contends that EDI initiatives and a motivational approach to teaching offer a synergy that assists educators in supporting students' language learning fairly, regardless of available resources, as long as there are students and an eager educator ready to break barriers. Articles on teacher professional journeys, processes and strategies provide innovative approaches to improving English language instruction (contribution by **ZN Patil**). We also delve into teacher identity and well-being (articles by **Bharat Prasad Neupane; Chet Nath Panta;**

and **Maharjan et al**) recognising the importance of supporting teachers and educators in their professional journeys. Taking up English language skills, **Basanta Dhakal** looks into the factors that contribute to developing reading proficiency, and **Bhim Lal Bhandari** and **Sabina Bhandari; Arun Nepal;** and **Rameshwar Thakur** investigate problems, tools and strategies for enhancing English language teaching and/or quality writing instruction, while **Dipak Mishra** sheds light onto the challenges and practices of using English as a medium of instruction. Additionally, this edition of **Journal of NELTA** includes discussions on tools and technology for English language instruction (contributions by **Amar Bahadur Sherma; Ibrahim Hossain** and **Rukan Uddin;** and **Muna Aryal**). Finally, the volume also has an interesting book review by **Hiranya Lal Lamsal** in which he takes on a recent book and educational research and concludes that it is a significant reading for researchers.

The editorial board of NELTA hopes that this edition of the Journal of NELTA will inspire and inform our readers, contributing to the ongoing dialogue in the field of English language education. Thank you for your continued support and engagement with our journal. Readers who want to make a submission for the 2025 issue of the Journal of NELTA, please visit our website: [journal.nelta.org.np](http://journal.nelta.org.np).

Happy Reading!  
Editorial Team  
Journal of NELTA