

Editorial

The year of 2023 marks significant achievements for the Journal of NELTA. Firstly, we have now gone digital. Journal of NELTA will now manage the editorial processes through the digital platform which includes manuscript submission, editorial responses to authors, peer-reviews, manuscript editing and copyediting and then ecopy of the Journal publishing. This significantly boosts our capability of handling the editorial processes and makes us more visible in the cyberworld. We would like to thank the current NELTA leadership for making this happen. Authors and readers of the Journal should visit journal.nelta.org.np to make submissions and read the current as well as archived issues of the Journal. The Journal of NELTA website is still being improved, however the visitor can use it for their purpose.

In addition, we have strengthened our editorial board by bringing in new and experienced expertise in the team. We are fortunate to welcome three new members, Asst. Prof. Dr. Siddhartha Dhungana (Kathmandu University, Nepal), Dr. Suman Laudari (Charles Darwin University, Australia) and Asst. Prof. Dr. Bharat Prasad Neupane (Kathmandu University, Nepal) in the team. They bring a wide range of publishing expertise to the Journal of NELTA. With their expertise and experience, the Journal is set to reach new heights.

Finally, this year we have had more quality submissions than the previous years. We have had submissions from Japan, India, Bangladesh, Indonesia, Pakistan, China, USA and Nepal. After a long and rigorous peer-review process, fifteen manuscripts were selected for this issue.

The article of this issue may be roughly divided into four groups. The first group looks into the construction, deconstruction and reconstruction of identity of teachers as well as students. Padmini Shankar examines the relationship between emotional factors and teacher identity construction. Prospective teachers, expecting to become good teachers go through enormous emotional investment to develop pedagogic skills and knowledge to transact learning. Ghazi Hossain also explores the relationship between identity and investment, however, the investment, in his case, is of different kind. Drawing from the theory of identity, he investigates how and why Bangladeshi students belonging to indigenous communities invest in second language learning and how their investment in L2 is linked to their agency. Bharat Prasad Neupane and Laxman Gnawali, taking on the blurred dichotomy of narrative analysis and analysis of narratives, clarifies how teachers' professional identity is subject to varying interpretations that occur during the co-construction of stories, transcribing, translating, restorying, and the consumption of the reports by the readers. Surendra Prasad Bhatt suggests that professional wellbeing, i.e., having positive psychology, positive emotion, respect and achievement in the job, and healthy relations among the institutional members, has constructive influence on their professional development.

Arjun Basnet, on the other hand, explores various processes of identity construction of ESL/EFL students studying in English medium secondary schools in Nepal.

Group two articles investigate ideological stances behind EFL pedagogy. While Tek Raj Bhatta looks into the head teachers' ideologies behind starting EMI in Public schools, Kohinoor Akhtar focuses on the reproduction of resistance and the struggle for achieving the equality dynamics of the female learners to participate in classroom discourses.

Five articles form group three which centre around the application of ICT or digital technology before, during and after the Covid-19 pandemic. Lie et al., for example, discuss some of the major contextual changes, local challenges and future directions of digital pedagogy for language learning, Md Sajjad Hossen's systematic review the related literature explores the Bangladeshi teachers' and students' experiences of COVID-19 online education to understand if online education offers any solutions to the challenges that negatively affect the country's secondary-level English education. His article makes a case for blended learning for English language classrooms suggesting that the dual-mode education can address the issues of space, time, and reach that negatively impact the country's English language education.

Similarly, Haris Chandra Adhikari explores undergraduate students' perceptions of online pedagogy (OP) practiced during COVID-19 pandemic and blended pedagogy (BP)/ blended teaching and learning (BTL) currently in practice in the post-pandemic times. His study reveals that both OP and BP/ BTL, despite many transitions, function(ed) only as makeshift pedagogies in the local context, which is not how they are taken in their mainstream uses.

Dammar Singh Saud investigates teacher educators' perspectives and experiences of using ICT in English language teaching in a remote district of Nepal. His study reveals that the application of ICT enhances teaching and learning experiences, fosters student engagement, improves access to learning resources, and establishes dynamic and interactive learning environments. Ranson Paul Lege points out some of the benefits and challenges of using digital and F2F platforms for conducting writing courses. His research process includes stages of planning, implementing, observing, and reflecting on the design of each of the learning platforms. He reveals that the digital and F2F platforms both have their positives and negatives.

Group 4 may be termed as a mixed bag as it has at least three different areas of focus in it. Samikshya Bidari and Laxman Gnawali make a valuable trend analysis in the use of Mixed Methods Research (MMR) in English Language Teaching (ELT) research employed by the authors of the Journal of NELTA in the last 15 years. They reveal that the growing trend in applying MMR by the Journal's authors is in adherence to its prevalence in the ELT field at large. Karl Hedberg and Paul Tanner tell us about the creation, implementation, and subsequent development of a Global Leadership course at a national university in Japan whose purpose was to foster leadership and develop relations with other Asian countries using English. Finally, Sharmin Siddique takes on developing a specific language skill – pronunciation. Her article focuses on the strategies English teachers employ to teach the skill and the challenges they face to teach pronunciation at the tertiary level.

We also like to keep our readers up-to-date by providing information about what is happening around the ELT world. For this reason, the Journal has included a number of useful ELT-related

blogs. The readers can benefit just by reading and applying the ideas in their practices or they can get involved in taking part in the conversations therein. With a similar objective, we have included news “From the ELT World,” which contains information on regional and international conferences. Many of these organisations have sponsorships for emerging and early-career professionals. Interested NELTA members should contact the organisations directly.

As always, we take this opportunity to thank all the authors for submitting their valuable work and for maintaining patience during the long review process. We thank our reviewers for taking time out of their busy schedules to review the submissions. Their hard work helps us improve the quality of the Journal. We thank Ms. Motikala Subba Dewan, president of NELTA, for her unfailing support.

Happy reading!

The Editorial Board