

# Editorial

*Journal of NELTA* has continued towards modernising its digital platform. This platform has helped with the submissions and editorial processes despite some contributors preferring to submit their manuscript manually. Thus, we managed the editorial process online as well as manually. This flexibility allowed us to manage all contributions and to include them all in the editorial process.

This 30<sup>th</sup> issue of *Journal of NELTA* brings together research reports and reflections from a diverse group of teachers and educators, exploring current challenges and innovations in English language teaching, professional development, and classroom inclusivity. The articles are grouped into five thematic categories, each offering unique insights into teaching practice, curriculum development, and education policy across South Asia and beyond.

Articles related to Inclusive Education fall under category 1. These articles take on issues like inclusivity, indigeneity, and sustaining SDG goals by integrating local and global themerelated topics. In a joint study, **Robert Sheridan** and **Kathryn M. Tanaka** examine the impact of integrating both domestic and international human rights topics into instructional materials related to sustainable development goals (SDGs). Their work highlights how blending local and global content can enhance student engagement, counteract SDG fatigue, and foster a sense of shared responsibility among learners. **Hemendra Singh Chandalia** focuses on the educational needs of indigenous learners in India. His research suggests that acknowledging and incorporating native languages within English instruction can bridge linguistic gaps and serve as valuable pedagogical resources for inclusive learning environments. In addition, **Ankita Dhungana** and **Laxman Gnawali** explore classroom strategies for supporting visually impaired students in English Language Teaching (ELT). They advocate for institutional policies and resource availability that enable inclusive and emotionally supportive educational experiences.

Similarly, category 2 articles focus on teacher professional development, teacher techniques and student skills. **Chandika Bhatta** introduces the CARER/TAQDL framework, a cyclic and collaborative approach designed to help teachers structure classroom decision-making and guide early career researchers through inquiry-based learning. Similarly, **Ananta Khanal** and **Purna Chandra Bhusal** propose a teaching model grounded in critical self-inquiry and the theories of unlearning and transfer. Their findings open new avenues for classroom innovation and further research. **Prakash Bhattarai** reports on how EFL teachers navigate multilingual classroom contexts, detailing their methods for promoting and preserving linguistic diversity among students. **Prativa Poudel** discusses her experience redesigning the English syllabus to prioritize creative expression and critical thinking. By encouraging students to use multimodal technology, she demonstrates how modern practices can enhance writing skills and communicative abilities. **Joy Ransom**'s study, centred in Nepal's Lamjung district, shows that effective phonics instruction can help overcome barriers to reading proficiency—including negative home environment, low socio-economic status, and gender-based obstacles. Teacher motivation, expertise, and consistent student attendance emerge as the most significant factors for success. Researching in a private secondary school, Sunita Gurung evaluates the Collaborative SQ3R strategy's effectiveness in improving reading comprehension. Her findings support wider adoption

of this approach to better prepare students for academic and real-world challenges. In the same vein, **Khaled Mahmud** and **Zohur Ahmed** analyse digital citizenship skills among EFL students at Bangladeshi universities. Their research indicates gaps in content creation, collaborative tools, and institutional digital literacy policies, stressing the need for systematic curricular integration.

Additionally, exploring English language teachers' professional agency through their lived experiences, **Sharada Khanal**, **Bharat Prasad Neupane**, **Surendra Prasad Bhatt** and **Motikala Subba Dewan** show us how evolving nature of teaching, marked by the increasing use of technology in the educational environment make English language teachers shift to interactive approaches, and adapt to new challenges through constant learning. Similarly, **Sangita Sapkota** demonstrates how employed women, despite facing various barriers, navigate their workplace experience and how English proficiency influences their professional advancement.

The next category of articles, category 3, are on teacher identity and wellbeing. **Deepak Regmi** explores complexities faced by South Asian English Language Teachers (ELTs) in Japan, emphasizing how professional identity is shaped by resistance, adaptation, and institutional change. He calls for greater recognition and inclusion of diverse educators within the profession. **Krishna Dutta** uses autoethnography to reflect on teachers' professional development in Bangladeshi EFL classrooms. Her two-year self-narrative investigates the value of reflective practice for both teacher pedagogy and ongoing professional education. Taking up a pertinent issue of teacher well-being, **Rejina KC** synthesizes studies from the Covid-19 period, focusing on challenges to English teachers' wellbeing. They identify increased workloads, limited technological preparedness, reduced social interaction, and a need for coping strategies such as peer support and institutional intervention. AI in language education is the focus of category 4 articles. **Munsi Nazmus Sakib** and **Rukhsar Raiyan Modina** apply the TAM framework to evaluate teacher experiences with Chatbots in language classrooms. They show that enhanced productivity, accessibility, and reduced cognitive overload are key motives for adopting AI-driven learning tools.

This issue features two book reviews. **Ghazi Shahadat Hossain** reviews a book exploring how multilingual education policies and practices intersect in South Asia, pointing out areas where intended outcomes fall short. **Smith Khan** offers an assessment of a major new work in second language writing research, highlighting the need for multi-method and interdisciplinary approaches to the study and teaching of L2 writing.

The Editorial Board of Journal of NELTA hopes that the articles in this edition of the Journal inspire teachers and educators to improve their research and instruction practices and contribute to the ongoing dialogue in the field of English language education and research. We thank our contributors, reviewers, editors and above all you, our readers for your continued support and engagement with our Journal.

Teachers, educators and researchers who want to make a submission for the 2026 issue of the Journal of NELTA, please visit our website: [journal.nelta.org.np](http://journal.nelta.org.np) for submission guidelines.

### The Editorial Team