

# Editorial

The journey of publishing a research journal resembles the tedious process of clearing overgrown bushes, ploughing a barren field, and mulching it after many years. Though it is highly laborious, it remains crucial endeavor for ELT professionals, fostering their academic growth and contributing to the ever-expanding repository of knowledge. Nepal English Language Teachers Association (NELTA) Center has been voluntarily contributing in the field of English language teaching in Nepal by conducting workshops, seminars, webinars, trainings, and conferences and publishing research journals since its establishment for English language professionals and teachers. Following the footsteps of NELTA Center, NELTA Karnali is also conducting various volunteer programs in the area of English language teaching profession and publishing research journal in Karnali Province. As a part of professional development and academic activities, NELTA Karnali is publishing its second volume of the *Journal of NELTA, Karnali*, consisting of five research articles and two book reviews which are affiliated with various dimensions of ELT and ELT research.

All the researches in the journals are deeply affiliated with various aspects of Teachers' professional development, ELT, English language development, and issues in English language and literature adding innovative knowledge in the field.

The qualitative research entitled "Secondary English Teachers' Experiences of Using Information and Communication Technology (ICT)" by Badri Prasad Adhikari excavates on English teachers' experience of using ICT, digital techniques and tools utilized in classroom teaching at the community schools of Nepal utilizing semi structured and open-ended questionnaire method. The study finds that as ICT is an inseparable part of modern teaching and learning system, teachers use it on the basis of the demand of the content despite facing many challenges. Likewise, Mr. Bishnu Kumar Khadka's "A Comparative Assessment of Reading Comprehension Ability between Deaf and Students without Deaf in English Texts" entitled article explores the reading understanding capacities of deaf and non-deaf students of basic-level students utilizing a descriptive quantitative research design in the context of Surkhet district. The research finds that non-deaf male students had higher reading comprehension abilities compared to male deaf students as well as female non-deaf students. Similarly, Mr. Dipak Kumar Bohara, in his "Engaging Critical Pedagogy in the Current English Language Classroom: Challenges and Opportunities" entitled study, investigates the problems confronted by teachers and learners in applying critical pedagogy and its potential benefits it contributes to the language learning process utilizing secondary data. In addition, Hira Man Tamang's introduces new issue prevailed in language and literature in his "Exploring the Dominance of Literature in English Studies, Its Consequences and Implementations: A Reader-Response Analysis" entitled article discovers the core motives behind prescription of literature in English Studies and its domination applying David Bleich's 'subjective reader-response theory' in secondary data. Finding suggests that because of separation of language from literature created threat to both areas and it should be integrated and integrated as interdisciplinary subject in curriculum. Moreover, Indra Kumari Oli and Yasoda Tiwari in their "An Appraisal of One-Year Online B.ED. Program in Nepal: A Case of Nepal Open University" article assess the usefulness of a one-year B.ED. English program at Nepal Open University utilizing

Stufflebeam's CIPP evaluation model. Their study finds some incongruous understanding between teacher-students and facilitators regarding time frame of delivering the course. Finally, there are two book reviews in the last part of the journal which are concerned with teacher professional development. Muna Aryal in her "A Review of Innovative Strategies for Accelerated Human Resource Development in South Asia: Teacher Professional Development" entitled book review explores multiple issues in teaching profession and effective techniques for their mitigation in the context of South Asia.

With due respect, the authors of the articles in this volume shall be solely responsible for their findings, citations, and issues related to plagiarism and these are not the responsibility of the editorial and publication board. The editorial and reviewer team have made their best effort to bring the articles in their academic form and edit them and bring forth to the target readers of this journal. On the behalf of the editorial team, we would like to acknowledge all ELT professionals and practitioners who directly and indirectly contributed to making its publication a success.

Especially, we would like to express our gratitude to the president of NELTA Karnali, Mr. Dhaniram Sharma, and the entire NELTA Karnali family for providing us this great opportunity to work as an editorial team. Likewise, we are grateful to the reviewers Mr. Mr. Gopal Prasad Basyal, Mr. Dhaniram Sharma, Mr. Laxmi Bastola, Mr. Bishnu Kumar Khadka, Mr. Motiram Sijapati, Mr. Dan Bahadur Kathayat and Mrs. Nirmala Sapkota for their genuine academic endeavor to bring the articles in more impressive and academic article form. Furthermore, on behalf of the editor-in-chief, I would like to extend huge congratulations to the editor of this volume Mr. Raj Kumar Sharma, Mr. Nab Raj Poudel and Mrs. Tika Tamang for their genuine diligent efforts, and the NELTA Karnali family for being success to publish this volume of the journal. Last, but not least, we would like to acknowledge ELT practitioners and professionals, and provide this second volume of the Journal of NELTA, Karnali expecting academic reaction for further enhancement in the next volume.

May your academic recreations ahead be fruitful and rewarding.

Thank you.

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