

## From the Editorial Desk

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In recent decades, educational philosophies have considerably evolved reflecting the rapid macrocosmic socio-cultural developments taking place around us. Although English curricula have been revised over time and made more dynamic and inclusive given the changing scenario, our teaching-learning practices have largely remained conventional relying still on traditional pedagogical approaches. However, today's learners, often referred to as digital natives, are highly technology-oriented and prefer interactive, flexible, and visually stimulating modes of learning. They are more inclined towards collaborative knowledge-building, experiential learning, and the use of digital platforms and social media for academic interaction. Hence, there is an urgent need to ideate and innovate our pedagogy in order to engage the twenty-first century learners. To create meaningful learning experiences, we teachers must rethink conventional teaching methods, integrate digital tools, especially AI effectively, use both physical and virtual learning spaces creatively, and foster interdisciplinary approaches that reflect real-world complexities. In other words, innovation in teaching is no longer optional but essential to meet the demands of contemporary education and to prepare our learners for an ever-changing global landscape. The present special issue was conceptualised keeping the above broad theme in mind and the collection of articles showcased in this issue discuss pertinent educational issues and challenges as well as present innovative possibilities/practices in English language and literature teaching-learning contexts.

In the opening article of the issue, Kshema Jose illustrates strategies for teachers to use digital tools for reshaping classrooms as spaces for promoting student agency, equity and multilingual meaning-making. Similarly, Ferit Kılıçkaya's qualitative case study examines the benefits and disadvantages of AI assisted reading in a tertiary level EFL classroom. Lina Mukhopadhyay demonstrates ways of building teacher agency for use of tech-driven and generative AI tools for classroom-based language assessments. Drawing our attention to the need to reorient early school pedagogy, Sadaf Shah and Prerna Sharma in their article argue that bilingual picturebooks constitute a powerful yet underutilised pedagogical resource and illustrate how bilingual picturebooks can strengthen early literacy practices, promote learner engagement, and support inclusive multilingual pedagogy. V.K. Karthika's article foregrounds teachers' role as ethical mediators who continuously configure and negotiate human-AI relations in academic writing pedagogy, contributing to posthuman debates on education, agency, and responsibility.

M. Raja Vishwanathan and Jismy K. Joseph explore the pedagogical potential of TEDx talks and YouTube videos as instructional materials for teaching life and career skills to Generation Z students. Santosh Mahapatra, Cherry Mathew and Aalla Sai Divija Vaishnavi analyse aspects of AI ethics, its integration into methodology, materials, and assessment, and the development of teachers' AI literacy making a strong case for a reconceptualised pedagogical praxis after the advent of AI. Foregrounding the need for inclusive education in schools, Nidhi Seth focuses on the otherness of disability and discusses the importance of teachers' role in fostering understanding, empathy and compassion in children. Juriti Goswami in her article suggests how the increasing human interaction with non-human agents such as AI can restructure human subjectivity raising serious concerns about AI ethics. Archita Gogoi and Pranjana Kalita Nath examine the lack of linguistic and cultural responsive elements in select middle-stage English textbooks in government schools of Assam and highlight the significant role that teachers need to play in overcoming this curricular limitation by deploying innovative strategies to engage learners from diverse backgrounds. Shibani Phukan argues for inclusion of literature from the northeast in syllabus, the challenges thereof, and the possibility of creating empathy and forging deeper ties through it. In the last article, Aneesha Puri presents an analysis of Divakaruni's novel through the lens of memory studies and postmodernist, feminist diasporic theories to suggest empowering and emancipatory possibilities for women protagonists in re-visiting their past and for fully living in the present moment and re-claiming their sense of self.

Apart from the articles, Saloni Sharma's interview with Sumana Roy, a renowned academic, poet and creative writer, brings forth ideas about dismantling divisions of genres, of the rich and emerging field of Plant Humanities and transformative concept of the Anthropocene.

The issue also carries our usual features, book reviews and language activities. We hope you enjoy reading it!

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