

Editorial

It's our pleasure to present this issue of *The Lumbini Journal of Language and Literature* to you. The issue consists of a diverse collection of articles on ELT pedagogy, technology-mediated language learning, and literature. In the meantime, we sincerely extend our gratitude to the contributors while enjoying immense support from them. This issue focuses on the perspectives of different authors consisting of ideas from classroom practices, teaching-learning experiences, and literature in order to quench the learning thirst of our valued and enthusiastic readers. The articles have been selected through a blind peer review process to maintain the quality of the journal and offer authors, reviewers, editors, and readers opportunities for their professionalism in their academic endeavors.

Like in the previous issues, this volume includes articles that deal with a wide range of ideas concerning teaching-learning pedagogies, communication, and literature. In the article, *Problems Faced by English Language Teachers on Transfer of Training Skills*, Bhim Lal Bhandari claims that teacher preparation programmes are not sufficient in applying skills for the job. The study reveals that even the trained teachers in most cases are not found to be successful in transferring the acquired pedagogical skills in classroom application. Although training skills support teachers to update and construct new information and skills, they partially transfer the learned instructional knowledge and skills to the actual classroom situation. The next article, *English Teachers' Attitudes Towards Professional Development Activities* by Arun Kumar Kshetree, Prem Raj Pokhrel, and Kamala K.C. claims that there are various strategies for teachers' learning that will ultimately result in the professional development of the teachers. However, many of them are not aware of the strategies for learning after they start the teaching profession. Likewise, teachers who were regularly submitting the action research report were also not conscious of the usefulness and importance of the action research for their professional learning and development.

Similarly, in the article, *Teachers' Perception and Experiences on Artificial Intelligence (AI) Integration in English Language Teaching and Learning*, Puna Ram Ghimire and Bharat Prasad Neupane reveal that the participants struggled to integrate advanced technology, like AI tools, into teaching practices primarily due to a lack of training and support and demanded the necessity of equipping them with the skills to use AI effectively in the classroom. In a similar line, *Krishna Pokharel's article, A Review on Perceptions of the Teachers on the Applicability of Postmethod Pedagogy in Language Teaching, contributes to the practical understanding of the potentiality of three parameters in postmethod pedagogy as a new paradigm to evaluate how current practices are ongoing in language teaching. The study reveals that traditional methods of teaching are constantly under inspection, and teachers' struggle to transform their pedagogical practices in language teaching has a trivial impact on ongoing pedagogy.*

Likewise, in the article, *Challenges Faced by Bajjika-Speaking Students in Learning the English Language*, Puja Kumari Gupta and Bharat Prasad Neupane, dig out how mother tongue interference is omnipresent and influences the acquisition of English among students. In addition, the study explores socio-economic aspects such as the availability of learning resources at home and in the community that affect the progress in language learning.

Yasoda Tiwari, in her article, *Analyzing Gender Representation in English Textbooks (IX & X) through Gender Schema Theory*, analyses gender representation in secondary-level English textbooks in Nepal. This research illustrates a clear pattern of gender bias that manifests through language, visual representation, and character roles within the textbooks.

Dinesh Kumar Pandey, in his article, *Exploring the Lived Experiences of ELT Teachers: Nepali Teachers' Voices* highlights the persistent traditional teacher roles and critical challenges, including discriminatory policies, multilingual classroom dynamics, and inadequate pedagogical training. This study also emphasizes the shifting status of English from a foreign to a second language, and the influence of pedagogical advancements and technological innovations, particularly during the COVID-19 pandemic. Another article, *Exploring English Language Teachers' Experiences on Extensive Reading: An Interpretive Inquiry* by Janaki Sharma highlights the challenges faced by English teachers in implementing Extensive Reading (ER) activities with limited access to libraries and level-appropriate books. Language teachers perceive ER as a vital tool for language learning and are willing to incorporate extensive reading in their English Language classrooms. The next article, *Challenges and Strategies in Graduate Thesis Writing: Insights from a Literature Review* by Madhukar Sharma outlines the challenges students encounter while writing their graduate theses, including issues like time management, choosing a topic, and writing skills.

Om Prakash Poudel's article, *Aesthetic Voice of Versified English Poetry in Nepal*, offers valuable insights for teachers who engage with poetry through recitation, particularly focusing on stressed and unstressed syllables enabling them to adopt more engaging and dynamic methods for teaching poetry, moving beyond traditional approaches to inspire students and improve their linguistic skills. Another article, *Ecofeminist Reading of Balakrishna Sama's Don't Cut down the Trees, Brother Woodcutter*, by Raju Sharma, *portrays nature as a feminine entity in the poem, drawing parallels between the exploitation of women and the exploitation of the environment. Through characters such as the Woodcutter and the trees personifying dead mothers, the poem illustrates how patriarchal attitudes manifest in the destruction of nature, echoing the subjugation of women.*

The Journal as a whole carries a spirit of professional engagement and aims to help us grow together in the field of academia. We are committed to striving to enhance the quality and bring forth upcoming volumes.

**Editor-in-Chief
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