

Note from the Editor

Welcome to the latest issue of the *Journal of Studies in the English Language* (JSEL). This edition brings together a diverse array of research that spans various aspects of English language studies, highlighting innovative pedagogical approaches, sociolinguistic dynamics, and intricate linguistic analyses. Our contributors offer valuable insights and findings that push the boundaries of current knowledge and practice, providing readers with rich material for reflection and application in their own work. We are proud to present these five papers, each of which contributes significantly to our understanding of the English language.

Our first paper, “Performing a Girl in *The Danish Girl*”, is from Tanrada Lertlaksanaporn of Chulalongkorn University, Thailand. In her Paper, Tanrada explores gender performativity in David Ebershoff’s *The Danish Girl*, focusing on the potential for identity reconstruction through performance. Contrary to criticisms that the novel portrays transgender women conventionally, the study argues that it subverts traditional narratives by depicting a transformative process. Utilizing Judith Butler’s theory, the analysis offers a broader understanding of gender performativity and its implications for transgender studies and gender theory.

Our second paper in this issue examines Thai undergraduate students’ language mindsets through a comprehensive survey analysis. The three authors from the Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University, explore the various factors that influence students’ attitudes towards language learning and their implications for educational practices. Their analysis revealed that the most prevalent mindset among participants is the evolving growth mindset, with significant variations across years of study and university affiliations. The study underscores the multidimensional nature of language mindsets, suggesting tailored interventions to address specific dimensions and contexts.

Our third paper is from Xiangyue Gu of Assumption University, Thailand and Yuxi Normal University, China and Andrew Jocuns of Wenzhou-Kean University. This paper explores the SFLEP Cup National College Students' Intercultural Competence Contest (SNICC) and the Intercultural Competence Test (ICT) in Chinese English Language Teaching (ELT). By comparing the team-based, practical focus of SNICC with the individual, structured approach of ICT, the study highlights their complementary strengths in assessing intercultural competence. SNICC emphasizes teamwork and spoken English, while ICT focuses on individual reading and writing skills. The paper argues for integrating elements of both assessments to enhance intercultural teaching practices. It also offers pedagogical recommendations for curriculum designers, teachers, and institutions to foster intercultural competence, suggesting that combining direct and indirect assessment methods can provide a comprehensive evaluation framework for students.

Our fourth paper in this issue comes from Nuttapong Rutamornchai, a lecturer in Faculty of Humanities and Social Sciences, Bansomdejchaopraya Rajabhat University (BSRU), Thailand, and six of his undergraduate students. This study investigates listening difficulties faced by Thai EFL learners taking the TOEIC test, focusing on six fourth-year English majors. The research identifies three primary problems: selecting answers with similar words to those heard, struggling to catch the text immediately, and making incorrect inferences due to partial understanding. Additional issues include confusion from new information and difficulties with fast speech and connected speech features. The findings suggest that students need explicit instruction in phonological knowledge, paraphrasing skills, and extensive listening practice to improve comprehension. The study emphasizes the importance of balanced top-down and bottom-up processing strategies to enhance students' listening skills and overall TOEIC performance.

Finally, in “Negotiating Patrilineal Structures: A Feminist Reading of Ahmed Yerima’s Akuabata and Odenigbo,” Saeedat Bolajoko Aliyu from the Department of English and Linguistics, Kwara State University, examines the portrayal of women in two of Yerima’s plays. Aliyu explores how Yerima’s characters challenge traditional Igbo gender roles by leveraging cultural institutions like Ndi-inyom and Umuada, which allow women to assume significant socio-political roles. The study argues that Yerima depicts female characters as central, active participants in their societies, defying patriarchal constraints and becoming saviors of their communities. By employing a culturally nuanced feminist framework, Aliyu demonstrates that Yerima’s works contribute to the evolving discourse on gender roles in African literature.

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