

## Note from the Editor-in-Chief

Welcome to this issue of the *Journal of Studies in the English Language (jSEL)*. We are pleased to present a collection of five insightful papers that contribute significantly to the field of English language studies. Each paper reflects diverse approaches and presents innovative research across English language education, translation, literature, and assessment. We are confident that these contributions will enrich our readers' understandings and provoke further thought in their own work.

The first paper, titled "Enhancing English and Soft Skills through CLIL and Children's Literature: A Qualitative Case Study of Thai Undergraduates," is authored by Preeyapha Wangmanee of Chiang Rai Rajabhat University. This study explores the integration of Content and Language Integrated Learning (CLIL) in a children's literature course with the aim of improving both English proficiency and essential soft skills among Thai English major undergraduates. Through systematic observations and interviews, the study highlights the positive impact of CLIL on students' language abilities and their development of skills such as teamwork, creativity, and critical thinking.

The second paper, "Thai Students' Experiences with and Strategies for Direct and Inverse Translations," is a collaborative work by Sirirat Na Ranong from Thammasat University and Nantana Sittirak from Prince of Songkla University, Trang Campus. This paper examines the translation processes and challenges faced by Thai undergraduate students in both direct and inverse translations, employing PACTE's Translation Competence model as a framework. The findings reveal the complexity of inverse translation and suggest that while students exhibit developing strategic and instrumental competences, further training is needed to enhance their translation skills.

Our third paper, "Ecological Consciousness in Contemporary American Science Fiction: Posthuman Subjectivity and the Paradox of the Hyperreal," authored by Wisarut Painark from Thammasat University, offers a thought-provoking analysis of posthuman subjectivity in the works of Ray Bradbury, Philip K. Dick, and Ernest Cline. Through the lens of environmental criticism, the paper explores

how these narratives challenge traditional human autonomy by presenting a posthuman subjectivity that intertwines with ecological consciousness. Wisarut provides a compelling discussion on the role of science fiction in addressing environmental concerns and expanding our understanding of human and nonhuman interactions.

The fourth paper, “Factors Contributing to Students’ Failure in the English Subject in National Grade 12 Examinations in Cambodia: A Literature Review,” is authored by Kimkong Heng and Same Oeun from Cambodia. They provide a critical review of the various factors leading to the high failure rates in English among Cambodian Grade 12 students. The study identifies key issues such as limited teacher quality, students’ poor English backgrounds, and systemic challenges within the Cambodian education system. The paper offers valuable suggestions for improving English education outcomes in Cambodia, making it an important contribution to the limited literature on English language education in this context.

The final paper, “An Investigation of non-Thai Teachers’ Beliefs and Practices Towards English Medium Instruction in a Thai Secondary School Context,” by Thai scholars, Chonlatee Hoofd and Kornwipa Poonpon, explores the beliefs and practices of non-Thai teachers working within English Medium Instruction (EMI) programs in Thai secondary schools. This qualitative study reveals both alignment and misalignment between teachers’ beliefs and their classroom practices, highlighting the challenges and opportunities within this EMI setting. The findings underscore the need for targeted professional development that addresses both cognitive and practical aspects of EMI teaching, aiming to enhance educational outcomes in non-Anglophone contexts.

We hope that this selection of papers provides valuable insights and inspires further research in the field of English language studies. As always, we thank our contributors for their hard work and dedication, and we appreciate the ongoing support of our readers.

Neil Bowen  
Editor-in-Chief