

Note from the Editor-in-Chief

We are delighted to present Issue 1/2025 of the *Journal of Studies in the English Language* (JSEL)—our first issue since being ranked in Q2 by Scopus. This is a milestone that reflects the growing visibility and scholarly impact of our journal, and it has been accompanied by a significant increase in submissions, enabling us to be more selective while continuing to highlight original, insightful, and contextually grounded work. The seven articles featured in this issue reflect the diverse disciplinary scope and methodological range that define JSEL, spanning literary analysis, corpus-based research, sociolinguistics, teacher development, and digital innovation in education.

In the opening article, *A Preliminary Exploration of Pizarro's Notion of Poetic Indecorum in Jose Garcia Villa's Selected Poems*, Philip Donald Herrera introduces a novel literary lens through which to appreciate Villa's poetic artistry. By applying Charito Pizarro's overlooked theory of poetic indecorum—centering on unconventional vocabulary uses and metaphorical logic—Herrera's paper offers fresh interpretive ground for rethinking the stylistic choices that define one of the Philippines' most celebrated modern poets.

Phurich Sittikul's article, *Transcorporeal Ecofeminism: Women, Earthly Elements and All Entities Entangled in Selected Poems of Kathleen Jamie's Jizzen*, ventures into a deeply reflective analysis of how bodies—human and non-human—interact within ecological and poetic frameworks. This study positions Jamie's poetry within the growing discourse on transcorporeality, expanding the reach of ecofeminist literary criticism and reminding us of the quiet, entangled agency of nature, women, and words.

In a more applied linguistic context, Paeva Asawasongkram and Pipittaporn Inpanich offer a practical and impactful contribution in *Creating an English Technical Word List for Thai Air Traffic Control Officers: A Corpus-Based Approach*. Their corpus analysis of ICAO texts results in a specialized word list that directly supports English language proficiency and operational safety in the aviation sector—an indispensable tool for Thai ATCOs navigating international communication demands.

The fourth article, *Embracing Linguistic Diversity or Adhering to Traditional Norms of Prestige? Insights from Chinese Business English Learners* by Ziyu Huang and Eric A. Ambele, sheds light on the ambivalent attitudes held by vocational students in China toward different English varieties, including China English. Their findings raise timely questions about the tensions between global intelligibility, professional utility, and local linguistic identity—offering insights that could reshape ELT policy and pedagogy in similar contexts.

Dewi Hidayati and Joko Slamet's contribution, *Interactive Multimedia via LMS on a Reading Comprehension Course: Enhancing Engagement and Learning Outcomes in Islamic Higher Education*, explores how tailored digital content can improve reading skills and engagement in Islamic Higher Education. Addressing the technological, cultural, and pedagogical challenges specific to this context, the study offers practical strategies to enhance inclusive learning, making it highly relevant for educators working at the intersection of faith-based education and digital innovation.

In *Perceptions and Needs of EFL Teachers in Thailand Regarding Continuous Professional Development in English Language Teaching*, Sazzad Hossain and Atipat Boonmoh provide a wide-ranging analysis of how CPD is viewed and experienced by Thai-based EFL teachers. Their findings, framed through Desimone's model, underline the need for more context-sensitive, collaborative, and flexible CPD opportunities—offering actionable recommendations for institutions and policymakers aiming to support sustained teacher growth.

Finally, the issue concludes with *Noun Phrase Constructions in Abstracts Written by EFL Academic Writers* by Unaree Taladngoen, Kanittha Suwannaprach, and Naruporn Palawatwichai. This paper delves into the grammatical patterns that shape academic abstracts written by novice researchers, revealing how complex noun phrases can both clarify and complicate meaning. The insights are particularly useful for writing instructors and EFL researchers aiming to master the often-opaque conventions of academic English.

Neil Bowen
Editor-in-Chief