

Note from the Editor-in-Chief

This issue of the *Journal of Studies in the English Language* brings together six papers selected from a highly competitive pool of 103 submissions received so far this year. These papers represent the strongest contributions from that group and reflect the standards we aim to maintain as a journal. This selectivity is also reflected in an important milestone: JSEL is now indexed in Scopus as a Q1 journal. This recognition confirms the direction of the journal and the sustained efforts of our contributors, reviewers, and editorial team. The papers in this issue show both the breadth of English language studies and a shared concern with methodological clarity. Several also engage directly with corpus-based analysis, instructional design, and the growing role of artificial intelligence in language research.

Gentjana Taraj (Aleksander Moisiu University) revisits long-standing criticisms of Theodore Dreiser's prose through a detailed stylistic analysis of *An American Tragedy*. Using close reading supported by narratological and semiotic perspectives, the study identifies recurring structural, narrative, and symbolic patterns. These patterns challenge the view that Dreiser's style is simply awkward or excessive. Instead, the paper shows how these features work systematically to express naturalistic determinism. It contributes to literary stylistics by reframing stylistic "weaknesses" as meaningful elements of textual design.

Unaree Taladngoen and Sasa Watanapokakul (Mahidol University) address a clear gap in Thai EFL instruction by developing a metacognitive model for teaching workplace English listening and speaking. The study draws on a multi-stakeholder needs analysis involving students, teachers, and employers. It combines quantitative and qualitative data to identify both learning and target needs. Rather than treating metacognitive instruction as a narrow intervention, the authors propose a structured model that integrates planning, monitoring, and reflection across communicative tasks. The key contribution lies in linking needs analysis directly to instructional design in a way that is both theoretically grounded and practically useful.

Marianna Lőrincz (Ferenc Rákóczi II Transcarpathian Hungarian University) explores how EFL student teachers construct professional voice in reflective writing. The study adopts a corpus-assisted discourse analytic approach and analyzes lexical and grammatical patterns using LancsBox. It focuses on stance, modality, and attribution as indicators of how writers position themselves. The findings show a pattern of cautious engagement, emerging professional identity, and alignment with disciplinary norms. The paper demonstrates how corpus methods can make teacher cognition visible through language.

Daniel James Richardson and Neil Evan Jon Anthony Bowen (Thammasat University) investigate EFL students' use of AI through an explanatory sequential mixed-methods design. The study combines PLS-SEM analysis of survey data with thematic analysis of focus group interviews. It extends the UTAUT framework by incorporating personality traits and additional attitudinal variables. The findings show that performance expectancy is the strongest predictor of AI use, while personality traits play a more limited role. The study refines existing models of technology acceptance and situates them within everyday student use of AI. As this paper is co-authored by the Editor-in-Chief, it was handled independently to ensure the integrity of the review process.

Watinee Suntara (Mahidol University, Amnat Charoen Campus) examines stance in literary research article abstracts through a combined genre and metadiscourse analysis. Using a corpus of 100 abstracts from high-impact journals, the study applies Tankó's move-structure model alongside Hyland's interactional metadiscourse framework. The findings show that literary abstracts do not follow a fixed rhetorical structure and rely heavily on boosters and attitude markers to assert interpretation and engage readers. The study addresses an underexplored area in abstract research and highlights how evaluation is systematically embedded in disciplinary writing. It also offers clear pedagogical implications for EAP instruction, particularly in helping novice writers understand how stance operates across rhetorical moves.

Sanooch Nathalang and Natthaphon Tripornchaisak (Thammasat University) examine translator visibility through a comparative stylometric study of human and LLM-generated translations from English into Thai. Using a tightly controlled corpus, the study applies measures such as lexical diversity, Burrows' Delta, and BERTScore. The findings show that both human and machine translations leave identifiable stylistic traces, although these differ in how they are distributed across linguistic features. The study offers clear empirical insight into translationese and AI-assisted translation, especially in the context of typologically distant language pairs.

Taken together, the papers in this issue reflect a field that is becoming more methodologically integrated, with growing attention to corpus approaches, model development, and the impact of AI on language use and learning.

Neil Bowen
Editor-in-Chief