

Editorial Note

By the grace of Almighty Allah, we are pleased to present Volume 2, Issue 1, 2025 of the *Journal of English Studies (JES)*, published by the Centre for Research, Development, and Publication (CRDP). This issue brings together a diverse range of scholarly articles that reflect the dynamic scope of contemporary English studies, encompassing literary criticism, cultural studies, discourse analysis, gender studies, and pedagogical inquiry. The contributions in this volume demonstrate rigorous research engagement and theoretical depth, addressing both canonical and lesser-explored texts while responding to pressing social, historical, and ideological concerns.

The articles featured in this issue collectively underscore the enduring relevance of literary and linguistic studies in examining power structures, identity formations, socio-political realities, and educational practices. By fostering interdisciplinary perspectives and critical dialogue, this volume seeks to promote meaningful academic exchange and to support CRDP's commitment to advancing quality research and publication. We extend our sincere appreciation to the authors, reviewers, and editorial team whose dedication and scholarly efforts have made this issue possible.

The first article explored the growing role of digital writing in the EFL classroom in response to students' increasing digital literacy and the pedagogical challenges intensified by the COVID-19 pandemic. By reviewing relevant literature, S. Hussain and A. Kafía highlighted common digital writing formats and proposed practical classroom activities that integrated technology with writing instruction. The study also drew attention to important considerations for the effective use of digital environments in teaching writing. Overall, the paper offered timely insights for educators seeking to enrich traditional writing pedagogy through digital tools.

In the second article, N. Ahmed presented a critical examination of gender equity in the Grade Five *English for Today* textbook prescribed by NCTB, drawing on theories of Representation, Gender Performativity, and Cognitive Development. Through systematic qualitative analysis of textual and visual data, the study evaluated how socio-cultural roles and identities are portrayed and whether they promote inclusivity. The findings indicated that while the textbook demonstrates a reasonable level of gender equity, notable gaps remain, highlighting the need for further improvement. This research offered valuable guidance for curriculum developers and textbook writers aiming to align future editions with the inclusive vision of the National Curriculum Framework 2021.

In the third article, Mr. Quader and Mr. Dutta offered a nuanced rereading of Robert Frost's "The Road Not Taken," challenging its popular interpretation as a celebration of individualism. Drawing on existentialist, structuralist, and psychoanalytic perspectives, the study explored the poem's key symbols to illuminate its philosophical engagement with choice, uncertainty, and the construction of meaning. The analysis convincingly showed how Frost foregrounded the tension between human agency and inevitability rather than endorsing unconventionality. Overall, the article contributed a thoughtful and theoretically grounded perspective to Frost scholarship and to broader discussions of decision-making and the human condition.

In the fourth article, S. B. Mahmud presented a compelling comparative analysis of Anwara Syed Haq's "Pagli" and Charlotte Perkins Gilman's "The Yellow Wallpaper," examining how patriarchal discourses construct and regulate female madness across cultural contexts. Using feminist criticism and a multidisciplinary theoretical framework, the study illuminated the ways psychiatric and social labeling marginalize women while paradoxically creating spaces for resistance. By foregrounding both cultural specificity and thematic universality, the article made a significant contribution to gender-focused literary studies and deepened our understanding of madness as a site of both oppression and subversion.

In the fifth article, A. Rahman and Z. Islam offered a critical examination of the weaponization of language in Harper Lee's *To Kill a Mockingbird*, highlighting how discourse functions as a mechanism of power, control, and racial marginalization in 1930s Maycomb. Drawing on Fairclough's Critical Discourse Analysis and Foucault's theories of discourse and power/knowledge, the study demonstrated how linguistic practices construct social realities and reinforce racial hierarchies. By foregrounding language as an instrument of both oppression and critique, the article contributed meaningfully to literary discourse studies and deepened understanding of how racism is sustained and challenged through words.

In the sixth article, Istiaque Ahmed presented a thoughtful comparative study of Mirza Ghalib and Faiz Ahmed Faiz, foregrounding their poetry as a powerful site where romantic expression intersected with socio-political critique. Through close textual reading and historical contextualization, the study revealed how both poets engaged deeply with the political and social realities of their times, transforming poetry into a medium of resistance and reflection. By highlighting Ghalib's response to imperial decline and Faiz's articulation of anti-colonial and postcolonial struggle, the article made a valuable contribution to Urdu literary studies and to broader discussions of literature as social conscience.

Finally, authors, SK. Ahmed and N. Tabassum, examined the ambivalence surrounding the idea of success in the Victorian era, particularly in the context of the Industrial Revolution, through a focused reading of Pip's experiences. By foregrounding the psychological and emotional consequences of the pursuit of wealth and social mobility, the study revealed how aspirations often mask deeper anxieties and disillusionment. Drawing on critical insights and close textual analysis, the article contributed to a nuanced understanding of how Victorian literature interrogates the myths of affluence and progress, and how these concerns continued to resonate within contemporary society.

Regards,

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