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Kota Pekanbaru, Riau 28266

Office : (0761) 53581

Phone : 085271220118

Email : elsya@unilak.ac.id

OJS Website : <https://journal.unilak.ac.id/index.php/elsya/index>

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It is with great enthusiasm and deep appreciation that I welcome you to the **inaugural issue** of *Elsya: Journal of English Language Studies* (E-ISSN: 2684-9224) in 2025. This issue, a collection of seven pioneering studies, embodies the journal's steadfast dedication to advancing English language education through innovation, cultural resonance, and interdisciplinary inquiry. Authored by scholars from Indonesia, Ghana, and beyond, each contribution offers a unique lens through which to reimagine pedagogy, technology, and cultural identity in language learning.

Purnamaningwulan & Purwanto inaugurate this edition with a transformative exploration of *Differentiated Instruction (DI)* in Indonesian junior high schools. Their research uniquely bridges the theoretical promise of DI with the practical challenges of mixed-proficiency EFL classrooms, a pervasive issue in Global South contexts. By tailoring content, process, and product dimensions to diverse learner needs, they uncover strategies to foster inclusivity while addressing the nuances of classroom heterogeneity. This work stands as a pragmatic guide for educators navigating linguistic diversity, offering actionable insights to harmonize rigor and accessibility.

Daniati & Amri redefine digital literacy through their innovative study on *Quizizz Paper Mode*, a hybrid tool that merges barcode technology with traditional paper-based assessments. Conducted in an Indonesian junior high school, their research highlights how this accessible innovation enhances reading comprehension, challenging assumptions that digital advancement requires high-cost infrastructure. By prioritizing resource-conscious solutions, their work emerges as a vital resource for educators striving to bridge the digital divide.

Cultural authenticity takes center stage in Wisran et al.'s development of an English textbook for Islamic higher education. Their groundbreaking framework interweaves Tana Luwu's indigenous wisdom with Islamic legal principles, a dual integration rarely seen in language education. Validated by experts and embraced by learners, this work pioneers faith-aligned pedagogy, providing institutions with a scalable model to harmonize linguistic proficiency with cultural and religious identity.

Novitasari et al. shift focus to early childhood education, challenging skepticism about technology's role in foundational literacy. Their study demonstrates how structured digital interventions can foster reading proficiency among preschoolers, advocating for adaptive, engaging tools that align with developmental needs. This research urges policymakers to prioritize equitable access to technology, ensuring young learners are equipped for a rapidly evolving world.

In a pioneering interdisciplinary leap, Juliana & Mulyadi decode the cognitive role of metonymy in soccer journalism, a first in sports linguistics. Analyzing narratives from Goal.com, their work reveals how linguistic constructs like "whole-for-part" relationships enhance narrative efficiency and audience engagement. Beyond theory, they position sports media as a dynamic pedagogical resource, empowering educators to teach critical reading and media literacy through real-world discourse.

Ningsih et al. delve into the dual-edged impact of artificial intelligence on midwifery students' English learning, a niche yet vital intersection of language education and healthcare training. Their study captures AI's potential to bolster digital literacy while cautioning against its risks to linguistic etiquette in informal interactions. By advocating for ethical integration, they contribute to global dialogues on balancing technological efficiency with cultural and communicative sensitivity.

Closing the issue, Agbevi et al. present a seminal survey of intercultural competence among Ghanaian English teachers. Their research maps the interplay between Ghana's multilingual realities and classroom practices, revealing strong theoretical recognition of cultural responsiveness alongside gaps in implementation. This study calls for professional development programs that honor local identity while nurturing global citizenship, offering a roadmap for postcolonial educational reform.

Each of these papers reflects the authors' dedication to advancing academic theory while generating practical solutions and critical reflections that resonate far beyond the classroom. Together, these articles epitomize *Elsya's* mission to amplify voices from emerging academic communities while fostering scholarship that is both globally resonant and locally rooted.

I extend my deepest gratitude to our authors, whose intellectual audacity and methodological precision breathe vitality into this edition. To our peer reviewers, editorial team, and institutional partners, including LITA, APPSBI, and Dr. Eni Suhesti, M.Hut, thank you for your indispensable role in upholding the journal's rigor and relevance. I also extend my heartfelt gratitude to our editorial team, reviewers, and partners at LITA and APPSBI, and especially to Dr. Eni Suhesti, M.Hut, Director of LPPM-Unilak, for her continued support and vision. Your contributions make it possible for *Elsya* to remain a trusted space for collaborative, accessible, and globally relevant scholarship.

To our authors, thank you for your inspiring work. To our readers, we invite you to engage deeply with the ideas presented in this issue. Let this journal continue to be a source of knowledge, dialogue, and transformation.

With sincere academic regards from Pekanbaru, Indonesia

A handwritten signature in blue ink, reading "Budi. H." in a cursive script.

Dr. Budianto Hamuddin, MESL

Editor-in-Chief

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