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REiLA Journal of Research and Innovation in Language is a double-blind peer-reviewed international journal dedicated to promoting scholarly exchange among teachers and researchers in the field of languages. The scope of REiLA includes studies in Linguistics and Applied Linguistics which covers textual and fieldwork studies with various perspectives of Language research and innovation that can be related to History, Society, Humanity, Technology and also various perspectives in Education interest.

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A Foreword from the Editor-in-Chief

April 2023, Pekanbaru. Indonesia



As the Editor-in-Chief of REiLA: Journal of Research and Innovation in Language, it is my great pleasure to welcome you to the first issue of the year 2023. Volume 5, No.1 of our journal features a collection of exceptional articles that provide valuable insights into current trends and issues in the field of Linguistics and Applied Linguistics.

I would like to express my heartfelt gratitude to all the contributing authors, reviewers, members of LITA, and the current Editorial Board members for their hard work and dedication in making this issue a reality. It is your contributions that have made REiLA a prestigious platform for disseminating knowledge in the language sector. I would also like to extend my special thanks to Dr. David Setiawan M.T., the director of LPPM-Unilak, and his team for their invaluable contributions towards the journal. Their continued support and guidance have been instrumental in ensuring the success of REiLA: Journal of Research and Innovation in Language.

In this issue, we are privileged to showcase an exceptional collection of seven papers authored by experts from various affiliations in Indonesia, Vietnam, Ghana, and South Africa. Each article contributes significantly to the advancement of knowledge within their respective fields and provides valuable insights for researchers and practitioners alike. The first paper, authored by I Ketut Wardana, is titled "The Impact of English Morphological Awareness on Vocabulary Enrichment: A Causal-Affect Relationship Research." This study explores the positive effect of explicit morphological instruction on the vocabulary enrichment of English as a Foreign Language (EFL) learners. The findings emphasize the importance of linguistic pedagogy and highlight the significant role that knowledge of English word formation rules plays in enhancing language competence and performance in EFL classrooms.

Nguyen Huu Chanh's paper, "Enhancing EFL Vietnamese Students' Communicative Competence through Selected Speaking Strategies," sheds light on the importance of effective speaking strategies in EFL education. This study offers valuable insights for educators seeking to enhance their students' communicative competence in the English language and provides practical guidance for fostering effective communication skills.

The third paper, authored by Muhammad Ghozali Abdillah and Rahmah Fithriani, delves into "Indonesian EFL Pre-service Teachers' Experiences: Revealing English Instructional Challenges during Teaching Practice." The study highlights the need for school administrators, policymakers, and other stakeholders to develop productive and structured induction experiences for novice teachers, particularly those still in the process of completing their teacher training, in order to address the challenges they encounter during their teaching practice.

Ramos Asafo-Adjei et al. present an intriguing paper titled "A Critical Discourse Analysis of a Female Vice-Presidential Candidate's Acceptance Speech." This study's findings contribute to existing literature and offer insights into female political representation, shedding light on the approaches used by marginalized groups to gain recognition within Ghana's political landscape and beyond, through the effective use of speeches.

The fifth paper, authored by Prayitno Tri Laksono and Febti Ismiatun, is titled "Adapting to a Hard Situation: BIPA Teachers' Successful Strategies for Teaching Local Culture During the COVID-19 Pandemic." This research provides valuable strategies that BIPA (Bahasa Indonesia untuk Penutur Asing) teachers can employ to introduce local cultures in online learning environments, offering guidance for effective teaching practices during challenging circumstances.

Nihta Vera Frelly Liando et al. contribute the sixth paper, "First Language Interference in EFL Classes: Revealing Students' Perspectives and Teachers' Reasons in ELL." This study provides important insights into the use of students' first language (L1) in English as a Foreign Language (EFL) classrooms from the perspectives of both students and teachers. The findings have significant implications for language teaching practices and policies, not only in Indonesia but also in other multilingual contexts worldwide.

The final paper, authored by Jismulatif and Syadza Adila Putri, is titled "The Culture Gap: An Analysis of Source, Target, and Global Culture Representation in Indonesian English Teaching Textbooks." This research sheds light on the existing disparity in the representation of source, target, and global cultures within Indonesian English teaching textbooks. The findings call for a more comprehensive approach to cultural education in English language learning, urging educators to address the imbalance and ensure the inclusion of diverse cultural perspectives to equip students with intercultural competence.

These remarkable papers embody the spirit of knowledge-based research and advance scholarship in the language field. They set the stage for future issues of REiLA, showcasing experimental, computational, and theoretical studies. I'm grateful to the authors for their excellent contributions, enriching language research. Join us in exploring the latest issue of REiLA and together, let's pave the way for international language research and foster knowledge and innovation. Wishing you all the best in your academic pursuits.

REiLA Editorial Team

A handwritten signature in blue ink that reads "Budianto Hamuddin". The signature is stylized and cursive.

Budianto Hamuddin
Editor-in-Chief