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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

August 2023, Pekanbaru. Indonesia

In this exceptional opportunity, I would like to extend my gratitude to the many individuals who have played a crucial role in making this latest issue of the journal possible. The list encompasses all current members of the Editorial Board, diligent reviewers, members of LITA, and the dedicated contributing authors who have come together to craft Volume 5, Issue 2, dated August 2023, for REiLA: Journal of Research and Innovation in Language.

The current issue of the journal comprises nine papers authored by individuals from diverse fields and affiliations. Allow me to introduce them individually:

Lisda Nurjaleka's paper titled "Discovering Backchannel Responses as Conversational Strategies in the Interaction of Indonesian Speakers in an Interview Setting" sheds light on the role of non-verbal communication in Indonesian conversations. The study's key findings reveal that there is no gender difference in the use of backchannels. Indonesian speakers commonly employ both verbal and nonverbal backchannels, with nods being particularly prominent. Backchannels serve as tools of positive politeness, conveying support and interest. Nonverbal cues primarily function as signals of attentive listening and occasionally signify agreement. The presence of laughter and smiles, indicating interest, is found to be consistent across genders. Both laughter and smiles convey empathy and comprehension. This research has implications for intercultural communication and suggests avenues for exploring broader nonverbal cues in listener responses.

The second paper, "Exploring Needs in English Learning Materials for Visual Communication Design Students and Graduates: A Mixed-Methods Approach," is authored by Pikir Wisnu Wijayanto and his colleagues. This study delves into the English learning needs of Visual Communication Design students and graduates. The study's key insights shed light on gaps in the curriculum, varying perceptions, areas for skill enhancement, and the need for industry-specific training. These findings guide the development of tailored courses and learning materials, bridging the gap between academia and industry and enhancing English education for professionals in the field.

Safira Azizah and Soraya Soraya contribute the third paper, which offers an insightful analysis titled "A Closer Look at Indonesian EFL Students' Writing Process: The Application of Cognitive and Metacognitive Strategies." This study employs innovative methods to illuminate cognitive processes in writing, holding implications for EFL teaching by emphasizing independent writing and proficiency development. The findings support EFL programs that advocate a multistage writing process and diverse strategies for achieving success.

The paper titled "English as a Lingua Franca in an Indonesian Multilingual Setting: Pre-Service English Teachers' Perceptions" is authored by Ronald Maraden Parlindungan Silalahi and his team. The study reveals that English teacher education programs in Indonesia predominantly emphasize traditional EFL approaches and native English speaker models. However, participants in the study exhibit openness to English as a Lingua Franca (ELF) and diverse English varieties. Ideological distinctions influence perceptions of ELF, and student teachers lack sufficient support in comprehending ELF within their programs. The findings underscore the importance of integrating ELF into teacher training, incorporating diverse materials to enhance language use, revising curricula to incorporate ELF awareness, and evaluating methods focused on native English speakers.

Ahmad Jum'a Khatib and Yasir Riady's research, presented in the fifth paper, is titled "Navigating Hybrid Language Learning Realities: Students' Views on Workload & Time Allocation during Covid-19." The study's findings provide valuable insights into optimizing course workload and time allocation within the context of hybrid learning. The research illustrates the viability and acceptability of the hybrid learning model among students. It's important to note, however, that the findings are limited in scope, as they exclusively address workload and duration aspects, omitting an exploration of teaching-learning techniques as a variable. For future research, a broader array of dimensions is recommended to provide a comprehensive perspective on the hybrid learning experience.

In the sixth paper, authored by Medio Nisphi and his colleagues, the focus is on "PISA-Like Questions on News Items: A Novel Approach to Reading Literacy." This research demonstrates the practical application of PISA-like reading literacy questions within the context of news articles, particularly those related to health. This

approach facilitates problem-based learning and proves effective in enhancing reasoning, logical thinking, and critical skills. Despite its effectiveness, a limitation arises from students needing time to navigate lengthy news articles and adapt to questions that require cognitive reasoning.

Finally, the seventh paper, penned by Teboho Reginah Mphi and fellow researchers, is titled "Lost in Translation: Navigating Linguistic Challenges in Lesotho High Court Trials." This study focuses on the interpreting strategies employed by interpreters in the Lesotho High Court. These strategies include borrowing unassimilated loanwords such as "Common law" and "Criminal Procedure Act," as well as omitting irrelevant details and adding explanations for clarity, although this can sometimes result in an information imbalance. The paper recommends formal training for interpreters, recognition of interpreting as a profession, and serves as a guide for maintaining a balance between source and target messages in court proceedings.

The collective contributions of these seven papers in the current issue serve to enrich the academic landscape with new insights and a spirit of knowledge-sharing. As the Editor-in-Chief of this promising journal, I extend my heartfelt appreciation to all the authors for their outstanding contributions and exceptional work. Each issue presents valuable reports and articles that contribute to the advancement of language learning, innovation, and research expertise. We extend an invitation to authors from across the globe to submit manuscripts addressing practical and scientific key issues across all language disciplines. We eagerly anticipate receiving extraordinary manuscripts and continue to foster development at the forefront of language research.

Lastly, I would like to extend a warm welcome to the entire academic community, researchers, and language practitioners to delve into the latest issue of REiLA: Journal of Research and Innovation in Language. This journal, as an international, peer-reviewed, open-access platform, showcases the remarkable achievements of leading researchers in the field of language research. Our journal is committed to furthering international collaboration and contributing to the global discourse on language studies.

Best of luck,
REiLA Editorial Team

Budianto Hamuddin
Editor-in-Chief