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## **Journal of Research and Innovations in Language**

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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.

REiLA is an international journal published triannual on April, August and December. Although articles are written in English, the journal welcomes studies dealing with other than English as well. Authors must register to this journal before submitting their work and they must follow the Author Guidelines of the journal. Article submission is done through the online submission system of this journal. Further inquiries may be addressed to the Editors at [reila@unilak.ac.id](mailto:reila@unilak.ac.id)

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## A Foreword from the Editor-in-Chief

April 2024, Pekanbaru. Indonesia



In this lovely opportunity, I would like to thank the many people who created the opportunity for the journal and made this latest issue happen. The list includes all current Editorial Board members, reviewers, members of LITA, as well as the contributing authors, for creating Volume 6, No. 1, April 2024 of *REiLA: Journal of Research and Innovation in Language*.

The current issue of this journal includes seven papers written by authors covering a range of topics and affiliations. The first paper by Afrianto Daud et al. explores “Multimodal Text-Powered Interactive E-Module for Enhancing English Structure Learning.” This study developed a multimodal e-module for the Intermediate English Structure course at Universitas Riau, validated by experts in material and media as an effective tool. This validation confirms the e-module's potential to enhance educational processes by aligning with 21st-century digital and multimedia educational trends.

Navvab Hedayati and Mohammad Khoorsand wrote the second paper, “Tapping into Assessment Literacy: Unfolding Assessment as Learning Strategies and EFL Learners’ Writing Development.” This study highlights the effectiveness of ‘assessment as learning’ in enhancing student engagement and writing skills. It shows that this approach benefits students by providing interactive and continuous assessment opportunities, improving language accuracy, complexity, and fluency. The findings advocate increasing educators’ assessment literacy through ‘assessment as learning’ and suggest further exploration of its application across other language skills in various educational settings.

The third paper is from Veni Roza et al. and profoundly discusses “Grammatical Gaps in Student Translations: Analyzing English-Indonesian Translation in Academic Projects.” It highlights the challenges of achieving grammatical equivalence, a less-explored area, and identifies error patterns, thereby enriching the literature and understanding of translation difficulties. The findings advocate a holistic educational approach, merging theoretical and practical grammar training to enhance translator proficiency and ensure accurate, culturally attuned translations. This research provides critical insights into English-Indonesian translation challenges and suggests improvements for translation education, contributing significantly to linguistics and EFL education.

Another exciting paper, “Metacognitive Reading Comprehension Instructional Model on Narrative Text: A Mixed Method for Enhancing Students’ Comprehension,” is written by Juliana Juliana and Risa Anggraini. This mixed-method study emphasizes the role of metacognitive skills in enhancing narrative text comprehension, showing that metacognitive instruction notably improves comprehension scores. Key strategies, such as making predictions, restating ideas, and thinking aloud, were effective. The research highlights moderate awareness among students regarding their reading strategies and suggests tailored instruction for second-language learners.

The fifth paper by Farida Hariyati et al. offers insightful research entitled “Beyond Forced Migration: The Narrative Communication in the Resilience of Cipaku's Displaced Communities.” This study investigates the communicative resilience of Cipaku's displaced communities, showing how narrative strategies support resilience amid development-induced displacement. It builds on Buzzanell's (2010) framework by highlighting the importance of maintaining cultural identity and community cohesion through communication. The research points out the potential erosion of linguistic diversity and suggests future studies on linguistic shifts, the preservation of minority languages, and the impact of digital platforms on these communities' communication networks. This research could enhance our understanding of resilience strategies and emphasize the protection of linguistic and cultural heritage in changing global contexts.

The sixth paper, written by Suharsono Ono, is “Theme-Rheme Pattern: Its Contribution to Cohesion and Coherence in The Students’ Research Background.” This study underscores the role of thematic choice and progression in shaping argument development in research background texts, predominantly influenced by students' proficiency and the nature of the text itself. It shows that understanding and applying these thematic structures can significantly enhance writing coherence and argument strength in academic settings. The findings advocate incorporating thematic choice and progression into university writing instruction to improve students' writing skills.

The last paper by Ahmad Ariansyah et al. is “Unveiling Translation Patterns: A Study of English Novel Titles in Indonesia.” This study reveals two main patterns: literal translations, which involve direct translation with minor grammatical adjustments for formal and semantic consistency, and alternative titles adapted for cultural relevance using contextually resonant words. It also identifies less common naturalized loan titles and loan titles with original orthography, the latter used when the original title easily adapts to Indonesian. These findings illustrate the challenges and opportunities in translation, emphasizing the translator’s role in balancing accuracy with cultural adaptation to connect readers across different cultures and enhance the global literary scene.

These seven papers in this current issue bring new insights and the spirit of sharing knowledge-based research to academia. They define the journal's scope and set the stage for subsequent issues, which will predominantly publish research papers: experimental, computational, and theoretical. The papers included here exemplify the kinds of research that the journal will favor.

As the Editor-in-Chief of this promising journal, I am deeply grateful to all the authors for their excellent work and remarkable contributions. Each issue offers useful reports and articles for language learning, innovation, and research experts. We encourage authors from around the globe to submit manuscripts on practical and scientific issues related to all disciplines of language. We look forward to receiving extraordinary manuscripts and promoting developments in cutting-edge language research.

Last but not least, I would like to welcome all academia, researchers, and practitioners of language to this latest issue of *REiLA: Journal of Research and Innovation in Language*. This international, peer-reviewed, open-access journal features the outstanding achievements of the world's leading researchers in language research. The journal will continue to move toward internationalization.

Best of Luck  
REiLA Editorial Team

A handwritten signature in blue ink, appearing to read 'Budianto H.', is positioned above the printed name.

Budianto Hamuddin  
Editor-in-Chief