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Elsya : Journal of English Language Studies is a double-blind, peer-reviewed international journal that links the everyday concerns and relevant issues in English language context, whether as an additional (EAL), foreign language (EFL), or as the Lingua Franca (ELF), with insights gained from various academic disciplines such as Linguistics, Literature, and Education. The journal aims to provide a medium for informed discussion of the principles and practices which determine the ways English is taught, learnt and explored around the world.

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## Foreword

Welcome to the latest issue of *Elsya : Journal of English Language Studies* (E-ISSN: 2684-9224). This journal is an international, peer-reviewed, open-access journal dedicated to publishing articles that explore English language-related issues around the globe with insights gained from various academic disciplines such as Linguistics, Literature, and Education.

*Elsya Journal* has published Volume 3 Number 3 on October 2021. I would like to thank my co-editors, editorial board members, reviewers, the technical team, members of LITA and APPSBI, as well as the contributing authors for creating *Elsya Journal's* Volume 3 Number 3.

*Elsya Journal* has received such a great interest from many researchers. In fact, majority of the papers in the final issue of the third volume were all accepted and published in-press since before September 2021. This issue presents nine papers written by twenty-three authors from Indonesia and three scholars from the Philippines. *Romupal et al.* delivered the results of their intervention program to help children's phonological struggles by combining audiolingual method and total physical response. Overlapping in terms of examining language proficiency in TOEFL, *Rachmawati & Purwati* carried out a case study to find out if high proficiency affect Indonesian EFL teachers' classroom instruction capability, whereas *Meladina & Dasril* tested non-English students to find out the specific problems that they have in completing the reading section. Some studies looked at the macro systems of education; *Nurchalis et al.* addressed the need for a language laboratory for Islamic schools while *Hartina & Syahrir* critically analysed the shortcomings of an English course in terms of its alignment with student needs. Researchers also continue to explore various matters of language in the context of Covid-19 pandemic. *Kholili* provided detailed comparison of English learners' experiences prior to and during the pandemic, *Sembiring et al.* studied students' politeness strategies in online learning, and *Marbun et al.* analysed the implicature meanings in Covid-19 public service announcements. Last but not least, *Sipayung et al.* contributed to the study of computational linguistics by analysing the translation techniques applied in machine translations.

*Elsya Journal* will continue to allow rapid publication and in-press publication policy to facilitate the widespread dissemination of needed knowledge, curiosity of novel phenomena and practical solutions for the problems around the world related to English language. We hope that readers make frequent use of our valuable resources in for our world's shared sustainable development goals, particularly in quality education, gender equality, and peaceful and fair institutions.

Best Regards,

Pekanbaru, October 2021



Budianto Hamuddin, M.Esl.  
Editor-in-Chief