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Elsya : Journal of English Language Studies is a double-blind, peer-reviewed international journal that links 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 4 Number 2 on June 2022. 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*. Special thanks in particular to the director of LPPM-Unilak, Dr. Jeni Wardi, S.E., M.Ak., C.A., and his LPPM Team, a team of kind-hearted persons, become the inspiration for *Elsya journal* to share the knowledge with the academia.

Our June issue presents nine articles from twenty-three Indonesian researchers who kept up with our rigorous peer-review process, continuously increasing the quality of their writing and improving their manuscript to the maximum. The rapid trend of multilingualism and multiculturalism is matched by worldwide awareness of the dominance of English, and *Sugianto et al.* wrote a highly critical paper to comment on its hegemony. Both *Ab Manan and Azizan* as well as *Arsini et al.* covered the review of particular technology to enhance the language learning process. *Sayogie and Adbaka* contributed to a detailed analysis of a rich set of linguistic data on minimal pairs to discuss about interlingual errors. Of particular interest is also *Purba's* paper which addressed how Indonesian students' native local language as their first language and Indonesian as their second language—and vice versa—affects their performance in English, acknowledging the underestimated fact that most Indonesian learners have English as their third language. Moreover, *Sinaga et al.* presented a review of song lyrics to discuss about word formation processes, and *Misnawati* noted their experiences and review of a limited massive open online course to address the gap on material assessment. A critical discourse analysis on the English-translated newspaper is offered by *Anggraeni et al.* and another one on one of the staple English textbooks in Indonesia to discuss about gender equity is written by *Apsari et al.*

As the Editor-in-Chief of this promising journal, I am deeply grateful to all the authors for their excellent works and remarkable contributions. These nine papers from this current issue should bring new insight and spirit of sharing knowledge-based research to academia. *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.

The *Elsya* team invites all of academia, researcher and practitioners of language to make frequent use of our valuable resources in for the quality advancement of our education.

Best Regards,

Pekanbaru, June 2022



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