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Elsya : Journal of English Language Studies is a double-blind, peer-reviewed international journal that aims to disseminate knowledge and generate debate on theoretical or real-world research related to English language studies particularly in developing and emerging countries. The topic may range from educational concerns to everyday issues, offering a real contribution to the local community.

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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 disseminating practitioners and experts' theoretical and practical observations on English language, particularly in developing and emerging countries.

Elsya Journal has published Volume 5 Number 1 on February 2023. 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 February issue presents nine articles from twenty-one researchers, covering the English language practices in three countries, namely Indonesia, Korea, and China. Research on the effectiveness of online assisted tools dominate this issue with five publications on this topic. *Chayaningrum* brought forward her observations on the impact of Hilokal language educational application toward EFL Korean learners. Two other learning constructs were investigated by *Setyani et al.* and *Setiawan et al.*, the former investigated how EFL Indonesian undergraduates' writing can be enhanced with Grammarly while the latter developed and tested a new application they named *Expose* to improve the vocabulary of EFL Indonesian young learners. *Kholis and Azmi* also created an interactive multimodal e-book tailored for primary learners. Lastly, lecturer attitudes on cross-cultural practices when mediated by online communication tools were explored by *Nurhikmah et al.* two researchers based in the United Kingdom, *Li and Ling*, contributed their critical observations on the role of learners' first language in one of the most recent pedagogies and the newest one in the field, CLIL and Translanguaging. A review on key strategies which intertwine reading and writing skills is written by *Anaktototy*. This issue also received a contribution from *Susanto et al.* who analysed EFL learners' pronunciation based on thirty-six hours of recording in the span on four months, making this article an excellent addition to our pool of longitudinal studies.

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, February 2023



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

Manuscript Guideline