

Editorial

From the submissions to the final acceptance and publication of papers for each issue, all papers undergo the Preliminary Review continuously screened out 80% of all papers submitted, resulting in 6 articles advancing to the Double-Blind Reviews for this May/June 2023 Issue. In the issue, the first paper from Indonesia researched Talent Management which is beginning to have an initial threshold in South East Asia. The second paper from Malaysia reviews online co-teaching on postgraduate engagement, with the fourth paper from Singapore and Malaysia analyzing the progressive SEAAIR conferences hosted over the 20 years of 2001-2021. Two papers from Vietnam highlighted key Vietnamese focus foreign language learning by investigating the relationships of Emotional intelligence (EI), intrinsic learning motivation (IM), and willingness to communicate (WTC) are among the factors that influence students' success, with the sixth paper focusing on the enhancement of English major students' translation process through a comparative analysis. The fifth paper from the Kingdom of Saudi Arabia looks at postgraduate research supervision, highlighting the supervisory approaches,

The key synopses of these six papers are as follows:

- **Article 1 – Dyah Kusumastuti, Nenny Hendajany, Djoko Pitoyo, and Nurhaeni Sikki**, all from *Sangga Buana University, Indonesia*, aim to understand TM's concept, process, and practices in academia through article analysis using the software Publish or Perish (PoP) that focuses on article journals that were published from 2008 to 2022, included in Scopus Database, and using the keywords: talent management, higher education. Findings of TM concept and processes include employee value proposition, talent attraction, recruitment, selection & staffing; Talent Development which includes boarding, training, talent development, career management, coaching, mentoring, succession planning, talent pool, and leadership development; Talent Retention made up of performance management, Compensation, Reward, Retaining Talent; Human Resource Management that includes: managing Talent, managing performance, rewarding Talent. In addition, it identified that Cultivation has a strong relationship with HEI and a weak relationship with TM that offers a process framework to efficiently attract, develop and retain employees in the HEI sector and talented academic staff.
- **Article 2 – Lee Yee Ling and Kasthoori Bai Munusamy Naidu**, both from *Education for All Impact Lab, School of Education, Taylor University, Subang Jaya, Selangor, Malaysia*, investigate the impacts of online co-teaching on postgraduate student engagement, its drawbacks, and suggestions for improvement using Descriptive statistics. The findings indicated that the participants were cognitively, behaviourally, and emotionally engaged during the online co-teaching. They benefited from the richness of knowledge shared by the two instructors, effective classroom management, and implementation techniques of co-teaching models. The only drawback was the confusion caused by the co-teachers different opinions and ways of approaching students.

- **Article 3 – Nguyen Thi Diem Ha, Nguyen Quynh Uyen, Nguyen Thi Hoang Nguyen, and Nguyen Hoang Thanh Trang**, all hailing from the *Yersin University of Dalat, Lam Dong, Vietnam*, investigated the relationships of Emotional intelligence (EI), intrinsic learning motivation (IM), and willingness to communicate (WTC) are among the factors that influence students' success in foreign language learning (FLL). It explored the potential of EI subcomponents to serve as predictors for IM and WTC, with results indicating that the students' EI positively correlated with their IM and WTC, and one of four EI subcomponents predicted IM and WTC, with no significant difference existed within groups of students learning English, Japanese, and Korean as foreign languages.
- **Article 4 – Yit Yan Koh** of the *University of Newcastle, Singapore*, and **Yaw Long Chua** of *Universiti Tenaga Nasional, Malaysia*, reviews the development of SEAAIR conference themes and subthemes to reveal the relatedness of the theme based on the country's contemporary educational or socio-economic development. The paper analysis is based on the country for 2001 – 2021. It is presented to analyze the countries' trends and active participation level at the SEAAIR Annual Conference.
- **Article 5 – Mubarak AlKhatnai** of *King Saud University* examines written assessments from academic supervisors from a master's program using qualitative content analysis focused on identifying comments related to the foci; content, language, structure, and presentation; and directive, expressive, and referential language functions. The findings revealed that the dominant focus of the supervisors' written feedback was content, followed by language, then structure, and presentation. Supervisors strongly prefer directive language, followed by referential language, with a minimal representation of expressive language. It concluded that the supervisors emphasized content-related feedback more, while language, structure, and presentation were secondary and tertiary concerns.
- **Article 6 – Nguyen Thi Thu Huong** of *The University of Foreign Language Studies, the University of Da Nang* pedagogical study investigates how to enhance English major students' translation process through a comparative analysis. The results of the study show that the functional approach to translation help enhances students' translation process in terms of their more frequent mentions of non-linguistic translation problems, their broadened repertoire of translation strategies, and their reflections on the notions of "accuracy" and/or a "good" translation from a functional perspective. It highlights that workshops positively impacted their decision-making process, even given their limited linguistic and extralinguistic knowledge. A functional approach to Translation enhances students' translation process and cultivates their awareness of real-life practice, leading to improved skills and confidence in Translation.

JIRSEA Editor: Assoc. Prof. Teay Shawyun, Ph.D.

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