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Amirullah Abduh, PhD (Scopus ID: 57197817281) <oja@unm.ac.id> kepada saya, Ufi, Putri

Sen, 20 Jun 14.22 (10 hari yang lalu)

Inggris > Indonesia Terjemahkan pesan Nonaktifkan untuk: Inggris x

Mrs Ryani Yulian:

We have reached a decision regarding your submission to International Journal of Language Education, "EFL Slow Learners' Perception in Speaking with Authentic Multimedia Assisted Language Learning".

Our decision is that your paper requires revision:

- the first paragraph of the introduction is too general. it should start directly with technology assisted language learning
- add a research gap, why this research is important for further investigation.
- the findings: describe findings followed by discussion, not the discussion first and then findings.
- What are the implication of this research
- check the grammar mistakes throughout the paper.

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Rapat

[ijole] Editor Decision Eksternal Kotak Masuk x

Amirullah Abduh, PhD (Scopus ID: 57197817281) kepada saya, Ufi, Putri

Sel, 28 Jun 08.39 (2 hari yang lalu)

Mrs Ryani Yulian:

We have reached a decision regarding your submission to International Journal of Language Education, "EFL Slow Learners' Perception in Speaking with Authentic Multimedia Assisted Language Learning".

Our decision is to revise references:
USE APA STYLE references. nearly all of your references are not incomplete:

- Zhang,
- samadi
- Young
- knoop
- hasan
- chong

Submit your revision soon for incoming edition.

best regards
Amirullah Abduh, PhD (Scopus ID: 57197817281)

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21511	06-20	ART	Yulian, Ruhama ¹ , Utami	EFL SLOW LEARNERS' PERCEPTION IN SPEAKING WITH AUTHENTIC...	IN REVIEW- REVISIONS REQUIRED

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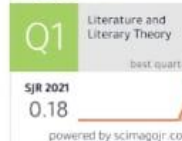


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KEYWORDS:

Attitude, English as a second language, English as a second language in TBM, English language classrooms, Game-Based Learning, Keywords: EFL (English as foreign language), ESL (English as second language), L2 classroom, learner-centered approach, learner autonomy, achievement, proficiency, learning strategies, Language Anxiety, Reading anxiety, English for Specific Purposes, Level of Reading Anxiety, Reading Comprehension, MALL, Attitudes, Perceptions, Vocabulary Spoken vocabulary, Motivation Serious Games, Vocabulary Learning, article drills, rhetorical and argument style, linguistics and language education, game-based method, learner-specific grammatical errors, pedagogical implications, English writing competence, language teaching & technology, paper-based TOEFL, phonology, error prediction, students' perception, technology in language learning/teaching, writing

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SUMMARY REVIEW EDITING

Submission

Authors: Ryani Yulian, Ufi Ruhama', Putri Yuli Utami
 Title: EFL Slow Learners' Perception in Speaking with Authentic Multimedia Assisted Language Learning
 Original file: 21511-52836-1-SM.DOCX 2021-06-20
 Supp. files: None ADD A SUPPLEMENTARY FILE
 Submitter: Mrs Ryani Yulian
 Date submitted: June 20, 2021 - 11:05 AM
 Section: Article
 Editor: editor ijole
 Author comments: Dear Editor of IJoLE,
 We wish to submit an original research article entitled "EFL Slow Learners' Perception in Speaking with Authentic Multimedia Assisted Language Learning" for consideration by IJoLE.
 We confirm that this work is original and has not been published elsewhere, nor is it currently under consideration for publication elsewhere.
 We have no conflicts of interest to disclose.
 Thank you for your consideration of this manuscript.
 Sincerely,
 Ryani Yulian

Status

Status: In Editing
 Initiated: 2022-06-29
 Last modified: 2022-06-29

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#21511 Review

SUMMARY REVIEW EDITING

Submission

Authors Ryani Yulian, Ufi Ruhama', Putri Yuli Utami

Title EFL Slow Learners' Perception in Speaking with Authentic Multimedia Assisted Language Learning

Section Article

Editor editor ijole

Peer Review

Round 1

Review Version	21511-52837-1-RV.DOCX	2021-06-20
Initiated	—	—
Last modified	—	—
Uploaded file	None	—

Editor Decision

Decision	Accept Submission	2022-06-29
Notify Editor	Editor/Author Email Record	2022-06-29
Editor Version	None	—
Author Version	21511-85801-1-ED.DOCX	2022-06-21
	21511-85801-2-ED.DOCX	2022-06-28
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