BUKTI KORESPONDENSI

ARTIKEL JURNAL INTERNASIONAL BEREPUTASI

Judul artikel : *"She Taught Me Words": The Availability of Vocabulary Help in EFL Classrooms during Cooperative Learning's Peer Interaction*

Jurnal : PASAA

Penulis : **1. Puji Astuti (penulis pertama dan *corresponding author*)**

2. Leslie Barratt (penulis kedua)

No.	Perihal	Tanggal
1.	Bukti *submit* artikel	7 Mei 2020
2.	Bukti konfirmasi *submit* artikel	1 Maret 2021
3.	Bukti artikel lolos *initial screening* dan telah dikirim ke *reviewers*	8 Maret 2021
4.	Bukti artikel *accepted* dengan revisi	12 Mei 2021
5.	Bukti komentar dan balikan dari *Reviewer* 1 dan *Reviewer* 2	12 Mei 2021
6.	Bukti mengirim artikel yang telah direvisi	21 Juni 2021
7.	Bukti melakukan pekerjaan revisi seperti yang disarankan kedua *reviewer* melalui *Table of Revision Notes*	21 Juni 2021
8.	Bukti konfirmasi *submit* revisi artikel	21 Juni 2021
9.	Bukti permintaan *final editing* dari editor (Tahap 1)	25 Juni 2021
10.	Bukti *submit* artikel setelah *final editing* (Tahap 1)	27 Juni 2021
11.	Bukti permintaan *final editing* dari editor (Tahap 2)	27 Juni 2021
12.	Bukti *submit* artikel hasil *final editing* (Tahap 2)	28 Juni 2021
13.	Bukti pemberitahuan dari jurnal bahwa artikel telah terbit	29 Juni 2021
14.	Bukti artikel berada di laman jurnal *PASAA*	29 Juni 2021

1. Bukti *submit* artikel

Submitting a Manuscript of Research Article on Cooperative Learning in EFL Classrooms

External   Inbox ×

PUJI ASTUTI <puji.astuti.ssu@mail.unnes.ac.id>   May 7, 2020, 12:21PM
to pasaa.editor2018

Dear PASAA Journal Editor,

Please find attached our **research article** manuscript entitled *"She Taught Me Words": The Availability of Vocabulary Help in EFL Classrooms during Cooperative Learning's Peer Interaction* and our bio-data.

Look forward to hearing from you soon.

Thank you.

Puji Astuti
English Education Program
Universitas Negeri Semarang
Semarang, Jawa Tengah
Indonesia

Leslie Barratt
Indiana State University
Indiana, United States of America

2. Bukti konfirmasi *submit* artikel

PASAA Editor <pasaa.editor2018@gmail.com>   Mar 1, 2021, 8:03PM
to me

Dear Author,

It has been a while since our last update. The PASAA editorial team strongly apologizes for the delay in our operations due to changes of editors and the journal database management system.

Regarding your submission of the article **"She Taught Me Words": The Availability of Vocabulary Help in EFL Classrooms during Cooperative Learning's Peer Interaction"**, please be advised that it is now in the process of initial screening.
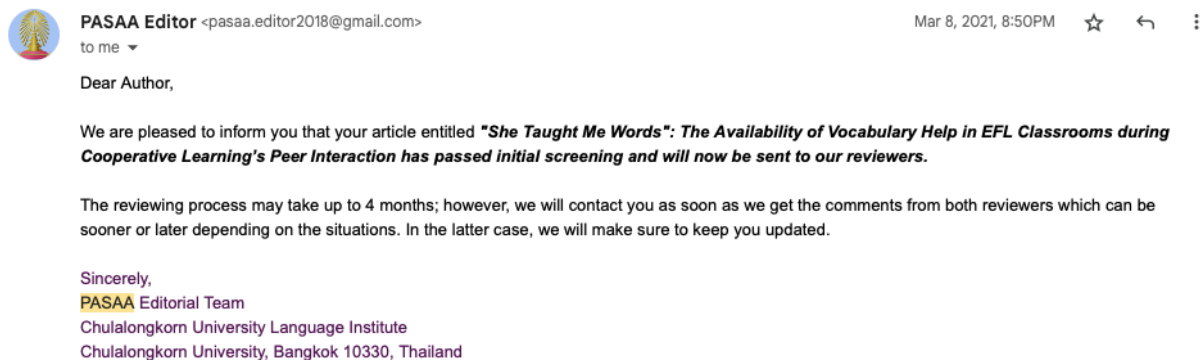
As our operation is trying to increase our capacity to catch up with the higher demand, we understand that you might have concerns about the delay and if you wish not to proceed further with our review process, please let us know.

We would like to apologize once again for the delay. Thank you very much for your patience and understanding.
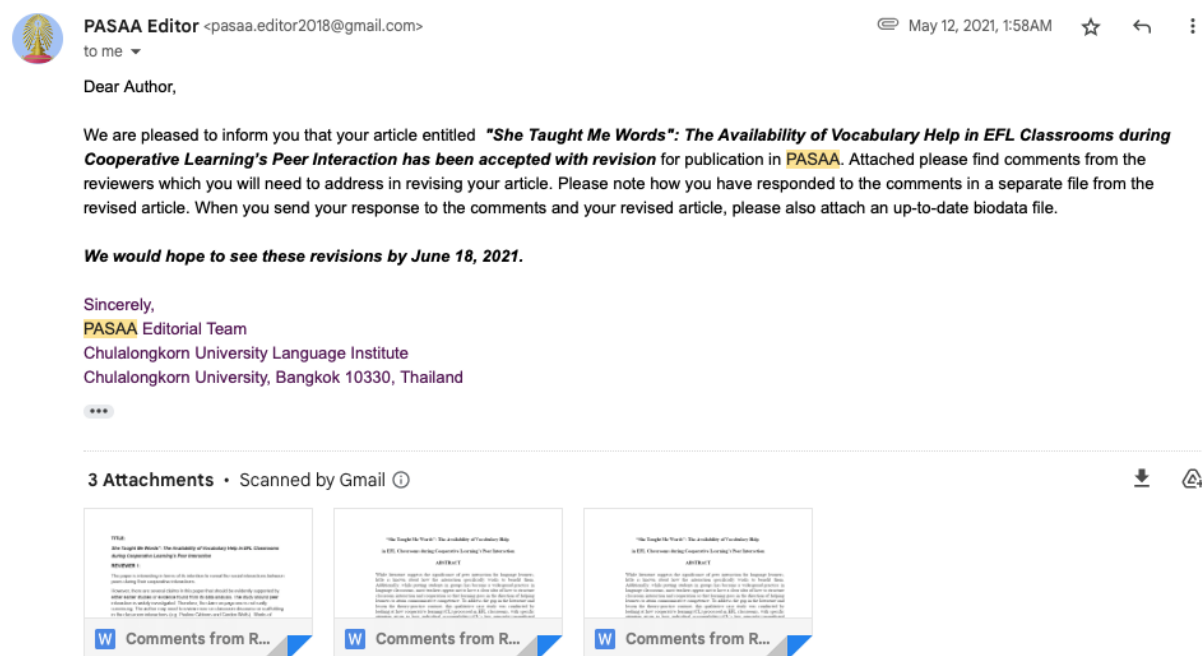
Sincerely,
PASAA Editorial Team
Chulalongkorn University Language Institute
Chulalongkorn University, Bangkok 10330, Thailand

3. Bukti artikel lolos *initial screening* dan telah dikirim ke *reviewers*

PASAA Editor <pasaa.editor2018@gmail.com>
to me

Mar 8, 2021, 8:50PM

Dear Author,

We are pleased to inform you that your article entitled **"She Taught Me Words": The Availability of Vocabulary Help in EFL Classrooms during Cooperative Learning's Peer Interaction** has passed initial screening and will now be sent to our reviewers.

The reviewing process may take up to 4 months; however, we will contact you as soon as we get the comments from both reviewers which can be sooner or later depending on the situations. In the latter case, we will make sure to keep you updated.

Sincerely,
PASAA Editorial Team
Chulalongkorn University Language Institute
Chulalongkorn University, Bangkok 10330, Thailand

4. Bukti artikel *accepted* dengan revisi

PASAA Editor <pasaa.editor2018@gmail.com>
to me

May 12, 2021, 1:58AM

Dear Author,

We are pleased to inform you that your article entitled **"She Taught Me Words": The Availability of Vocabulary Help in EFL Classrooms during Cooperative Learning's Peer Interaction has been accepted with revision** for publication in PASAA. Attached please find comments from the reviewers which you will need to address in revising your article. Please note how you have responded to the comments in a separate file from the revised article. When you send your response to the comments and your revised article, please also attach an up-to-date biodata file.

We would hope to see these revisions by June 18, 2021.

Sincerely,
PASAA Editorial Team
Chulalongkorn University Language Institute
Chulalongkorn University, Bangkok 10330, Thailand

3 Attachments • Scanned by Gmail

[W] Comments from R... [W] Comments from R... [W] Comments from R...

5. Komentar dari *Reviewer 1* dan *Reviewer 2*

TITLE:
She Taught Me Words: The Availability of Vocabulary Help in EFL Classrooms during Cooperative Learning's Peer Interaction

REVIEWER 1:
The paper is interesting in terms of its intention to reveal the social interactions between peers during their cooperative interactions.
However, there are several claims in this paper that should be evidently supported by

either earlier studies or evidence found from its data analysis. The study around peer interaction is widely investigated. Therefore, the claim on page one is not really convincing. The author may need to review more on classroom discourse or scaffolding in the classroom interactions (e.g. Pauline Gibbons and Gordon Wells). Works of literature that are more up-to- date than studies referred to on page 1 may help shed light on revealing students' interactions. The use of cooperative and collaborative learning is extensively investigated, and most scholars supported their claims by using linguistic analysis to get insight information of interactions that truly occurred in the classroom. This helps strengthen their qualitative data. Therefore, the research may consider incorporating linguistic information in supporting research findings. For example, the negotiations of meanings were mentioned in this paper, but there was no evidence supporting the claims apart from data from observations and interviews.

- The paper restated the aim of the study twice which the reader found it unnecessary (page 1 and page 3)
- The literature review is not up-to-date and the cooperative or collaborative learning is not clearly reviewed.
- Helps or supports found in classroom interactions are widely studied. The author should review more on vocabulary help if it is the focus of the study and argue its importance.
- Individual accountability is the focus of the study but the author should provide a more solid explanation or argument. Why the individual accountability is more important than others? It is not enough to mention that this paper is only a part of a larger study. This lessens the value of this paper and it is unfair for the readers.
- The theoretical framework of this study is not clearly explained. CHAT and Interaction Hypothesis can guide framing the study, but they are not enough for data analysis. The reader believed the researcher needs a linguistics framework for this to enable the research to bring to light students' actual interactions.
- The methodology section lacks information about sampling procedure, exclusion criteria, and ethical issues.
- The author should present this qualitative data (Interview data) in the table of frequencies that summarize responses as well as the actual verbatim responses from the participants.
- Reference on page 16 needs fixing. (Author1) onwards.
(See comments on the article attached)

REVIEWER 2:
The paper is written very nicely, and the topic of the research is very interesting and beneficial. Revision is almost unnecessary. However, the benefit of the paper could be even greater with revision on a few areas as pointed out in the file attached.

6. Bukti mengirim artikel yang telah direvisi

7. Bukti melakukan pekerjaan revisi seperti yang disarankan kedua *reviewer* melalui *Table of Revision Notes*

Table of Revision Notes

Manuscript Title:
"She Taught Me Words": The Availability of Vocabulary Help
in EFL Classrooms during Cooperative Learning's Peer Interaction

Comments on the Margins

Reviewers' Feedback	How We Address the Feedback
Reviewer 1, page 1: ESL/EFL learners' active participation in their interaction with peers has long been advocated by researchers (e.g., Gómez Lobatón, 2011; Mackey, 1999; Posada, 2006; Sato & Lyster, 2012). **Comment:** Too old. So the researchers did not get the updated information.	ESL/EFL learners' active participation in their interaction with peers has long been advocated by researchers (e.g., Mourão, 2018; Namaziandost & Nasri, 2019; Oga-Baldwin & Nakata, 2017). **Note:** We have replaced the old references with more recent studies. They are from 2017-2019; they are not old and not too

	recent to fit the word "long" in the sentence.
Reviewer 1, page 1: However, little research has been done to uncover how CL processes in ESL/ELF classrooms, including how CL principles work, how learners interact and cooperate with their CL peers, and how these activities benefit their language learning. **Comment:** There are a lot of studies investigating students' interactions during CL processes.	However, our probe into the literature shows that more studies are needed to uncover how CL processes in ESL/ELF classrooms, including how CL principles work, how learners interact and cooperate with their CL peers, and how these activities benefit their language learning. **Note:** We tone down the claim by saying "our probe into the literature shows that more studies are needed to uncover…."
Reviewer 1, page 2: Throughout this article, we argue that implementing CLT through CL with attention to the manifestation of its key principle (i.e., individual accountability) in EFL classrooms is essential because it gives learners the opportunities for giving and receiving vocabulary help from their peers; a process that is supportive of second language acquisition and learning. **Comment:** A paragraph regarding CL features and its affordances is needed here. And a paragraph about vocabulary help is also needed.	In order to realize cooperation among students, to ensure a functional group working, and to achieve an effective CL implementation, teachers should enact in their instruction the defining elements or principles (see Chen, 2011; Johnson & Johnson, 1999; Olsen & Kagan, 1992; Tamah, 2014; Slavin, 1999). They include, among others, positive interdependence, individual accountability, equal participation, simultaneous interaction (see Kagan & Kagan, 2009). Unfortunately, little attention has been given to studying individual CL principles, including in the ESL/EFL fields. Thus, the focus of our inquiry was individual accountability, selected as it is a core principle without which CL loses its characteristics. Individual accountability is also a focal principle that distinguishes CL from collaborative learning (see Johnson & Johnson, 1999; Kagan, 1989; Kato, Bolstad, & Watari, 2015; Slavin, 1995), which thus explains why the present study did not examine the latter. Through our research, we sought to understand how CL's individual accountability promotes vocabulary acquisition in EFL learning. In ESL/EFL classrooms, vocabulary resources or help are available when students are engaged in meaningful interactions. In these interactions, learning moves from other-regulated to self-

	regulated; students position themselves as both novices and experts (Mirzaei et al., 2017). Learners "pool their knowledge to scaffold each other" (Dobao, 2012, p. 43). The nature of dialog that takes place between them is collaborative, which revealed by a number of studies as conducive for vocabulary acquisition and learning, both in face-to-face settings (see Ahmadian & Tajabadi, 2017; Viera (2017) and virtual environment (e.g., Zou, 2019; Tai, 2020; Tseng et al., 2020). Unfortunately, especially in Indonesian TEFL contexts, process of vocabulary acquisition has not been explored and reported in an-in depth manner. Additionally, there has been calls for investigations into what methods, techniques, and strategies are suitable for facilitating vocabulary acquisition (Cahyono & Widiati, 2015). Our study helps fill this void in the literature. Throughout this article, we argue that implementing CLT through CL with attention to the manifestation of individual accountability in EFL classrooms is essential because it gives learners the opportunities for giving and receiving vocabulary help from their peers; a process that is supportive of second language acquisition and learning. **Note:** We have added the above paragraphs to end our Introduction section. One is regarding CL features, the other one is regarding vocabulary help.
Reviewer 1, page 2: However, how CL promotes ESL/EFL learning is under-studied. **Comment:** This is a strong clam. Please support your claim. Since there a lot of studies in this topics. Please update your review.	However, the extant studies that examined how CL worked and promoted EFL learning were predominantly learners' and/or teachers' perception-based (e.g., Alghamdy, 2019; Hanjani & Li, 2017; Hung, 2019). **Note:** We tone down the claim by saying that this line of inquiry was dominated by perceptions-based studies.
Reviewer 1, page 3: Unfortunately, little attention has been given to studying individual CL principles, including in the ESL/EFL fields.	In order to realize cooperation among students, to ensure a functional group working, and to achieve an effective CL implementation, teachers should enact

	in their instruction its defining elements or principles (see Chen, 2011; Johnson & Johnson, 1999; Olsen & Kagan, 1992; Tamah, 2014; Slavin, 1999). They include, among others, positive interdependence, individual accountability, equal participation, simultaneous interaction (see Kagan & Kagan, 2009). Unfortunately, little attention has been given to studying individual CL principles, including in the ESL/EFL fields. Thus, the present study attempted to address this gap in literature by exploring CL's defining element or key principle, individual accountability, with the intention of understanding how it enhances EFL learning.
Comment: Why is it important than others?	**Note:** We keep this claim here in the paragraph with its first sentence underlines the importance of CL principles. This paragraph was also moved from the Literature Review section up to the Introduction section. It is to address Reviewer #1 suggestion for the need of a paragraph about CL "features." We also see the need to set the stage. Through this paragraph we introduce what CL principles are early on in the article.
Reviewer 1, page 3: According to Kagan and Kagan (2009), individual accountability in CL takes place when individual students make a public performance, … **Comment:** This is call "Initiating stage". The research may find in many studies on classroom discourse.	Various discourse moves, e.g., initiating, eliciting, extending (Barness & Todd, 1977), are likely to occur when this series of activities take place. However, it is beyond the scope this study to look at these moves during CL interactions. **Note:** With the above sentence, we end the paragraph that has the sentence Reviewer #1 commented on. It indicates our awareness of discourse moves that are likely to occur in CL processes and tell our readers that our research is not a classroom discourse analysis.
Reviewer 1, page 3: In this article, we show how peer interaction in CL's individual accountability activities affords learners vocabulary help, which is also constructive for target language acquisition and learning	In this article, we show how peer interaction in CL's individual accountability activities promotes negotiation for meaning and affords learners vocabulary help, which is also constructive for target language acquisition and learning.

Comment: This is in line with studies on peers scaffolding/ negotiations of meaning between peers.	**Note**: We insert in the commented sentence the following: "…promotes negotiation for meaning and…"
<u>Reviewer 1, page 5:</u> The hypothesis conceptualizes how language learners receive input that is slightly beyond their current level of competence (Krashen, 1985) through interaction with their peers and the process of negotiation for meaning during the interaction and how they produce the target language, including refining their natural talk (Swain, 1985). **Comment**: Therefore, a linguistic analysis is needed.	Since our study did not specifically look at classroom discourse and talk, e.g., moves and acts (Wells, 1999), we did not employ any linguistic theory to scaffold our study and to guide our data analysis. **Note:** We supply our Theoretical Framework section with the above sentence to let our readers know that our focus of inquiry is not classroom discourse and talk.
<u>Reviewer 1, page 5:</u> CHAT and the Interaction Hypothesis worked hand in hand to build a theoretical framework within which we could explore the roles of individual accountability in CL in enhancing EFL learning. **Comment:** See the works of Gordon Wells in using CHAT on dialogic inquiry.	Additionally, Wells' (2002) CHAT approach to education helped us to see CL as purposeful collaborative activities in which the following take place: a) mediated meaning-making process, b) other- to self-regulated learning, c) joint building of disposition and resources, and d) celebration of diversity. Educators might find these tenets helpful as guidance when incorporating CL in their lessons. Likewise, researchers can use the tenets as a framework to examine to what extent CL use in a certain teaching context realize the agenda of active learning and/or CLT. **Note:** We end the first paragraph of our Theoretical Framework with the above sentences to include Wells' CHAT approach to education and show how it adds perspectives for looking at CL.
<u>Reviewer 1, page 7:</u> This study revealed that for enacting the required individual accountability in CL, the student participants were helped by, among other tools: their dictionary, books, the Internet, their first language, their teacher, and especially their peers. **Comment:** Refer to "semiotic mediation" in learning.	This study revealed that for enacting the required individual accountability in CL, the student participants were helped— semiotically mediated (e.g., Ma, 2014; Wertsch, 1985) by, among other tools: their dictionary, books, the Internet, their first language, their teacher, and especially their peers. **Note:**

	We insert: "semiotically mediated (e.g., Ma, 2014; Wertsch, 1985)" in the sentence.
Reviewer 2, page 4: In order to examine specific illustrations of the enactment of individual accountability in CL, we conducted a qualitative case study involving two Indonesian secondary schools: one middle school and one high school. **Comment:** If I'm not mistaken, I don't think I see any mention of "high school" in the Findings section.	In this article, however, we focused only on individual accountability in CL in the middle school classrooms as an exemplar of what we observed across the cases. **Note:** We add the above sentence in our paragraph regarding *Sites* to explain that in the paper we showcase the following: individual accountability in CL in the middle school classrooms.
Reviewer 2, page 4: Our research participants were two EFL teachers and 77 students, four of whom were focal— "telling" students (Wallestad, 2010, p. xxii); all of the students were Javanese. **Comment:** I'm not quite sure what this means. Although not understanding the term does not affect how this paper is understood, explaining what it means could help some, including me, have a better understanding in terms of research terms.	Four of the students were involved in our in-depth interviews; they were "telling" (Wallestad, 2010, p. xxii), open and engaged participants (see Knox and Burkad, 2009). **Note:** We remove the word "focal" here and throughout and provide two other criteria to recruit students for our in-depth interviews: open and engaged participants.
Reviewer 2, page 4: **Theoretical Framework** **Comment on the above heading:** I'm not sure if this part might be better located in the Literature Review section. Also, I'm not sure if it is necessary, but I believe some, including me, will appreciate further elaboration into CHAT and Interaction Hypothesis as it might help educators plan their lesson incorporating CL as well as researchers to design their research.	**Note:** We move the section up, making it the part of to our Literature Review section. We adjust the layout accordingly. We also elaborate CHAT and Interaction Hypothesis to inform both researchers and educators as follows: CHAT: Additionally, Wells' (2002) CHAT approach to education helped us to see CL as purposeful collaborative activities in which the following take place: a) mediated meaning-making process, b) other- to self-regulated learning, c) joint building of disposition and resources, and d) celebration of diversity. Educators might find these tenets helpful as guidance when

	incorporating CL in their lessons. Likewise, researchers can use the tenets as a framework to examine to what extent CL use in a certain teaching context realize the agenda of active learning and/or CLT. Interaction Hypothesis: When teachers emphasize student-student interaction in their language instruction, such as in the use of CLT-CL, it is likely that comprehensible input, negotiation for meaning, and comprehensible output are available to help promote learners' communicative competence (e.g., Ortega-Auquilla, et al., 2019). Researchers alike might find the three elements worthwhile as a lens for examining how language learners acquire language forms such as collocations, phrasal verbs, idioms, etc. (see Nowbakht & Shahnazari, 2015).
Reviewer 2, page 8: During the Pair phase of this structure, our student participants presented to their partner the answers to three questions given by their teacher—Andini—about the assigned public notice: 1) What does the notice mean? (2) What should we do? (3) Where can you find the notice? **Comment:** I wish this step is elaborated somewhere (here or in Suggestions section) so as to help educators apply this step appropriately (pose appropriate questions) enhancing the effectiveness of applying the CL in their lesson.	During the Pair phase of this structure, our student participants presented to their partner the answers to three questions given by their teacher—Andini—about the assigned public notice. The questions were: 1) What does the notice mean? (2) What should we do? (3) Where can you find the notice? **Note:** The three questions are not part of the procedures of Think Pair Share. Instead they are part of the learning materials that Andini's students process during Think Pair Share. Hence, to promote intelligibility, we split the sentence into two with the second one starts with : "The questions were: …"
Reviewer 2, page 9: The three accounts above demonstrate how for Andini's students, their partners were their learning sources. **Comment:** I'm not sure if this sentence could be revised to make it a little easier to understand.	**Note:** The sentence is edited as follows: For Andini's students, as the three accounts above demonstrate, their partners were their learning sources.
Reviewer 2, page 10:	**Note:** The sentence is edited as follows.

The lesson plan of the observed lesson in which Andini used Think-Pair-Share singled out speaking as the day's focused language skill. **Comment:** I'm not sure if this sentence could be revised to make it a little easier to understand.	As stated in Andini's plan for the lesson that incorporated Think-Pair-Share, speaking was the day's focused language skill
<u>Reviewer 2, page 13:</u> The present findings offer a caveat to the findings of an existing study which revealed that small group interaction in second language learning resulted in significantly more instances of vocabulary learning than pair interaction (Fernández Dobao, 2014). **Comment:** The discussion on this topic is interesting although it seems a little out of the blue. Further elaboration might better earn this topic a place in this paper.	As discussed earlier, the present findings highlight the availability of the substantial elements of second language acquisition (i.e., comprehensible input, comprehensible output, and negotiation of meaning) in CL groups, which can be attributed to CL's individual accountability activities. One of these activities is peer interaction, which take place in various configurations depending on each CL structure's procedures, e.g., students working in pairs, trios, foursome, etc. All require individual students' active participation. In light of these findings, our study offers a caveat to an existing study's findings which showed that small group interaction in second language learning resulted in significantly more instances of vocabulary learning than pair interaction (Dobao, 2014). **Note:** These sentences set the stage for the connection of our findings with those of Dobao's (2014). The whole paragraph tells our readers that regardless of number of students in CL groups, the three elements of SLA occur because individual students are required to actively participate in their learning. As seen above, instead of "Fernández Dobao (2014)", we do: Dobao (2014).

Feedback on a Separate Page

From Reviewer 1

Feedback	How We Address the Feedback

The paper restated the aim of the study twice which the reader found it unnecessary (page 1 and page 3)	We remove one on page 3.
The literature review is not up-to-date and the cooperative or collaborative learning is not clearly reviewed.	As recorded/displayed in the above table, we have updated the references. We also add one paragraph that reviews the existing studies on the use of CL for teaching vocabulary and presents the gap in the literature.
Helps or supports found in classroom interactions are widely studied. The author should review more on vocabulary help if it is the focus of the study and argue its importance.	The last paragraph of our Introduction section serves as our attempt to address this particular comment.
Individual accountability is the focus of the study but the author should provide a more solid explanation or argument. Why the individual accountability is more important than others? It is not enough to mention that this paper is only a part of a larger study. This lessens the value of this paper and it is unfair for the readers.	The second last paragraph of our Introduction section explains why individual accountability in CL is our focus of inquiry. We re-strengthen this in our Literature Review section, specifically under the subheading of: The Construct of Individual Accountability in Cooperative Learning.
The theoretical framework of this study is not clearly explained. CHAT and Interaction Hypothesis can guide framing the study, but they are not enough for data analysis. The reader believed the researcher needs a linguistics framework for this to enable the research to bring to light students' actual interactions.	Thank you for this careful feedback. We have added in our Theoretical Framework section that we did not employ any linguistic framework because our study's focus of inquiry was individual accountability in CL, not classroom discourse and talk.
The methodology section lacks information about sampling procedure, exclusion criteria, and ethical issues.	We have addressed these issues in our Method section. We mention our sampling techniques, detail our recruitment criteria, use pseudonyms, and tell our readers that we obtained consent forms from our research participants.
The author should present this qualitative data (Interview data) in the table of frequencies that summarize responses as well as the actual verbatim responses from the participants.	Thank you for the feedback. We do not have the table of frequencies for the qualitative data because, as explained in our Analysis section, we did coding for data analysis, including line-by-line coding of our interview transcript and observation fieldnotes.

So, during our data analysis, we did not have "analysis baskets" to put participants' |

	response/talk into categories following theories of linguistic. Rather, we looked at the relationship between subjects (EFL learners) and their tools (specifically other learners) and found that CL's individual accountability made vocabulary help available. Learners' responses and quotes are used to support this claim/finding/argument. Yet, we add the following to end the first paragraph of our Findings section: All research participants' responses used to support our arguments are quoted verbatim.
Reference on page 16 needs fixing. (Author1) onwards.	We have addressed this in our revision.

Note: Reviewer 2 gives a general feedback on the page. His/hee detailed comments are provided on the margin of the manuscript, which we have addressed in our revision and noted them in the above table.

8. Bukti konfirmasi *submit* revisi artikel

PASAA Editor <pasaa.editor2018@gmail.com>   Jun 21, 2021, 11:42AM
to me

Dear Authors,
We have received your revised manuscript. Thank you very much and we will keep you posted.
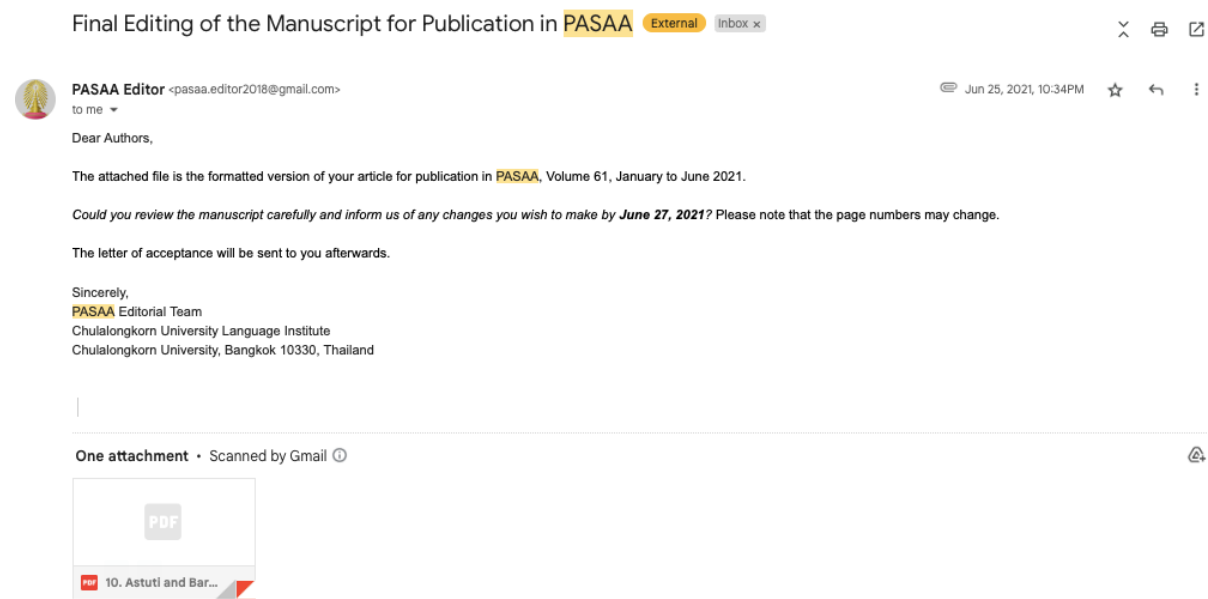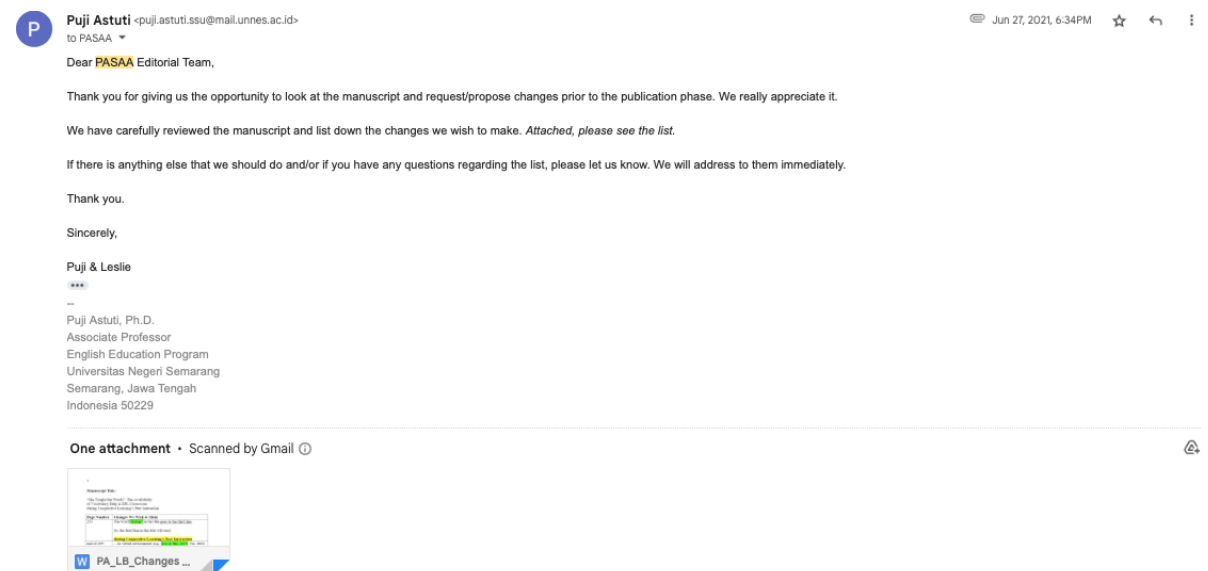Sincerely,
PASAA Editorial Team
Chulalongkorn University Language Institute
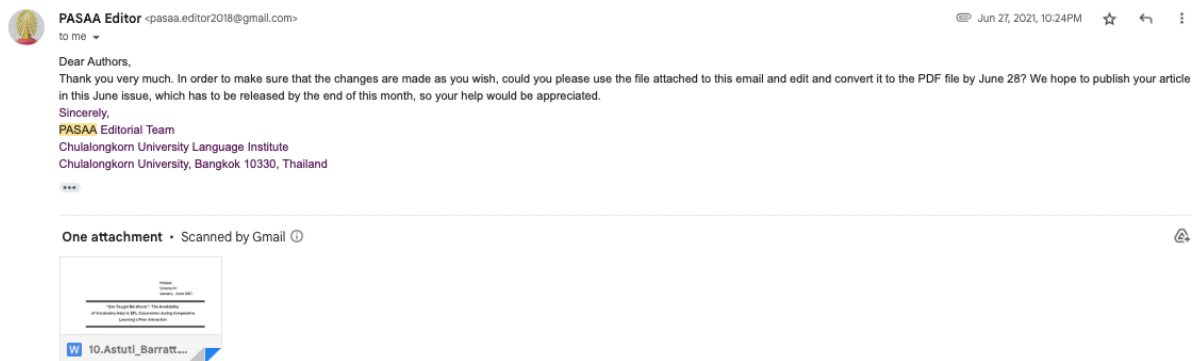Chulalongkorn University, Bangkok 10330, Thailand

## 9. Bukti permintaan *final editing* dari editor (Tahap 1)

Final Editing of the Manuscript for Publication in PASAA External Inbox ×

PASAA Editor <pasaa.editor2018@gmail.com> Jun 25, 2021, 10:34PM
to me ▾

Dear Authors,

The attached file is the formatted version of your article for publication in PASAA, Volume 61, January to June 2021.

*Could you review the manuscript carefully and inform us of any changes you wish to make by **June 27, 2021**?* Please note that the page numbers may change.

The letter of acceptance will be sent to you afterwards.

Sincerely,
PASAA Editorial Team
Chulalongkorn University Language Institute
Chulalongkorn University, Bangkok 10330, Thailand

One attachment · Scanned by Gmail ⓘ

PDF 10. Astuti and Bar...

10. Bukti submit artikel setelah *final editing* (Tahap 1)

Puji Astuti <puji.astuti.ssu@mail.unnes.ac.id> Jun 27, 2021, 6:34PM
to PASAA ▾

Dear PASAA Editorial Team,

Thank you for giving us the opportunity to look at the manuscript and request/propose changes prior to the publication phase. We really appreciate it.

We have carefully reviewed the manuscript and list down the changes we wish to make. *Attached, please see the list.*

If there is anything else that we should do and/or if you have any questions regarding the list, please let us know. We will address to them immediately.

Thank you.

Sincerely,

Puji & Leslie
•••

--
Puji Astuti, Ph.D.
Associate Professor
English Education Program
Universitas Negeri Semarang
Semarang, Jawa Tengah
Indonesia 50229

One attachment · Scanned by Gmail ⓘ
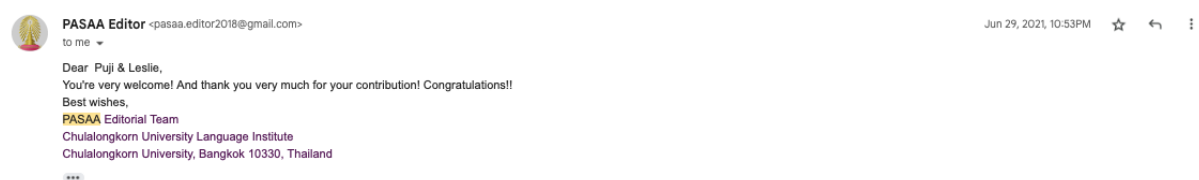
W PA_LB_Changes ...

11. Bukti permintaan *final editing* dari editor (Tahap 2)

12. Bukti *submit* artikel setelah *final editing* (Tahap 2)
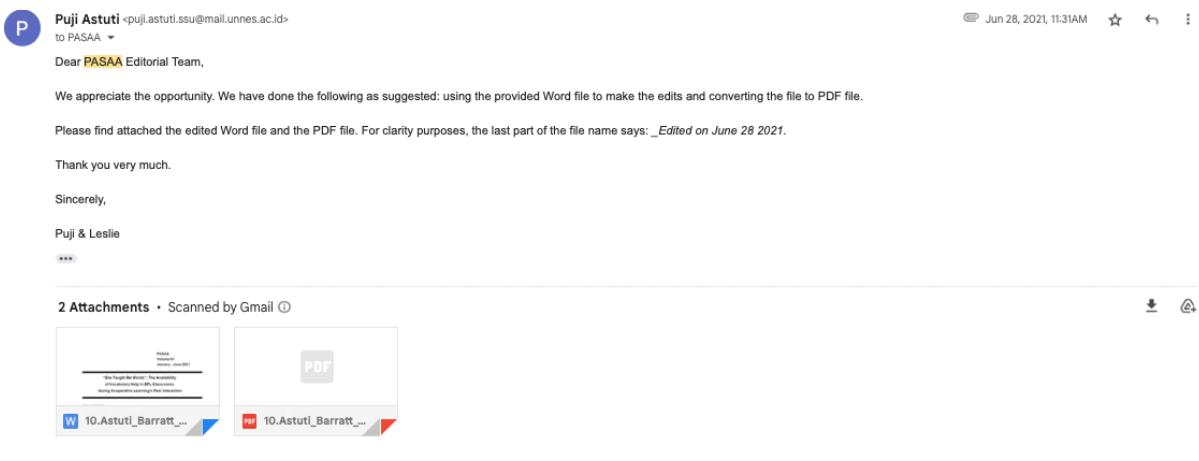
13. Bukti pemberitahuan dari jurnal bahwa artikel telah terbit

14. Bukti artikel berada di laman jurnal *PASAA*

Self-Representation of Filipino Teachers and Korean Learners of English in Online Classes

Leonardo MUNALIM, Betty TUTTLE, and Cecilia GENUINO

Pages: 176-202

EFL Students' and Teachers' Perceptions of Sources of Students' Demotivation: A Comparative Study

Moriam QUADIR

Pages: 203-228

EFL Teachers' Job Satisfaction and Burnout in Iran

Maryam SOLEIMANI and Amin BOLOURCHI

Pages: 229-252

"She Taught Me Words": The Availability of Vocabulary Help in EFL Classrooms during Cooperative Learning's Peer Interaction

Puji ASTUTI and Leslie BARRATT

Pages: 253-283

สถาบันภาษา
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Prem Purachatra Building, Phayathai Road, Pathumwan, Bangkok 10330