

BUKTI KORESPONDENSI
ARTIKEL JURNAL INTERNASIONAL BEREPUTASI




Judul artikel : *“They Had Peer Preference”*: A Portrait of Tensions
in Cooperative Learning Implementation in EFL Classrooms

Jurnal : *Journal of Asia TEFL*

Penulis : **1. Puji Astuti (penulis pertama dan *corresponding author*)**
2. Jayne C. Lammers (penulis kedua)

No.	Perihal	Tanggal
1.	Bukti konfirmasi <i>submit</i> artikel	22 Agustus 2019
2.	Bukti mendapatkan <i>review result/report</i> dari jurnal (Tahap 1)	24 November 2019
3.	Bukti <i>review result/report</i> dari <i>reviewers</i> untuk panduan merevisi artikel (Tahap 1)	24 November 2019
4.	Bukti mengirim <i>response letter</i> dan mengirim kembali artikel yang telah direvisi (Tahap 1)	4 Januari 2020
5.	Bukti permintaan dari editor untuk mengunggah revisi artikel di OJS mereka	6 Januari 2020
6.	Bukti mendapatkan <i>review result/report</i> dari jurnal (Tahap 2) dan dinyatakan <i>publishable/accepted</i> .	16 Mei 2020
7.	Bukti <i>review result/report</i> dari <i>reviewers</i> untuk panduan merevisi artikel (Tahap 2)	16 Mei 2020
8.	Bukti mengirim <i>response letter</i> dan mengirim kembali artikel yang telah direvisi (Tahap 2)	22 Mei 2020
9.	Bukti <i>response letter</i> yang dikirim ke editor	22 Mei 2020
10.	Bukti konfirmasi dari editor bahwa <i>response letter</i> dan artikel versi revisi telah diterima	22 Mei 2020
11.	Bukti permintaan dari editor untuk melakukan <i>final check</i>	3 Juni 2020
12.	Bukti pengiriman <i>file</i> hasil melakukan <i>final check</i>	4 Juni 2020
13.	Bukti konfirmasi bahwa editor telah menerima <i>file</i> hasil melakukan <i>final check</i>	4 Juni 2020
14.	Bukti artikel telah berada di laman jurnal	30 Juni 2020

1. Bukti konfirmasi *submit* artikel

Fwd: Journal Submission [puji.astuti.ssu@mail.unnes.ac.id] : "They Had Peer Preference": Implications of Implementing Cooperative Learning Structures without Fidelity in EFL Classrooms   



The Journal of Asia TEFL <asiatefl.journal@gmail.com>
to me ▾

Aug 22, 2019, 9:03AM ☆ ↶ ⋮

Dear author,

This is to inform you that the Journal of AsiaTEFL has received your manuscript. Your manuscript number is 19082101 (YEAR/MON/DAY/No). We will notify you as soon as we receive results from reviewers. [The review process normally takes more than six months after one's submission of a manuscript.](#)

Sincerely,

Jongbai Hwang, Managing Editor
Joonwon Lee, Assistant Managing Editor
The Journal of Asia TEFL (<http://journal.asiatefl.org/>)



WWW.ASIATEFL.ORG

Journal Submission [puji.astuti.ssu@mail.unnes.ac.id] : "They Had Peer Preference": Implications of Implementing Cooperative Learning Structures without Fidelity in EFL Classrooms

The Journal of Asia TEFL
Journal Online Submission
 Term : Vol. 16 No.4
 Journal Title : "They Had Peer Preference": Implications of Implementing Cooperative Learning Structures without Fidelity in EFL Classrooms

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PUJI ASTUTI <puji.astuti.ssu@mail.unnes.ac.id>
to The ▾

Oct 9, 2019, 2:14PM ☆ ↶ ⋮


Dear the Journal of Asia TEFL editors,

Thank you very much for the notification. We look forward to hearing from you.

Best regards,
Puji Astuti & Jayne C. Lammers

2. Bukti mendapatkan *review result/report* dari jurnal

Review result Inbox x ✕ 📧 📧

 **The Journal of Asia TEFL** <asiatefljournal@gmail.com>
to me ▾ Sun, Nov 24, 2019, 7:35AM ☆ ↶ ⋮

Dear author,


Your manuscript has been subjected to blind review process by two expert reviewers. The reviewers decided that your paper needs extensive revision before it can be reconsidered for publication in *The Journal of Asia TEFL*. Please refer to the reviewers' comments and suggestions in the attached file. If you're willing to resubmit your revised article, the manuscript will go through another review process with two anonymous reviewers, who are different from the first group.


We really appreciate your interest in *The Journal of ASIA TEFL* and look forward to another opportunity to share your research.

Best wishes,

Jonghai Hwang, Managing Editor
Joonwon Lee, Assistant Managing Editor
The Journal of Asia TEFL (<http://journal.asiatefl.org/>)

One attachment • Scanned by Gmail 🔗



 **PUJI ASTUTI** <puji.astuti.ssu@mail.unnes.ac.id>
to The ▾ Sun, Nov 24, 2019, 11:17AM ☆ ↶ ⋮

Dear The Journal of Asia TEFL Editors,

Thank you very much for the information and the reviewers' feedback. We really appreciate it. We would like to carefully address each of the comments and suggestions and then resubmit our revised article. Also, we are willing to follow the procedure, i.e., going through another review process.

Thank you.

Best regards,
Puji Astuti & Jayne C. Lammers

3. Bukti *review result/report* dari *reviewers* untuk panduan merevisi artikel (Tahap 1)



Title of the article: **"They Had Peer Preference": Implications of Implementing Cooperative Learning Structures without Fidelity in EFL Classrooms**

Manuscript number: 19082101

I. Overall Comments

Even though I really enjoyed reading this article, I have mixed feelings about it. I think that this paper's significance lies in that it dealt with the "processes" of cooperative learning (CL). I was interested to read what really goes on in the CL classroom. The result showed that the teachers somehow (mainly due to time limitation) missed some steps in their use of selected CL structures, which then resulted in the absence of individual accountability performance in home groups and peer interaction. In other words, students did not share their work and so they performed without preparation in front of the whole class, which is detrimental to achieving lesson objectives as well as CLT goals. It was also found that students wanted to work with their close friends in the group.

To be honest, as interesting as it may be, the results and analysis were too simple. There was nothing fresh and new. We all know from our teaching experience that a CL class can go wrong - Teachers may fail to stick to the procedures properly; students wouldn't work together; they just want to have fun talking about other things; they want to stay with their friends, etc.

As a reader, I want to read a deeper analysis of the matter. Ironically, one of the good points about this paper was to make readers think and ask further questions such as "What would be additional factors that make CL fail in addition to teachers' missing steps?" "What are other factors that make students not want to work together other than their desire to stay with their close friends?" "Were students sufficiently taught social skills, which is an essential part of CL, before they were put into groups?", etc. However, this paper was unable to answer to these important questions.

II. Suggestions for Revision

1. I have a problem with the title. I think students' having peer preference is one thing and teachers' implementing cooperative learning structures without fidelity is another. The title could be misleading because when the readers look at the "They had peer preference" part, they will easily assume that the rest of the paper would focus on that issue. Yet, the "implementing cooperative learning structures without fidelity"



part actually deals with a different issue; the agent is the teacher here, NOT students.

It is not that I don't understand the authors' logic. I just don't agree with it. I can see the authors' point as they argued in the discussion that "group learning opportunities which require individual accountability prevent classroom community from having peer preference". However, I'm not sure if this is a causal relationship. I think that students still could have peer preference even when sharing answers and interacting with each other went relatively well. This causal relationship was not proven in this study.

2. This paper only examined the failed cases. However, what about the successful CL classes? Were there any successful ones? If the teacher hadn't missed some steps in the procedure, would students have cooperated achieving the lesson objective? If so, the logic this paper follows works. However, if students didn't share their answers failing to interact with each other even when the teacher followed the procedure faithfully, the authors should look for other possible factors that might have affected students' interactions. In short, as a reader, I want to see the comparison between the successful CL classes and the unsuccessful ones, and the analysis of factors that might have differentiated the two.

3. Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher score. *TEFLIN Journal*, 18(1), 1-14. → The name of the journal should be written in italics.

4. Long, M. H., & Porter, P. A. (1985). Group work, interlanguage talk, and second language acquisition. *TESOL Quarterly*, 19(2), 207-228. → The same applies as above.

5. Coelho, E. (1992). Cooperative learning: Foundation for a communicative curriculum. In Kessler, C. (Ed.), *Cooperative language learning* (pp. 1-30). Upper Saddle River, NJ: Prentice-Hall, Inc. → The title of the book should be in italics. Also, please delete "Inc" at the end.

4. Bukti mengirim *response letter* dan mengirim kembali artikel yang telah direvisi (Tahap 1)

Response letter and resubmission of our revised manuscript Inbox x



PUJI ASTUTI <puji.astuti.ssu@mail.unnes.ac.id>
to The

Sat, Jan 4, 2020, 7:21PM ☆ ↶ ⋮

Dear The Journal of Asia TEFL Editors,

It is with excitement that we resubmit to you today (January 4, 2020) a revised version of our manuscript, please see attached, ""They Had Peer Preference": A Portrait of Tensions in the Implementation of Cooperative Learning in EFL Classrooms" (initially entitled: ""They Had Peer Preference": Implications of Implementing Cooperative Learning Structures without Fidelity in EFL Classrooms") for the Journal of Asia TEFL.

Thank you for giving us the opportunity to revise and resubmit this manuscript. We appreciate the time and details provided by the reviewers and have incorporated the suggested changes into the manuscript. We describe in the following (also attached) how in our revision we responded to each comment and suggestion from the review.

Reviewers' Overall Comments:

Even though I really enjoyed reading this article, I have mixed feelings about it. I think that this paper's significance lies in that it dealt with the "processes" of cooperative learning (CL). I was interested to read what really goes on in the CL classroom. The result showed that the teachers somehow (mainly due to time limitation) missed some steps in their use of selected CL structures, which then resulted in the absence of individual accountability performance in home groups and peer interaction. In other words, students did not share their work and so they performed without preparation in front of the whole class, which is detrimental to achieving lesson objectives as well as CLT goals. It was also found that students wanted to work with their close friends in the group.

To be honest, as interesting as it may be, the results and analysis were too simple. There was nothing fresh and new. We all know from our teaching experience that a CL class can go wrong - Teachers may fail to stick to the procedures properly; students wouldn't work together; they just want to have fun talking about other things; they want to stay with their friends, etc.

While we understand the reviewer's teacher perspective, and that it will likely be shared by some readers, we find it important to acknowledge that the research literature on CL doesn't contain much information about how CL goes wrong. Thus, we address the above comment by adding to our Introduction section in which we argue that our research-based article fills this important gap in the literature with empirical evidence presented to encourage dialogue for how the TEFL field can better implement CL.

As a reader, I want to read a deeper analysis of the matter. Ironically, one of the good points about this paper was to make readers think and ask further questions such as "What would be additional factors that make CL fail in addition to teachers' missing steps?" "What are other factors that make students not want to work together other than their desire to stay with their close friends?" "Were students sufficiently taught social skills, which is an essential part of CL, before they were put into groups?", etc. However, this paper was unable to answer to these important questions.

As a reader, I want to read a deeper analysis of the matter. Ironically, one of the good points about this paper was to make readers think and ask further questions such as “What would be additional factors that make CL fail in addition to teachers’ missing steps?” “What are other factors that make students not want to work together other than their desire to stay with their close friends?” “Were students sufficiently taught social skills, which is an essential part of CL, before they were put into groups?”, etc. However, this paper was unable to answer to these important questions.

Thank you for this constructive feedback. To attend to the first and second question (“What would be additional factors that make CL fail in addition to teachers’ missing steps?” “What are other factors that make students not want to work together other than their desire to stay with their close friends?”) we revised our manuscript to acknowledge that: 1) CL is a Western pedagogical method, 2) research that portrays the contextual aspects (e.g., sociocultural context) of its implementation is scant, 3) portrayals of CL implementation in a collectivist society such as Indonesia are needed, and 4) there are other potential factors that contribute to the focused problem. We articulate all of this in the last paragraph of our Literature Review section. Accordingly, we signpost in the third paragraph of our Discussion section how the sociocultural background of the EFL learners (a collectivist society’s youth) does not appear to make them embrace and enact the idea of mutual assistance in their learning. We also address the second question in greater detail by presenting in the last paragraph of our Discussion section the potentially relevant factors that might have contributed to peer preference (e.g., fear of losing face), which we gathered from a number of existing studies. So, while the reviewer is correct in saying that the scope of our current study does not allow us to empirically answer some of these questions, we believe that these additions give our article more weight and place our research in a broader context and thus promote its impact on helping the field continue to grapple with these questions.

As for the third question (“Were students sufficiently taught social skills, which is an essential part of CL, before they were put into groups?”), we answer it by: 1) briefly reviewing social skills as a CL principle, 2) asserting that our findings on peer preference strengthen the existing studies on the importance of building students’ social skills, 3) offering a number of ways to teach students social skills, and 4) listing a number of CL structures that promote social skills. Readers can find these information in the third, fourth, and fifth paragraph of our Discussion section. We believe that what we are able to say from our research, and the revisions made in this version of the manuscript increase the practical implication of our research for CL practitioners/teachers in the field.

We also highlight in the fourth paragraph of our Discussion section that “...our data did not allow us to say that the peer preference that the EFL learners had was due to the lack of social skills trainings.” Hence, we call for future studies to investigate whether social skills training lessens peer preference: “More research is needed to determine whether this reasonable investment (Buchs & Butera, 2015) would alleviate the tensions revealed in our analysis.” Our study’s implication for future research is thus more clearly articulated in this version of the article.

Suggestions for Revision:

1. I have a problem with the title. I think students’ having peer preference is one thing and teachers’ implementing cooperative learning structures without fidelity is another. The title could be misleading because when the readers look at the “They had peer preference” part, they will easily assume that the rest of the paper would focus on that issue. Yet, the “implementing cooperative learning structures without fidelity” part actually deals with a different issue; the agent is the teacher here, NOT students. It is not that I don’t understand the authors’ logic. I just don’t agree with it. I can see the authors’ point as they argued in the discussion that “group learning opportunities which require individual accountability prevent classroom community from having peer preference”. However, I’m not sure if this is a causal relationship. I think that students still could have peer preference even when sharing answers and interacting with each other went relatively well. This causal relationship was not proven in this study.

Thank you for this suggestion. Our title now reads: “*They Had Peer Preference*”: *A Portrait of Tensions in the Implementation of Cooperative Learning in EFL Classrooms*

2. This paper only examined the failed cases. However, what about the successful CL classes? Were there any successful ones? If the teacher hadn’t missed some steps in the procedure, would students have cooperated achieving the lesson objective? If so, the logic this paper follows works. However, if students didn’t share their answers failing to interact with each other even when the teacher followed the procedure faithfully, the authors should look for other possible factors that might have affected students’ interactions. In short, as a reader, I want to see the comparison between the successful CL classes and the unsuccessful ones, and the analysis of factors that might have differentiated the two.

In our revision, we have made an attempt to strike a balance between the unsuccessful and successful CL classes. Toward the end of our Findings section, we underscore that although they were not many, we observed successful cases of CL implementation that benefitted the EFL learners. We assert that one factor that differentiate between the successful and unsuccessful cases of CL is the teachers’ fidelity with the procedures of the selected CL structures.

Finally, thank you for pointing out the need for correction in a few of our references. We have edited them and carefully added the new references on the list as we were revising our manuscript. Again, we appreciate the opportunity to revise and resubmit our manuscript with the assistance of such constructive feedback. We look forward to hearing the editors and reviewers’ reactions to this stronger version of the manuscript.

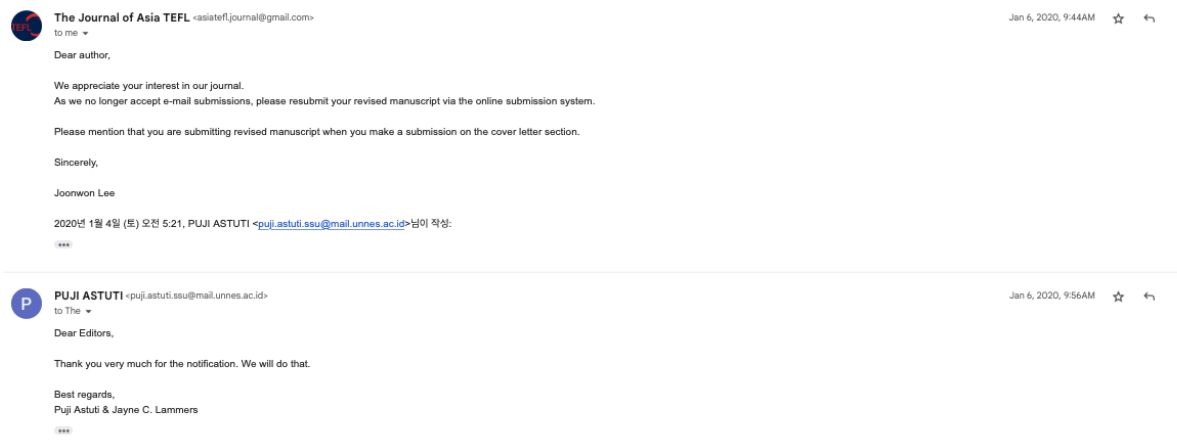
Thank you.

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

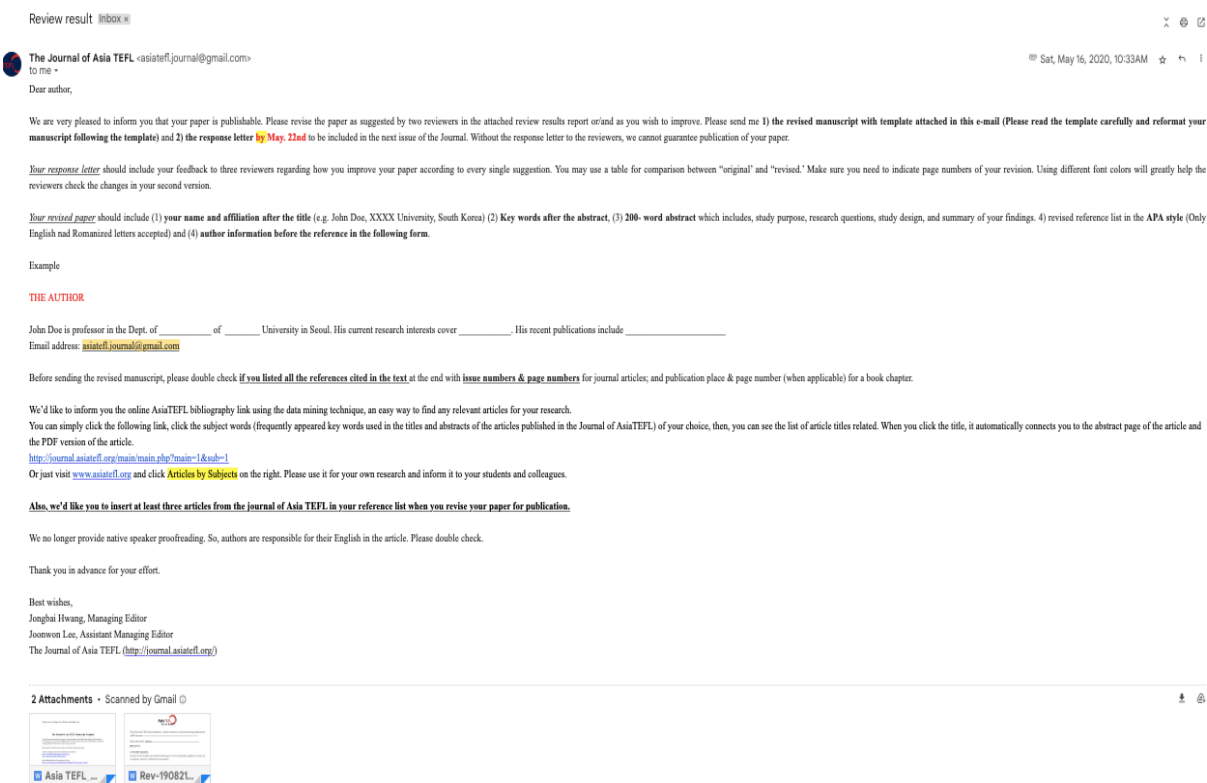
2 Attachments • Scanned by Gmail



5. Bukti permintaan dari editor untuk mengunggah revisi artikel di OJS mereka



6. Bukti mendapatkan *review result/report* dari jurnal (Tahap 2) dan dinyatakan *publishable/accepted*



7. Bukti *review result/report* dari *reviewers* untuk panduan merevisi artikel (Tahap 2)



[Title of the article: "They had peer preference: a portrait of tensions in cooperative learning implementation in EFL classrooms

Manuscript number: 19082101

[Reviewer 1]

I. Overall Comments

Comment on the strengths and weaknesses of the paper, in terms of originality, significance, interest, up-to-datedness, coherence, and balanced argumentation.

I enjoy reading the paper. It's well written and has offered some interesting insights into ELT in Indonesia. Great literature consulted. Research gaps highlighted. Very good research questions formulated. Data are well triangulated, generating rich insights into classroom realities. It's a very good ELT paper. I commend the authors for putting together such a compelling paper.

II. Suggestions for Revision

Comment on the areas that need revision (e.g. research questions, significance of the study, literature, methodology, findings, etc.) and offer suggestions for improvement. Your comments will be transmitted to the author(s) anonymously.

One small thing that I strongly encourage the authors to remove is putting forward their arguments at the very beginning of the paper (evidenced in 'We argue that ...'). A case study research usually offers arguments later on, and begins with what the researchers are *curious* about. So, please consider removing the arguments in the introduction.

[Reviewer 2]

I. Overall Comments

Comment on the strengths and weaknesses of the paper, in terms of originality, significance, interest, up-to-datedness, coherence, and balanced argumentation.

The manuscript is a good attempt to show the roles of cooperative learning in learning English in an EFL context of Indonesia. It seems very well written and it can be judged to be publishable for the journal, only with one major revision suggested below.





II. Suggestions for Revision

Comment on the areas that need revision (*e.g.* research questions, significance of the study, literature, methodology, findings, etc.) and offer suggestions for improvement. Your comments will be transmitted to the author(s) anonymously.

1. One big revision of the manuscript should be the restructuring of the 3rd part of the paper, i.e., Method. Usually, research papers include participants, materials or instruments, procedure, and data analysis. Those parts of the manuscript, e.g., theoretical framework, data analysis, and limitations, should be incorporated into one section called Method. Or the section of “limitations” can be moved to the last section of the paper, incorporated with Conclusion.

8. Bukti mengirim *response letter* dan mengirim kembali artikel yang telah direvisi (Tahap 2)

manuscript number: 19082101_revised paper and response letter Inbox x



PUJI ASTUTI <puji.astuti.ssu@mail.unnes.ac.id>
to The, Jayne ▾

May 22, 2020, 2:34PM ☆ ↶ ⋮

Dear The Journal of Asia TEFL Editors,

Thank you for the opportunity to revise our manuscript. We appreciate the careful review and constructive suggestions. They make our article more solid. Attached please find our revised work, *"They Had Peer Preference": A Portrait of Tensions in Cooperative Learning Implementation in EFL Classrooms*. Changes in the manuscript are marked in blue. The manuscript has also been reformatted with the given template. Also attached here is our response letter that uses the format you suggested.

We look forward to hearing from you.

Puji Astuti
Jayne C. Lammers

—

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

2 Attachments • Scanned by Gmail



9. Bukti *response letter* yang dikirim ke editor

Response Letter

Title of the article: "They Had Peer Preference": A Portrait of Tensions in Cooperative Learning Implementation in EFL Classrooms

Manuscript number: 19082101

No.	Original	Revised	Page number of the revised version
1.	<p>A note from the editors in their notification email regarding abstract:</p> <p><i>(3) 200- word abstract which includes, <u>study purpose</u>, <u>research questions</u>, <u>study design</u>, and summary of your findings.</i></p> <p>Through qualitative methods, this study addresses that gap by focusing on the important roles that individual accountability—CL's key principle—play in enhancing EFL learning, providing an empirical examination of what teachers and students experience.</p>	<p>...this qualitative multi-case study explored the important roles that individual accountability—CL's key principle—play in enhancing EFL learning and was guided by the following question: How does missing the activities that demonstrate individual accountability in CL affect EFL learning? Data were generated by participant observations, in-depth interviews, and document analysis to conduct an empirical examination...</p> <p>Number of words in abstract: 197</p>	p. 1
2.	<p><u>Suggestion from Reviewer 1:</u></p> <p><i>One small thing that I strongly encourage the authors to remove is putting forward</i></p>	<p>We remove "We argue that..." in the beginning of our paper:</p>	

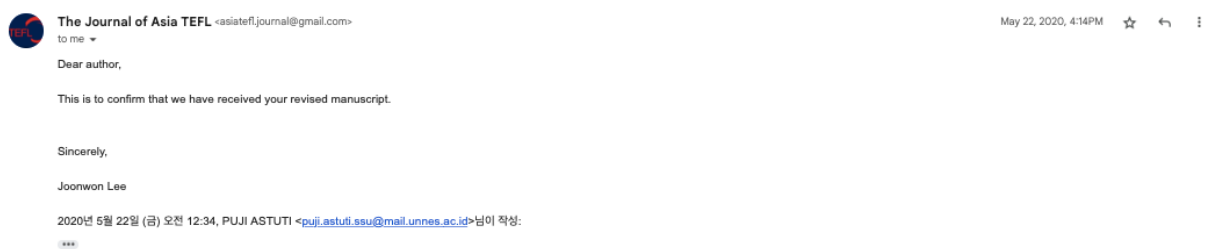
	<p><i>their arguments at the very beginning of the paper (evidenced in 'We argue that ...'). A case study research usually offers arguments later on, and begins with what the researchers are curious about. So, please consider removing the arguments in the introduction</i></p> <p>We argue that students having peer preference does not support CL implementation because CL relies on students feeling comfortable sharing what they learn with <i>all</i> peers.</p> <p>We argue that when teachers miss one or more individual accountability activities in CL, not only are the CL characteristics lost, but this might also result in some students having peer preference, a condition that limits the effectiveness of CL.</p>	<p>Students having peer preference does not support CL implementation because CL relies on students feeling comfortable sharing what they learn with <i>all</i> peers.</p> <p>Our exploration of the existing literature on CL, our thinking of how to implement it effectively, and our probing into our data led to the following realization. When teachers miss one or more individual accountability activities in CL, not only are the CL characteristics lost, but this might also result in some students having peer preference, a condition that limits the effectiveness of CL.</p>	<p>p. 2</p> <p>p. 3</p>
3.	<p><u>Suggestion from Reviewer 2:</u></p> <p><i>One big revision of the manuscript should be the restructuring of the 3rd part of the paper, i. e., Method. Usually, research papers include participants, m</i></p>	<p>We restructure our Method section by incorporating into it the following subsections: a) theoretical framework, b) data analysis, and limitations.</p>	

	<p>aterials or instruments, procedure, and data analysis. Those parts of the manuscript, e.g., the theoretical framework, data analysis, and limitations, should be incorporated into one section called <i>Method</i>. Or the section of "limitations" can be moved to the last section of the paper, incorporated with <i>Conclusion</i>.</p>	<p>Theoretical Framework</p> <p>To explore how CL works, ...</p> <p>Data Analysis</p> <p>Constructivist grounded theory (Charmaz, 2014) guided our data analysis.</p> <p>Limitations</p> <p>This study predictably suffers from limitations.</p>	<p>p. 4</p> <p>p. 4</p> <p>p. 5</p>
4.	<p>Another note from the editors; it is about citation:</p> <p><i>Also, we'd like you to insert at least three articles from the journal of Asia TEFL in your reference list when you revise your paper for publication.</i></p>	<p>#1</p> <p>In-text citation:</p> <p>By requiring individual students' presentations and structured peer interaction (activities that display individual accountability), CL maximizes opportunities for learners to produce spoken English (Astuti & Lammers, 2017a) and to interact with their peers (Astuti & Barratt, 2018), which improves communicative competence.</p> <p>Reference list:</p> <p>Astuti, P., & Barratt, L. (2018). Individual accountability in cooperative learning in EFL classrooms: More opportunities for peer interaction. <i>The Journal of Asia TEFL</i>, 15(1), 1-16.</p> <p>#2</p> <p>In-text citation:</p> <p>Additionally, research that portrays the affordances of students' culture for inducing learning is scant (e.g.,</p>	<p>p. 2</p> <p>p. 14</p> <p>p. 3</p>

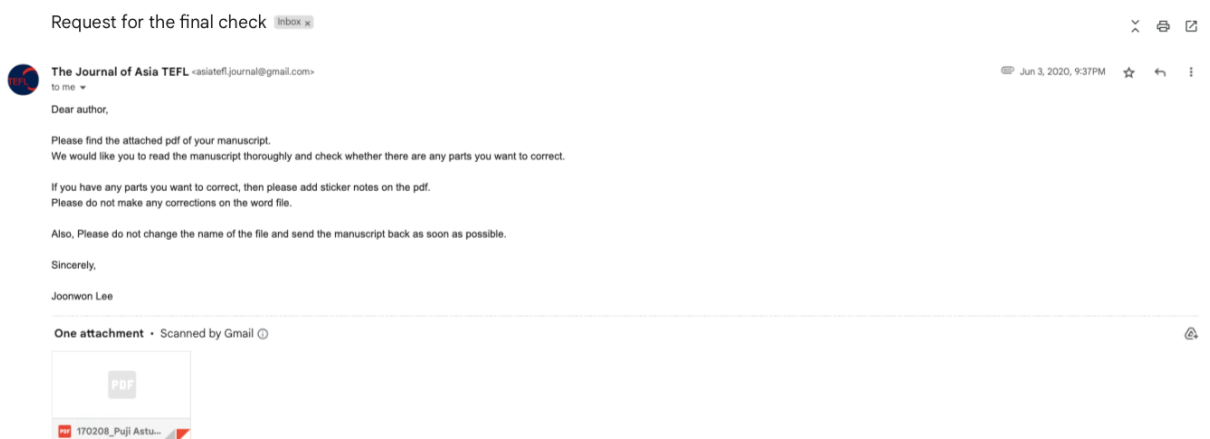
		<p>Loh & Teo, 2017; McKay, 2004; Phan, 2010).</p> <p>Reference list:</p> <p>McKay, S. L. (2004). Teaching English as an international language: The role of culture in Asian contexts. <i>The Journal of Asia TEFL</i>, 1(1), 1-22.</p> <p>#3</p> <p>In-text citation:</p> <p>Thus, our findings reiterate previous researchers' recommendation for teachers to "use a variety of activities that CLT features" (Jin & Yoo, 2019, p. 1342) and to be well-informed about methods they use in their instruction (e.g., Chiang, 2016).</p> <p>Reference list:</p> <p>Jin, Y. J., & Yoo, I. W. (2019). Why communicative language teaching has yet to work in Korea: Exploring teachers' viewpoints. <i>The Journal of Asia TEFL</i>, 16(4), 1332-1347.</p> <p>#4</p> <p>In-text citation:</p> <p>...we turned to the literature and found the following potentially relevant factors: fear of losing face, avoiding disagreement, being shy, having low self-esteem, low self-confidence (Phuong-Mai, Terlouw, & Pilot, 2005), and foreign language anxiety (Trang, Moni, & Baldauf, 2013).</p> <p>Reference list:</p> <p>Trang, T. T. T., Moni, K., & Baldauf Jr, R. B. (2013). Foreign language</p>	<p>p. 15</p> <p>p. 11</p> <p>p. 15</p> <p>p. 12</p> <p>p. 16</p>
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		<p>anxiety: Understanding its sources and effects from insiders' perspectives. <i>The Journal of Asia TEFL</i>, 10(1), 95-131.</p>	
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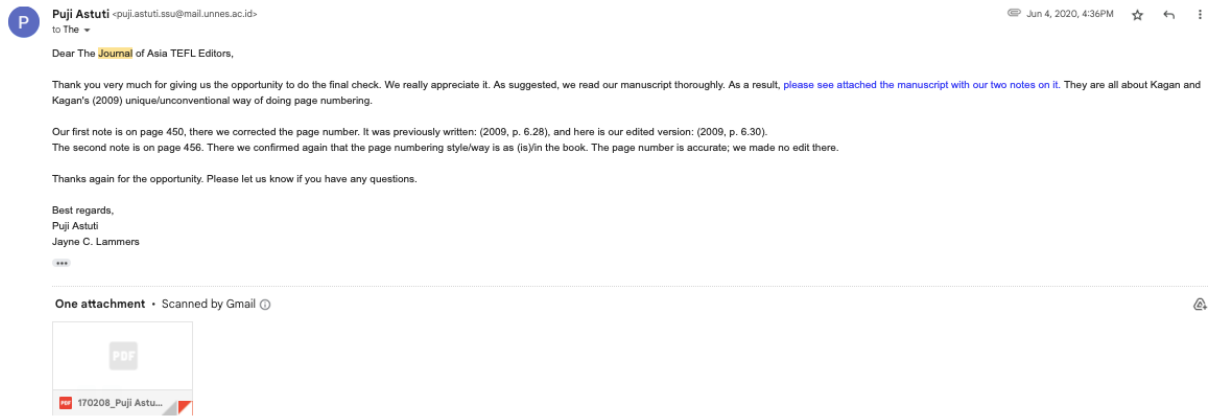
10. Bukti konfirmasi dari editor bahwa *response letter* dan artikel versi revisi telah diterima



11. Bukti permintaan dari editor untuk melakukan *final check*



12. Bukti pengiriman *file* hasil melakukan *final check*



13. Bukti konfirmasi bahwa editor telah menerima *file* hasil melakukan *final check*



14. Bukti artikel telah berada di laman jurnal

Language Needs Analysis: An EAP Curriculum Design to Develop Foreign Students' English Skills

Joan C. Generoso & Alice Mae M. Arbon

pages: 428-445

DOI: <http://dx.doi.org/10.18823/asiatefl.2020.17.2.8.428>

Published online: 30 Jun 2020

view: 3471

down: 3589

"They Had Peer Preference": A Portrait of Tensions in Cooperative Learning Implementation in EFL Classrooms

Puji Astuti & Jayne C. Lammers

pages: 446-462

DOI: <http://dx.doi.org/10.18823/asiatefl.2020.17.2.9.446>

Published online: 30 Jun 2020

view: 2590

down: 1809

Language-in-education Policy Formation through a Consultation-based System: The Case of Multilingual Curricula in Cambodian Universities

Chan Hum & Tae-Hee Choi

pages: 463-478

DOI: <http://dx.doi.org/10.18823/asiatefl.2020.17.2.10.463>

Published online: 30 Jun 2020

view: 2673

down: 2220