

Tulis

Email Masuk 97

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- Terkirim
- Arsip
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- Lebih sedikit

Tampilan Sembunyikan

- Foto
- Dokumen
- Langganan

Folder Sembunyikan

+ Folder Baru

← Kembali Arsipkan Pindahkan Hapus Spam Pengaturan

Article Submission 5 Yahoo/Email M...

Damar Susanto <damarsusanto53@yahoo.co.id>
Kepada: nozawa@is.ritsumeji.ac.jp, yudhi_arif@umg.ac.id Rab, 29 Jun 2022 jam 14.12

Dear Prof Kazunori Nozawa

Good afternoon

We hope you are doing well

We would like to submit our research article entitled "On Becoming a CALL Teacher: A Narrative Inquiry of Personal-Professional Growth after in-Service Online Training".
The article is attach below.

For your kind receive, we would like to extend our thank you.

We are looking forward to hearing from you.

Best regards
Dr. Susanto
English Education Department
Universitas Islam Negeri Tulung Agung Indonesia

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Internal review result of the manuscript (22-67) Yahoo/Email M... ☆

NK NOZAWA KAZUNORI <nozawa@is.ritsumei.ac.jp> Kepada: Damar Susanto, yudhi_arif@umg.ac.id Min, 24 Jul 2022 jam 19.15 ☆

Dear Damar and Yudhi,

Greeting from Japan. I hope all is well with you. I'm sorry not to inform you about the internal review result. It was well written, and no particular revisions were needed. We decided to move it on to ask available reviewers. We found one but not the other one yet, unfortunately. It may take a bit longer to give you feedback. Please wait for the result patiently.

Thank you for your understanding.

Regards,

Kazunori Nozawa

Nozawa, Kazunori
CALL-EJ (Q1 in Scopus) Editor-In-Chief
<http://callej.org/>
nozawa@is.ritsumei.ac.jp

↩ ↪ ⋮

Balas, Balas ke Semua atau Teruskan

NK NOZAWA KAZUNORI

78°F Mostly cloudy 7:04 PM 2/14/2023

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Kembali Arsipkan Pindahkan Hapus Spam Pengaturan

Damar Susanto <damarsusanto53@yahoo.co.id>
Kepada: NOZAWA KAZUNORI, Yudhi Arifani
Sab, 7 Jan jam 06.41

Dear Prof Kaz,

Warm greeting from Indonesia,

Sorry for the late reply. First of all, I would like to say Happy New Year too. I hope you are always well and safe there. I was extremely sad as you stepped down from the CALL-EJ journal. You have been working very hard from its establishment until present, so that the journal is in Q1 now.

Below, I sent my final check to you. My name is only Susanto and in my previous publication I usually wrote Susanto Susanto. Therefore, did the same for my paper now. I also wrote my complete institution's name into Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia.

Thank you for your kind understanding.

Below, I attached the final manuscript.

Again, Prof Kaz, thank you for your kindness and everything.

NOTE: Sorry for resending my revised file again. I revised again the city as it was written Tulung Agung, but it should be Tulungagung.

All best wishes
Susanto

> Tampilkan pesan asli

NK NOZAWA KAZUNORI

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← Kembali Arsipkan Pindahkan Hapus Spam Pengaturan

NOZAWA KAZUNORI <nozawa@is.ritsumei.ac.jp> Sab, 7 Jan jam 06:58 ☆

Kepada: Damar Susanto
Cc: Yudhi Arifani

Dear Susanto and Yudhi,

Good morning from Japan.
Thank you for our recheck. Well received.
The volume number was wrong. It should be Vo. 24, no. 1.
I will correct it for your final version. Sorry for my bad.
I will inform you when all the files are ready for publication.

Also, thanks for your considerate message about my leaving.

Regards,

Kazunori Nozawa

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Kazunori Nozawa
Professor Emeritus
Ritsumeikan University, Japan
Email: nozawa@is.ritsumei.ac.jp
HP1: <http://www.ritsumei.ac.jp/is/-nozawa/index.html>
HP2: <https://nozawaism.com>
Moodle: <https://mdl.nozawaism.com>
CALL-EJ Honorary Editor-in-Chief
<http://callej.org/>
□ Apple Distinguished Educator 2013
GSE Thought Leader 2016
Kahoot Academy Verified Educator 2021

NOZAWA KAZUNORI

NK

Subject Review results of your manuscript (22-67) to CALL-EJ

From NOZAWA KAZUNORI
<nozawa@is.ritsumei.ac.jp>

To: Damar Susanto
<damarsusanto53@yahoo.co.id>

Date 13 Sep at 22.27

Dear Dr. Damar Susanto,

Greetings from Florida, USA where I'm staying during my summer holidays. I hope all is well with you.

We are so sorry for the quite delay of the review results on your manuscript (22-67). We finally received the result from one of the reviewers today.

According to the reviewers, both mentioned that you should make the major revision to be accepted for publication as follows:

<Reviewer 1>

The title is interesting. However, the abstract says developing in-service EFL teachers' beliefs and emotions about becoming a CALL teacher before and after attending online professional development in Indonesian EFL settings for two semesters.

I am wondering if the beliefs and emotions on becoming a CALL teacher are more suitable as the title of this paper.

The keywords do not capture the CALL element as discussed in the abstract and the paper. Keywords like EFL, and teacher professional development are equally important. The section on keywords needs to be carefully thought out.

The Introduction of the paper has given more emphasis on the narrative approach. The main subject matter should be on CALL and professional development. The CALL must be defined according to the context of the study. The explanation on narrative approach could be explained in the methodology section.

The intent of the paper is to discuss the following characteristics of a good CALL teacher, factors easing CALL teacher's anxiety, and factors facilitating a change of beliefs. But these were not clearly explained as they were drowned in

the narratives. I suggest the writer addresses - becoming a CALL teacher -in the section

The narratives of the 2 teachers cannot be generalized to the bigger picture. The findings need to be explained in the context of the setting. As this is a qualitative analysis the findings must be kept close to the settings.

Pg. 9 – has an interesting account of the narrative. However, the author could have used the themes that emerged in accordance with the intent given to provide a more orderly discussion for the readers to follow.

The subheadings need to be better organized to suit a journal article.

The author has to cite studies on teacher beliefs and teacher professional development from some impactful studies too.

This paper needs to be tidied to make sure it fits into the CALL EJ scope. CALL is heavily mentioned in the narratives but what exactly is CALL and how is it captured in the teaching and learning of English is minimally present.

<Reviewer 2>

1. Good: I found the study interesting to read; narrative inquiry has the potential to tell us more about how teachers beliefs and identities develop. It was also helpful that the article is about CALL use among Indonesian English language teachers, a population that may be relatively understudied.

2. Work on

a. Content

i. Framework: The research mentions that this was in the context of before and after online training. This should be explained.

1. I'm not entirely sure I understand what a narrative inquiry is here. It does not appear that the author actually explains what a narrative inquiry is, what the working definition is. Narrative approach is discussed and cited, but, I came away wondering what a narrative inquiry was.

ii. Literature: "Narrative inquiry" and the definition of a "CALL teacher" could be expanded in the literature review.

1. Consider consulting the work of Simon Borg on teachers' beliefs and how they develop their beliefs.

iii. Methodology: There is no methodology section. This is a major flaw. How were the data collected? What were the data collection methods? Interviews were mentioned. How many interviews? What kind of interviews? How were the teachers' comments recorded? Was this audio or video? In what language were the interviews? What interview questions were used? How were the narratives derived or

constructed? Did the teachers tell their own stories from start to finish, or were the stories constructed by the researcher based on interviews? How about member checks? Teaching reflections were also mentioned. How were these gathered? How were the data elicited?

1. There should be subsections about participants (I'd like to know more about what was learned about them), instruments, and procedures, including some discussion of how participants' rights were respected. What human subjects procedures were followed? Since this is a qualitative study, were there member checks?

2. The online professional development should be explained in more detail. What did the participants do?

iv. Analysis: There was no analysis section. This is a major flaw. How were the data coded, and analyzed?

v. Limitations: There is no limitations section. All research has limitations, and these should be noted. For example, this study has a small sample size; participants were from Indonesia only; the small sample size, and the narrative (qualitative) approach work against generalization, though generalization is not necessarily a goal of qualitative research. The authors can refer back to Denzin, I think. In addition, the narrative approach tells us what the teacher report about their practice and their identify formation, but it does not tell us anything about how they actually teach, or what their actual experiences were as they developed as students of and teachers of English. Limitations should be discussed in some detail.

vi. Implications

1. Research: The discussion section does offer a discussion of the findings, and so offers some implications for the current explanation. This could be expanded to offer implications for further research.

2. Practice: I did not see where implications for pedagogy were discussed.

vii. Clarity of expression: Given the gaps in content (missing sections above), at times the coherence of the paper suffered. In addition, there are occasional phrases and sentences I did not understand, such as "Finally, the 'narrative form' of the findings of typological, metaphorical, linguistical, and rhetorical views was a triumph after battleships during their complex CALL identify journeys." [Abstract, p. 1] The phrase 'triumph after battleships' is unclear to me, and the discussion of 'views' was also not clear. I suggest the author(s) have colleagues check their expressions.

1. How will all the keywords describe the article? "Plotlines" did not seem to appear in the paper, though the paper uses a narrative methodology, so this may be acceptable.

viii. APA style: Check APA for how to represent long

THE TASKS: CHECK THAT HOW TO REPRESENT LONG quotations from research participants, for example, the quote from Diana, on p. 3:

1. In the first interview, Diana said: I recall an event that occurred in my fifth grade. My teacher asked me to pronounce some words and to fill in some missing vocabulary, like pronouncing the words mountain, elephant, and eleven; I pronounced them into /mauntain/ and /ileven/ using Indonesian vowels. I still remember another vocabulary test where I write go house instead of home. I had extreme difficulty reading them out correctly. I was very frustrated, and it was not very good. The core episode reveals her strong deprecation. Diana hated herself because she could not figure out simple collocation or word partner and pronunciation. She mentioned that this experience negatively impacted the development of her self-confidence. Diana had similar negative experiences with other English topics: "It was difficult for me to distinguish between the use of doing and does in a question form, verb 1 -s/es and to be is, am, are under the simple present tense patterns. I was frustrated when I tried to solve various simple present problems ... I wondered how my classmates learn them very well."
- a. Check APA for clarifying which part of this is quoted.
- b. Given that issue, check APA throughout.

Please use the attached file that has the notes by R2 and revise it without changing the format. Then resubmit the files (one clean copy, one with traffic change records, and the author response form) to us by October 15 or earlier if possible.

Thank you for your cooperation.

Best regards,

K. Nozawa

Kazunori Nozawa
Professor Emeritus
Ritsumeikan University, Japan
Email: nozawa@is.ritsumei.ac.jp
HP: <http://www.ritsumei.ac.jp/is/~nozawa/index.html>
CALL-Electronic Journal Editor-in-Chief
(<http://callej.org>)
Apple Distinguished Educator 2013
Global Scale of English Thought Leader 2016
Kahoot! Academy Verified Educator 2021



Author_Response_Form22-67.docx



Manuscript22-67_R2_Noted.docx