

---

## Amendments

4 messages

---

iji@ogu.edu.tr <iji@ogu.edu.tr>

Sat, Oct 3, 2020 at 5:44 AM

To: dodi@unimus.ac.id, testiana@unimus.ac.id, charanjit@fbk.upsi.edu.my, entikafani@upgris.ac.id

Dear author

You have amendments from reviewers. Could you please amend **on attached file "Article 230720\_for revision"** and send back your revised article and the list of explanations of the revisions done **via e-mail (iji@ogu.edu.tr)** as an attached file as soon as possible?

Sincerely yours,  
Editorial  
International Journal of Instruction

-----  
International Journal of Instruction  
<http://www.e-iji.net>  
-

---

### 5 attachments



IJI Article Evaluation Form 230720e.pdf  
137K



IJI Article Evaluation Form 230720d.pdf  
135K



IJI Article Evaluation Form 230720b.pdf  
248K



Article 230720\_for revision.doc  
172K



Changes made on Manuscript.docx  
18K

---

Dodi Mulyadi <dodi@unimus.ac.id>

Sat, Oct 3, 2020 at 1:47 PM

To: iji@ogu.edu.tr

Thank you for your email dealing the results of review. I'll do my best to revise our article as soon as possible.

[Quoted text hidden]

---

Dodi Mulyadi <dodi@unimus.ac.id>

Wed, Oct 14, 2020 at 3:07 AM

To: iji@ogu.edu.tr

Dear Editor of International Journal of Instruction

The manuscript that **has been revised** to address the reviewer comments and suggestions.

We would like to thank the reviewers for the positive feedback and helpful comments for correction or modification of our manuscript.

Thank you

Sincerely yours,

Dr. Dodi Mulyadi, M.Pd  
Corresponding author

[Quoted text hidden]

--

**Best Regards**

**Dr. Dodi Mulyadi**

*Lecturer of English Education Department  
Universitas Muhammadiyah Semarang, Indonesia  
email: [dodi@unimus.ac.id](mailto:dodi@unimus.ac.id).  
Orcid iD: <https://orcid.org/0000-0002-1443-7567>*

---

## 2 attachments



**Changes made on Manuscript (14 Oktober 2020).docx**  
130K



**Article 14 Oktober 2020.doc**  
230K

---

**iji@ogu.edu.tr** <[iji@ogu.edu.tr](mailto:iji@ogu.edu.tr)>

Mon, Oct 19, 2020 at 5:46 AM

To: dodi <[dodi@unimus.ac.id](mailto:dodi@unimus.ac.id)>, testiana@unimus.ac.id, charanjit@fbk.upsi.edu.my, entikafani@upgris.ac.id

Dear author

We received your revised article and sent it to reviewers. Thank you very much for your interest in IJI.

*Sincerely yours,*

Editorial

International Journal of Instruction

---

**From:** "dodi" <[dodi@unimus.ac.id](mailto:dodi@unimus.ac.id)>

**To:** "iji" <[iji@ogu.edu.tr](mailto:iji@ogu.edu.tr)>

**Sent:** Tuesday, October 13, 2020 11:07:57 PM

**Subject:** Re: Amendments

[Quoted text hidden]

## Your\_submission

4 messages

International Journal of Instruction &lt;editor.eiji@gmail.com&gt;

Fri, Jul 24, 2020 at 10:41 PM

To: dodi@unimus.ac.id, testiana@unimus.ac.id, charanjit@fbk.upsi.edu.my, entikafani@upgris.ac.id

Dear author,

We received your article. Thank you very much for your interest in IJI.

After a pre-assessment with careful consideration by the members of the Editorial Board and Executive Committee, your article was decided to be accepted for further evaluation processes. However, your manuscript was found not to be proper according to our journal's standards, **it needs revision**, we will fix your article.

Meanwhile, the authors of the articles that are accepted for publication should pay a fee of 1000 CHF Swiss Franc. Articles will be published after payment. **If it is acceptable for you, let us know, and then we will start the article evaluation process.** We will send you account information after the evaluation process, if your article is accepted for publication. (Note: 1000 CHF be paid by all authors of an article all together. Each author does not pay separately. The Journal management has the right to change the article fee when it deems necessary.) Could you please confirm the receipt of this e-mail?

**Note:** Please do not send any e-mail to [submit.iji@gmail.com](mailto:submit.iji@gmail.com). It will not be considered. This is only where the articles' information is submitted through the system automatically.

Sincerely yours,  
Editorial  
International Journal of Instruction

**Note:** International Journal of Instruction has a wide range of abstracting/indexing services. However, the index services have the right of one-sided termination of the contracts and not to publish any of the articles. Therefore, we do not accept any responsibilities caused by indexing problems.

---

International Journal of Instruction

<http://www.e-iji.net><http://www.gateacademy.ch>

-

Submit Article	
First name	Dodi
Last name	Mulyadi
Title (Mrs/Ms/Dr etc)	Dr.
Your email:	<a href="mailto:dodi@unimus.ac.id">dodi@unimus.ac.id</a>
Scope of the Article:	learning and teaching
Article	Technology Enhanced Task-Based Language Teaching (TBLT); English for Specific

subject	Purposes; Listening Comprehension; Speaking Performances
Add article (doc, docx)	20200713105927_Dodi_Mulyadi_IJI.doc

---

## Minor Amendments

4 messages

---

iji@ogu.edu.tr <iji@ogu.edu.tr>

Sun, Nov 22, 2020 at 4:02 AM

To: dodi@unimus.ac.id, testiana@unimus.ac.id, charanjit@fbk.upsi.edu.my, entikafani@upgris.ac.id

Dear author

You have minor amendments from a reviewer. Could you please amend **on attached file “Article 230720\_revised\_for revision”** and send back your revised article and the list of explanations of the revisions done **via e-mail** (iji@ogu.edu.tr) as an attached file as soon as possible?

Sincerely yours,  
Editorial  
International Journal of Instruction

-----  
International Journal of Instruction  
<http://www.e-iji.net>

---

### 3 attachments

 **IJI Article Evaluation Form 230720e\_2.pdf**  
135K

 **Article 230720\_revised\_for revision.doc**  
212K

 **Changes made on Manuscript.docx**  
18K

---

Dodi Mulyadi <dodi@unimus.ac.id>

Sun, Nov 22, 2020 at 10:20 PM

To: iji@ogu.edu.tr

Dear Editor of International Journal of Instruction

The manuscript that has been revised to address the reviewer' comments and suggestions.

Thank you

Sincerely yours,

Dr. Dodi Mulyadi, M.Pd  
Corresponding author

[Quoted text hidden]

--

**Best Regards**

**Dr. Dodi Mulyadi**

*Lecturer of English Education Department  
Universitas Muhammadiyah Semarang, Indonesia  
email: [dodi@unimus.ac.id](mailto:dodi@unimus.ac.id).*

---

**2 attachments**



**Changes made on Manuscript.docx**

16K



**Article 230720\_revised\_for revision (22 Nov 2020).doc**

218K

---

iji@ogu.edu.tr <iji@ogu.edu.tr>

Mon, Nov 23, 2020 at 6:38 AM

To: dodi <dodi@unimus.ac.id>, testiana@unimus.ac.id, charanjit@fbk.upsi.edu.my, entikafani@upgris.ac.id

Dear author

We received your revised article and sent it to a reviewer. Thank you very much for your interest in IJI.

Sincerely yours,

Editorial

International Journal of Instruction

---

**From:** "dodi" <dodi@unimus.ac.id>

**To:** "iji" <iji@ogu.edu.tr>

**Sent:** Sunday, November 22, 2020 6:20:01 PM

**Subject:** Re: Minor Amendments

[Quoted text hidden]



Dodi Mulyadi <dodi@unimus.ac.id>

---

## Re: Minor Amendments: Acceptance

5 messages

---

International Journal of Instruction <editor.eiji@gmail.com>

Thu, Dec 17, 2020 at 6:32 AM

To: Dodi Mulyadi <dodi@unimus.ac.id>, Testiana Deni Wijayatiningsih <testiana@unimus.ac.id>, Charanjit Kaur Swaran Singh <charanjit@fbk.upsi.edu.my>, entikafani@upgris.ac.id

Dear author

“ Article 230720 ”

This article has been completed the reviewing process and has been accepted for publication. Your manuscript is tentatively scheduled for publication in the July 2021 issue.

We wish you all the best.

Editorial

International Journal of Instruction

---

International Journal of Instruction

<http://www.e-iji.net>

<http://www.gateacademy.ch>

---

**From:** "dodi" <dodi@unimus.ac.id>

**To:** "iji" <iji@ogu.edu.tr>

**Sent:** Tuesday, December 15, 2020 10:21:30 AM

**Subject:** Re: Minor Amendments

Dear Editor,

I understand that you must be extremely busy, but I was wondering about the status of my manuscript [**Effects of Technology enhanced Task-based Language Teaching on Learners' Listening Comprehension and Speaking Performance / Article 230720** that I submitted the last revision on [Nov 22, 2020].

The manuscript is related to our research funded by Government Grant 2020. Due to the research report, I am sorry to ask you, could you let us know when we can expect notice regarding the status of our manuscript?

Thanks a lot for your time.

Best regards,

**Dr. Dodi Mulyadi, M.Pd**  
**First Author**

On Mon, Nov 23, 2020 at 6:38 AM <iji@ogu.edu.tr> wrote:

Dear author

We received your revised article and sent it to a reviewer. Thank you very much for your interest in IJI.

Sincerely yours,

Editorial  
International Journal of Instruction

---

**From:** "dodi" <dodi@unimus.ac.id>  
**To:** "iji" <iji@ogu.edu.tr>  
**Sent:** Sunday, November 22, 2020 6:20:01 PM  
**Subject:** Re: Minor Amendments

Dear Editor of International Journal of Instruction

The manuscript that has been revised to address the reviewer' comments and suggestions.

Thank you

Sincerely yours,

Dr. Dodi Mulyadi, M.Pd  
Corresponding author

On Sun, Nov 22, 2020 at 4:02 AM <iji@ogu.edu.tr> wrote:

Dear author

You have minor amendments from a reviewer. Could you please amend **on attached file "Article 230720\_revised\_for revision"** and send back your revised article and the list of explanations of the revisions done **via e-mail** (iji@ogu.edu.tr) as an attached file as soon as possible?

Sincerely yours,

Editorial  
International Journal of Instruction

-----  
International Journal of Instruction  
<http://www.e-iji.net>

-

--  
**Best Regards**

**Dr. Dodi Mulyadi**

*Lecturer of English Education Department  
Universitas Muhammadiyah Semarang, Indonesia*



email: [dodi@unimus.ac.id](mailto:dodi@unimus.ac.id).  
Orcid iD: <https://orcid.org/0000-0002-1443-7567>

--

**Best Regards**

**Dr. Dodi Mulyadi**

Lecturer of English Education Department  
Universitas Muhammadiyah Semarang, Indonesia  
email: [dodi@unimus.ac.id](mailto:dodi@unimus.ac.id).  
Orcid iD: <https://orcid.org/0000-0002-1443-7567>

---

**Dodi Mulyadi** <[dodi@unimus.ac.id](mailto:dodi@unimus.ac.id)>  
To: International Journal of Instruction <[editor.eiji@gmail.com](mailto:editor.eiji@gmail.com)>

Thu, Dec 17, 2020 at 7:26 AM

Thank you for your information

I really feel honoured for the publication acceptance of our paper.  
I am looking forward to hearing from you about next steps of publication process.

Best regards

Dodi Mulyadi  
[Quoted text hidden]

---

**Dodi Mulyadi** <[dodi@unimus.ac.id](mailto:dodi@unimus.ac.id)>  
To: International Journal of Instruction <[editor.eiji@gmail.com](mailto:editor.eiji@gmail.com)>

Fri, May 7, 2021 at 9:19 AM

Dear Editor,

I would like to **confirm the further process** of our article [Effects of Technology enhanced Task-based Language Teaching on Learners' Listening Comprehension and Speaking Performance / Article 230720] that, based on your email, "is tentatively scheduled for publication in the July 2021 issue".

Best regards,  
Dr. Dodi Mulyadi, M.Pd  
First Author  
[Quoted text hidden]

---

**International Journal of Instruction** <[editor.eiji@gmail.com](mailto:editor.eiji@gmail.com)>  
To: Dodi Mulyadi <[dodi@unimus.ac.id](mailto:dodi@unimus.ac.id)>

Fri, May 7, 2021 at 7:20 PM

Yes, we will publish your article in the July 2021 issue. We are preparing articles for publication. Our system operates in an order. We will back you when your article is ready.

---

International Journal of Instruction  
<http://www.e-iji.net>  
<http://www.gateacademy.ch>

[Quoted text hidden]

---

**Dodi Mulyadi** <[dodi@unimus.ac.id](mailto:dodi@unimus.ac.id)>  
To: International Journal of Instruction <[editor.eiji@gmail.com](mailto:editor.eiji@gmail.com)>

Sat, May 8, 2021 at 5:30 AM

Thank you for information.

[Quoted text hidden]

---

**(no subject)**

4 messages

---

**International Journal of Instruction** <editor.eiji@gmail.com> Fri, Jun 11, 2021 at 6:29 AM  
To: Dodi Mulyadi <dodi@unimus.ac.id>, Testiana Deni Wijayatiningsih <testiana@unimus.ac.id>, Charanjit Kaur Swaran Singh <charanjit@fbk.upsi.edu.my>, entikafani@upgris.ac.id

Dear author,

We published your article as OnlineFirst. You can see your article on the web <http://www.e-iji.net/volumes/366-onlinefirst>

Effects of Technology enhanced Task-based Language Teaching on Learners' Listening Comprehension and Speaking Performance

*Dodi Mulyadi, Testiana Deni Wijayatiningsih, Charanjit Kaur Swaran Singh, Entika Fani Prastikawati*

We will publish as home pages on July 01, 2021.

Note: No changes can be made to the article after 48 hours of publication.

Sincerely yours  
International Journal of Instruction

---

International Journal of Instruction

<http://www.e-iji.net>

<http://www.gateacademy.ch>

---

**Dodi Mulyadi** <dodi@unimus.ac.id>  
To: International Journal of Instruction <editor.eiji@gmail.com>

Fri, Jun 11, 2021 at 8:09 AM

Dear Editor

Little correction  
There No "Dr.," on My institution

Dodi Mulyadi  
Universitas Muhammadiyah Semarang

[Quoted text hidden]



**Screenshot\_20210611-075139\_Drive.jpg**  
842K

Dear Editor

Little correction

"**Dr., Universitas Muhammadiyah Semarang**" the word "**Dr.,**" on My institution Name on Page 1 should be **deleted**.  
Just write "**Universitas Muhammadiyah Semarang**"

*International Journal of Instruction*  
e-ISSN: 1308-1470 • [www.e-iji.net](http://www.e-iji.net)



July 2021 • Vol.14, No.1  
p-ISSN: 1694-6057  
pp. 71-78

Article submission code:  
20200713105927

Received: 13/07/2020  
Revision: 17/01/2021

Accepted: 10/02/2021  
OnlineFirst: 10/06/2021

### **Effects of Technology enhanced Task-based Language Teaching Learners' Listening Comprehension and Speaking Performance**

**Dodi Mulyadi**

Dr., Universitas Muhammadiyah Semarang, Indonesia, [dodi@unimus.ac.id](mailto:dodi@unimus.ac.id)

**Testiana Deni Wijayatiningsih**

Universitas Muhammadiyah Semarang, Indonesia, [testiana@unimus.ac.id](mailto:testiana@unimus.ac.id)

**Charanjit Kaur Swaran Singh**

University Pendidikan Sultan Idris, Malaysia, [charanjit@fbk.upsi.edu.my](mailto:charanjit@fbk.upsi.edu.my)

**Entika Fani Prastikawati**

Universitas PGRI Semarang, Indonesia, [entikafani@upgris.ac.id](mailto:entikafani@upgris.ac.id)

[Quoted text hidden]

--

**Best Regards**

**Dr. Dodi Mulyadi**

Lecturer of English Education Department  
Universitas Muhammadiyah Semarang, Indonesia  
email: [dodi@unimus.ac.id](mailto:dodi@unimus.ac.id)  
Orcid iD: <https://orcid.org/0000-0002-1443-7567>

---

**International Journal of Instruction** <editor.eiji@gmail.com>  
To: Dodi Mulyadi <dodi@unimus.ac.id>

Fri, Jun 11, 2021 at 6:24 PM

Ok, we deleted it.

---

International Journal of Instruction

<http://www.e-iji.net>

<http://www.gateacademy.ch>

[Quoted text hidden]

The following changes have been made on the Manuscript “The Impact of Technology Enhanced TBLT on ESP Learners’ Listening Comprehension and Speaking Performances” in accordance with reviewers’ comments

We would like to thank the three anonymous reviewers for their careful and constructive reviews of our paper. In response to their suggestions, we did the following main changes to the manuscript.

Reviewer’s comments	Changes made	Page (see highlights )
<b>Review 1</b>		
The abbreviations (ex. TBLT, ESP) should not be used in the title and the abstract because not all readers are experts in this field and it can lead to some misunderstandings.	<b>We reconstructed the title.</b> “Effects of Technology enhanced Task-based Language Teaching on Learners' Listening Comprehension and Speaking Performance”	1
There are some spelling and punctuational mistakes	<b>We revised some spelling and punctuational mistakes thoroughly.</b>	
<b>Review 2</b>		
The abstract should address the rationale for the study or provide the general gap in literature to introduce to the study.	<b>We reconstructed the abstract</b> Integrating Task-Based Language Teaching (TBLT) and learning technologies can be the potential framework in designing language instruction to enhance learners' listening comprehension and speaking performance. However, not many past studies have explored how technology enhanced TBLT can enhance both listening comprehension and speaking performance of ESP learners.	1
The introduction failed to present the research problems which were the rationales for the study or to make the phenomena worthy to be researched. Results of previous studies should be presented to provide the trends in literature about these investigated phenomena.	<b>The introduction part was reconstructed and fixed significantly based on this reviewer’ notes.</b>	1 -3
The authors need to describe in detail the research context and the population of the study. The authors need to provide the following information:	<b>We fixed the method sections:</b>  -The participants were 97 ESP students as a sample of 150 students as a population. Their study discipline was the nursing program at Universitas Muhammadiyah Semarang, Central Java, Indonesia.  -The present study employed a quasi-experiment with a non-equivalent (pretest and posttest) control-group design. This research designed was chosen due to two selected intact classes from three	5-8

What did the teacher and students do in the classrooms?  
What teaching methods were employed?

What kind of topics/themes did the students practice for the tasks?

classes because randomly assigning participants would interrupt the process of classroom learning (Creswell, 2014).

The teaching method implemented for the experimental group was the integration of task-based language teaching (TBLT) approach into online learning technologies, i.e., in the present study, we define it into technology enhanced TBLT. The instructional procedures of technology enhanced TBLT, as illustrated in Table 2, were adapted from Nielson, Pinckney, & Gómez (2017) and Willis (1996). Meanwhile, another class constituted the control group (n=47) was given the online teaching instruction with regular language instruction stages without TBLT implementation such as lecturing, textbook exercises, and group discussion. Four themes that were taught during the study were meeting people, in and around the hospital, nurses' duty, and checking vital signs.

Table 2

The procedure of Technology Enhanced TBLT

		TASK Activities
Pre-tasks	Introduction to topics and Tasks (15 minutes)	a) ESP teachers sent the link of detailed instructions on the day before classroom meetings via Group Whatsapps. b) They also share the learning materials' links such as reading text and video as model or learning input (they were uploaded in LMS).
Task-cycles	Planing (15 minutes)	a) ESP teachers confirmed their listening and reading comprehension dealing with learning materials, as well as the unfamiliar vocabulary and word pronunciations. b) Teachers and students discussed the communicative task and alternative learning technologies for complementing them based on the previously decided topics on the pre-task stage.
	Task (7 days)	a) ESP learners did the communicative tasks individually, in pairs, or in small groups at their own home/ dwelling b) The learners were doing the tasks in a week as the outside classroom assignments. c) The tasks encompassed a) Meeting 1. online group discussion via ZOOM with the themes "meeting people and around the hospital." This speaking task was recorded by in ZOOM meeting; b) Meeting 3. Individual presentation mediated by screen and face recording in

	<table><tr><td></td><td></td><td>Microsoft PowerPoints 2016 or 2019 with the theme "nurses' duty" and c) Meeting 5. role-play in pairs with the theme "checking vital signs as one of the nursing duties." This activity was recorded by their cellphone camera.</td><td></td></tr><tr><td></td><td></td><td>d) Their recorded tasks were uploaded on YouTube or Google Drive.</td><td></td></tr><tr><td></td><td></td><td>e) They attached the links from YouTube or Google Drive to LMS</td><td></td></tr><tr><td></td><td></td><td>f) ESP Teachers monitored learners' progress of completing the tasks and giving the encouragement/ needed help via WhatsApp group.</td><td></td></tr><tr><td></td><td>Report (40 minutes)</td><td>ESP teachers showed the learners' recorded videos of their tasks via ZOOM screen sharing to all students</td><td>Online Classroom meeting 2, 4, &amp; 6</td></tr><tr><td>Language Focus</td><td>Analysis (15 minutes)</td><td>a) ESP teachers gave a reflection on their tasks (giving feedback) in oral and written texts during ZOOM session. b) They also accentuated the important linguistic features taken from learners' works c) They also invited learners' learning engagement to ask questions and comment on their friends' works.</td><td></td></tr><tr><td></td><td>Practice (15 minutes)</td><td>a) Following the results of analysis stages, teachers selected the most problems and prevalent issues of language, which is necessary to be extended. b) ESP learners were given alternative tasks for practicing more activities, drills, and examples to understand language problems and issues.</td><td>Online Classroom meeting 2, 4, &amp; 6</td></tr></table>			Microsoft PowerPoints 2016 or 2019 with the theme "nurses' duty" and c) Meeting 5. role-play in pairs with the theme "checking vital signs as one of the nursing duties." This activity was recorded by their cellphone camera.				d) Their recorded tasks were uploaded on YouTube or Google Drive.				e) They attached the links from YouTube or Google Drive to LMS				f) ESP Teachers monitored learners' progress of completing the tasks and giving the encouragement/ needed help via WhatsApp group.			Report (40 minutes)	ESP teachers showed the learners' recorded videos of their tasks via ZOOM screen sharing to all students	Online Classroom meeting 2, 4, & 6	Language Focus	Analysis (15 minutes)	a) ESP teachers gave a reflection on their tasks (giving feedback) in oral and written texts during ZOOM session. b) They also accentuated the important linguistic features taken from learners' works c) They also invited learners' learning engagement to ask questions and comment on their friends' works.			Practice (15 minutes)	a) Following the results of analysis stages, teachers selected the most problems and prevalent issues of language, which is necessary to be extended. b) ESP learners were given alternative tasks for practicing more activities, drills, and examples to understand language problems and issues.	Online Classroom meeting 2, 4, & 6
		Microsoft PowerPoints 2016 or 2019 with the theme "nurses' duty" and c) Meeting 5. role-play in pairs with the theme "checking vital signs as one of the nursing duties." This activity was recorded by their cellphone camera.																											
		d) Their recorded tasks were uploaded on YouTube or Google Drive.																											
		e) They attached the links from YouTube or Google Drive to LMS																											
		f) ESP Teachers monitored learners' progress of completing the tasks and giving the encouragement/ needed help via WhatsApp group.																											
	Report (40 minutes)	ESP teachers showed the learners' recorded videos of their tasks via ZOOM screen sharing to all students	Online Classroom meeting 2, 4, & 6																										
Language Focus	Analysis (15 minutes)	a) ESP teachers gave a reflection on their tasks (giving feedback) in oral and written texts during ZOOM session. b) They also accentuated the important linguistic features taken from learners' works c) They also invited learners' learning engagement to ask questions and comment on their friends' works.																											
	Practice (15 minutes)	a) Following the results of analysis stages, teachers selected the most problems and prevalent issues of language, which is necessary to be extended. b) ESP learners were given alternative tasks for practicing more activities, drills, and examples to understand language problems and issues.	Online Classroom meeting 2, 4, & 6																										
In the research procedure, the authors failed to present the pre-speaking-test, only the pre-listening test.	Besides, three speaking activities (individual presentation, role-play, and group discussion) from the previous semester were recorded as the pre-speaking data.																												
The authors need to present the comparison of the pre-tests of both groups, including listening and speaking performances. What test did the authors use to test the similarity or differences between the two groups? The authors need to provide the table illustrating the results of the tests comparing the pretests of the two groups. The authors need to provide the results of the pre-tests, comparing two groups in terms of speaking performances, including all the investigated phenomena. Lacking these tests failed to see the differences between the two conditions and the treatments.	We add data pre-speaking performance scores:  Table 6 Descriptive statistics of ESP learners' pre- and post-speaking performance results from three different tasks  Table 7		10-11																										

Comparisons of the pre- vs. post-tests for all the investigated phenomena are important for any claim.	Differences among the scores of ESP learners' pre-speaking scores based on online presentation, role-play, and online classroom discussion between the experimental group and control group	
Check the language.	<b>We revised some spelling and punctuational mistakes thoroughly.</b>	
<b>Review 2</b>		
<p>The title is not clear and does not match with the objective of the study. The study intends to measure the proficiency of the listening comprehension skill which is totally different from performance.</p> <p>The word "performance" is uncountable here, thus, it should be written performance and not performances.</p> <p>The abbreviation TBLT should be written in full words for the first time. The abstract has not written propely. Language and style problems, in addition to the misuderstaning in research terms.For example,"</p> <p>The participants were ninety-seven ESP students majoring in Nursing programs. We used a quasi-experimental design with two instruments as collecting data (i.e., a listening section of TOEFL test and a speaking performance assessment from an individually online presentation, role-play, and online group discussion"</p> <p>"their speaking performances have not experienced a significant enhancement after receiving this experimental treatment."</p> <p>Instruments are not clear. It has been mentioned TWO instrument, listening section of TOEFL test and a speaking perfoance assessment. Then Three different instruments have been mention for speaking performance; role-play, online presentation, and group llis' TBLTdiscussion.</p> <p>There is a mix between instruments to measure and tasks to be provided to the students.</p>	<p><b>We reconstructed the title.</b></p> <p>“Effects of Technology enhanced Task-based Language Teaching on Learners' Listening Comprehension and Speaking Performance”</p> <p><b>We reconstructed the abstract and we revised some spelling and punctuational mistakes thoroughly.</b></p> <p>Integrating Task-Based Language Teaching (TBLT) .....and learning technologies can be the potential framework in designing language instruction to enhance learners' listening comprehension and speaking performance. However, not many past studies have explored how technology enhanced TBLT can enhance both listening comprehension and speaking performance of ESP learners. Therefore, the purpose of this study is to investigate the effects of TBLT on ESP learners' listening comprehension and speaking performance using a quasi-experiment with non-equivalent (pretest and posttest) control-group design. Ninety-seven ESP learners majoring in a Nursing program participated in the study. Four instruments were used for data collection, namely a listening section of TOEFL test, an online presentation, role-play, and online group discussion.</p>	1
<p>Introducing the study is not clear at all. It revolves around a point which has not been expressed in a precise and concise manner. There is no smooth transition from one point to another.</p> <p>Very general concepts have been mentioned without any goal.</p>	<b>The introduction part was reconstructed and fixed significantly based on this reviewer' notes.</b>	1 -3



<p>" Considering the aforesaid theoretical background"; Nothing clear about the theoretical background.</p> <p>Talking about online learning technologies is very wide, for a study to be useful and applicable, there should be a specific online platform to talk about. It has been referred to the dapted framework of Willis'TBLT, however in the methodology section, it has been referred to Nielson, Pinckney, &amp; Gomez(2017) and Willis(1996) adapted framework. Thus, there is no cosistency in the two sections.</p> <p>Language problems and grammatical mistakes. For example, "Concurrently, ESP educators and other leaners observers and identifies issues and problems related to language forms toward students' report. Its observing results are discussed in detail with students to enhance their linguistic knowledge"</p>	<p>..... However, in Indonesian nursing context, the integration of learning technologies in ESP instruction meets some challenges such as ineffective class management, lecturers' reluctance to use technology, and difficulty in controlling students' access during the e-learning process (Mulyadi et al., 2020). Besides, ESP instruction has not been sufficient to provide learners with ample English communication practices. For instance, Indonesian nurses in Taiwan still encounter some challenges in providing effective nursing care because of English communication barrier with the patients (Lu, 2018). The communication barriers of limited English proficiency negatively influence professional nursing care, such as difficulties in understanding and assessing patients' requests, needs, and complaints (Ali &amp; Watson, 2018).</p> <p>Notwithstanding their differences in TBLT pedagogical sequences, the goal of this TBLT should be primarily focused on enhancing learners' target language performances with meaningful tasks. In the present study, TBLT pedagogical stages from Nielson, Pinckney, &amp; Gómez (2017) and Willis (1996) were adapted to develop Technology Enhanced TBLT.</p> <p>Concurrently, ESP educators and their peers observe and identify issues and problems related to language forms toward learners' reports. Its observing results are discussed in detail in the classroom meeting to enhance learners' linguistic knowledge.</p>	
<p>Research questions do not match with the title. In research question one , proficiency has been mention. However, in the tilte preformance has been mentioned.</p> <p>Proficiency is dofferent from performance.</p> <p>1. Does technology-enhanced TBLT influence on ESP learners' listening proficiency?</p> <p>Research question two has net written well.</p> <p>2. To what extent does technology-enhanced TBLT have any impact on ESP learners' speaking performances?</p>	<p><b>We revised based on this reviewer's note.</b></p> <ol style="list-style-type: none"> <li>Does technology-enhanced TBLT influence on ESP learners' listening comprehension?</li> <li>To what extent does technology-enhanced TBLT have any impact on ESP learners' speaking performance?</li> </ol> <p>The teaching method implemented for the experimental group was the integration of task-based language teaching (TBLT) approach into</p>	<p>5</p> <p>6</p>

<p>Nursing programs (in the abstract) vs. Nursing program in the methodology. Is it one program or more than one program?</p> <p>"Regular language instruction integrated with online in the control group " vs the experimental group which has received TBLT is not clear. How do they differ?</p> <p>The length of the treatment is not shown.  The length of each meeting via Zoom is not clear.  Procedures of the technology enhance TBLT are not clear.  Types of the tasks given are not provided.  Under Task section, it has been mentioned that tasks included (online group discussion via Zoom, presentation, and role-play recorded by cellphone cameras), yet, these are tools to collect data and not tasks.</p> <p>language and grammar mistakes. Examples, teachers gave a reflection, teachers were showing, etc.  "Giving praise and feedback"; the word praise is already included in feedback, as feedback should have strengths and areas for improvement. Thus, accuracy should be considered.  What is dipper?  Is sharing students' recorded videos with all students via Zoom screen considered as report.  Report is not clear.  Under Research Instruments, it has been written that "a variety of speaking performance tests for collecting the data in the present study", there should be more accuracy when describing the instruments used in the study.  Managing the data in the three instrument for measuring speaking performance is not clear.  Under Data analysis section, it has been mentioned that "Descriptive statistics, pair-sample test, and independent sample tests were deployed to discover where there was a difference in ESP learners' listening comprehension". This contradicts the objective of research question one.  typing mistakes. Examples, trough ..</p>	<p>online learning technologies, i.e., in the present study, we define it into technology enhanced TBLT. The instructional procedures of technology enhanced TBLT, as illustrated in Table 2, were adapted from Nielson, Pinckney, &amp; Gómez (2017) and Willis (1996). Meanwhile, another class constituted the control group (n=47) was given the regular online teaching instruction without TBLT implementation such as lecturing, textbook exercises, and group discussion</p> <p><b>We added the times for every stage of the procedure of Technology Enhanced TBLT</b>  <b>We revised based on this reviewer's notes</b></p>	<p>6-7</p>
--	--	------------

<p>before implementing the treatments....</p> <p>anyse...</p> <p>It has been written," During the test, the participants were asked to turn on Zoom meeting</p> <p>for monitorn their process of test complementation", Students are usually asked to open</p> <p>Zoom before they start the exam as there is a password for the test.</p>	<p>Table 2</p> <p>⚡The procedure of Technology Enhanced TBLT</p> <table><tr><th></th><th></th><th>TASK Activities</th><th>Time</th></tr><tr><td>Pre-tasks</td><td>Introduction to topics and Tasks (15 minutes)</td><td>a) ESP teachers sent the link of detailed instructions on the day before classroom meetings via Group Whatsapps. b) They also share the learning materials' links such as reading text and video as model or learning input (they were uploaded in LMS).</td><td>A day before the classroom meeting</td></tr><tr><td>Task-cycles</td><td>Planing (15 minutes)</td><td>a) ESP teachers confirmed their listening and reading comprehension dealing with learning materials, as well as the unfamiliar vocabulary and word pronunciations. b) Teachers and students discussed the communicative tasks and alternative learning technologies for complementing them based on the previously decided topics on the pre-task stage.</td><td>Classroom Online Meeting 1, 3, &amp; 5</td></tr><tr><td></td><td>Task (7 days)</td><td>a) ESP learners did the communicative tasks individually, in pairs, or in small groups at their own home/ dwelling b) The learners were doing the tasks in a week as the outside classroom assignments. c) The tasks encompassed a) Meeting 1. online group discussion via ZOOM with the themes "meeting people and around the hospital." This speaking task was recorded by in ZOOM meeting; b) Meeting 3. Individual presentation mediated by screen and face recording in Microsoft PowerPoints 2016 or 2019 with the theme "nurses' duty" and c) Meeting 5. role-play in pairs with the theme "checking vital signs as one of the nursing duties." This activity was recorded by their cellphone camera. d) Their recorded tasks were uploaded on YouTube or Google Drive. e) They attached the links from YouTube or Google Drive to LMS f) ESP Teachers monitored learners' progress of completing the tasks and giving the encouragement/ needed help via WhatsApp group.</td><td>One week tasks</td></tr><tr><td></td><td>Report (40 minutes)</td><td>ESP teachers showed the learners' recorded videos of their tasks via ZOOM screen sharing to all students</td><td>Online Classroom meeting 2, 4, &amp; 6</td></tr><tr><td>Langu age Focus</td><td>Analysis (15 minutes)</td><td>a) ESP teachers gave a reflection on their tasks (giving feedback) in oral and written texts during ZOOM session. b) They also accentuated the important linguistic features taken from learners' works c) They also invited learners' learning engagement to ask questions and comment on their friends' works.</td><td>Online Classroom meeting 2, 4, &amp; 6</td></tr><tr><td></td><td>Practice (15 minutes)</td><td>a) Following the results of analysis stages, teachers selected the most problems and prevalent issues of language, which is necessary to be extended. b) ESP learners were given alternative tasks for practicing more activities, drills, and examples to understand language problems and issues.</td><td>Online Classroom meeting 2, 4, &amp; 6</td></tr></table>			TASK Activities	Time	Pre-tasks	Introduction to topics and Tasks (15 minutes)	a) ESP teachers sent the link of detailed instructions on the day before classroom meetings via Group Whatsapps. b) They also share the learning materials' links such as reading text and video as model or learning input (they were uploaded in LMS).	A day before the classroom meeting	Task-cycles	Planing (15 minutes)	a) ESP teachers confirmed their listening and reading comprehension dealing with learning materials, as well as the unfamiliar vocabulary and word pronunciations. b) Teachers and students discussed the communicative tasks and alternative learning technologies for complementing them based on the previously decided topics on the pre-task stage.	Classroom Online Meeting 1, 3, & 5		Task (7 days)	a) ESP learners did the communicative tasks individually, in pairs, or in small groups at their own home/ dwelling b) The learners were doing the tasks in a week as the outside classroom assignments. c) The tasks encompassed a) Meeting 1. online group discussion via ZOOM with the themes "meeting people and around the hospital." This speaking task was recorded by in ZOOM meeting; b) Meeting 3. Individual presentation mediated by screen and face recording in Microsoft PowerPoints 2016 or 2019 with the theme "nurses' duty" and c) Meeting 5. role-play in pairs with the theme "checking vital signs as one of the nursing duties." This activity was recorded by their cellphone camera. d) Their recorded tasks were uploaded on YouTube or Google Drive. e) They attached the links from YouTube or Google Drive to LMS f) ESP Teachers monitored learners' progress of completing the tasks and giving the encouragement/ needed help via WhatsApp group.	One week tasks		Report (40 minutes)	ESP teachers showed the learners' recorded videos of their tasks via ZOOM screen sharing to all students	Online Classroom meeting 2, 4, & 6	Langu age Focus	Analysis (15 minutes)	a) ESP teachers gave a reflection on their tasks (giving feedback) in oral and written texts during ZOOM session. b) They also accentuated the important linguistic features taken from learners' works c) They also invited learners' learning engagement to ask questions and comment on their friends' works.	Online Classroom meeting 2, 4, & 6		Practice (15 minutes)	a) Following the results of analysis stages, teachers selected the most problems and prevalent issues of language, which is necessary to be extended. b) ESP learners were given alternative tasks for practicing more activities, drills, and examples to understand language problems and issues.	Online Classroom meeting 2, 4, & 6	
		TASK Activities	Time																											
Pre-tasks	Introduction to topics and Tasks (15 minutes)	a) ESP teachers sent the link of detailed instructions on the day before classroom meetings via Group Whatsapps. b) They also share the learning materials' links such as reading text and video as model or learning input (they were uploaded in LMS).	A day before the classroom meeting																											
Task-cycles	Planing (15 minutes)	a) ESP teachers confirmed their listening and reading comprehension dealing with learning materials, as well as the unfamiliar vocabulary and word pronunciations. b) Teachers and students discussed the communicative tasks and alternative learning technologies for complementing them based on the previously decided topics on the pre-task stage.	Classroom Online Meeting 1, 3, & 5																											
	Task (7 days)	a) ESP learners did the communicative tasks individually, in pairs, or in small groups at their own home/ dwelling b) The learners were doing the tasks in a week as the outside classroom assignments. c) The tasks encompassed a) Meeting 1. online group discussion via ZOOM with the themes "meeting people and around the hospital." This speaking task was recorded by in ZOOM meeting; b) Meeting 3. Individual presentation mediated by screen and face recording in Microsoft PowerPoints 2016 or 2019 with the theme "nurses' duty" and c) Meeting 5. role-play in pairs with the theme "checking vital signs as one of the nursing duties." This activity was recorded by their cellphone camera. d) Their recorded tasks were uploaded on YouTube or Google Drive. e) They attached the links from YouTube or Google Drive to LMS f) ESP Teachers monitored learners' progress of completing the tasks and giving the encouragement/ needed help via WhatsApp group.	One week tasks																											
	Report (40 minutes)	ESP teachers showed the learners' recorded videos of their tasks via ZOOM screen sharing to all students	Online Classroom meeting 2, 4, & 6																											
Langu age Focus	Analysis (15 minutes)	a) ESP teachers gave a reflection on their tasks (giving feedback) in oral and written texts during ZOOM session. b) They also accentuated the important linguistic features taken from learners' works c) They also invited learners' learning engagement to ask questions and comment on their friends' works.	Online Classroom meeting 2, 4, & 6																											
	Practice (15 minutes)	a) Following the results of analysis stages, teachers selected the most problems and prevalent issues of language, which is necessary to be extended. b) ESP learners were given alternative tasks for practicing more activities, drills, and examples to understand language problems and issues.	Online Classroom meeting 2, 4, & 6																											
<p>Data are not presented correctly.</p> <p>Presenting the results of the independent t-test should be presented earlier.</p> <p>The analysis of the Speaking performance test is not accurate.</p>	<p>we revised and re-checked the data.</p> <p>Add data speaking perfomance scores.</p>																													
<p>Conclusion is not clear.</p>	<p>The conclusion is checked and revised</p>																													
<p>needs to be revised thoroughly.</p>	<p>We revised some spelling and punctuational mistakes thoroughly.</p>																													



## International Journal of Instruction Article Evaluation Form

Mr. /Mrs.

It is to acknowledge you that the Executive Committee of *International Journal of Instruction* has decided that the article mentioned below would be reviewed by you. Thank you very much for your contributions.

Asim ARI  
Editor in Chief

**Name of the article:** The Impact of Technology Enhanced TBLT on ESP Learners' Listening Comprehension and Speaking Performances

After reviewing the attached article, please read each item carefully and select the response that best reflects your opinion. To register your response, please **mark** or **type in** the appropriate block.

	Yes	Partially	No
Do you think the title is appropriate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does the abstract summarize the article clearly and effectively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the objectives set clearly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the issue stated clearly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the literature review adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the design of the research appropriate, and the exemplary, if any, suitable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the methodology consistent with the practice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the findings expressed clearly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the presentation of the findings adequate and consistent?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the tables, if any, arranged well?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the conclusions and generalizations based on the findings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the suggestions meaningful, valid, and based on the findings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the references adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the language clear and understandable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is cohesion achieved throughout the article?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the work contributing to the field?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Evaluation:**
- ☐ The article can be published as it is.
  - ☒ The article can be published after some revision.
  - ☐ The article must undergo a major revision before it can be resubmitted to the journal.
  - ☐ The article cannot be published.

Would you like to see the revised article if you have suggested any revisions? ☒ Yes ☐ No

**Please write your report either on this paper or on a spare paper.**

### REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract-Summary	The abbreviations (ex. TBLT, ESP) should not be used in the title and the abstract because not all readers are experts in this field and it can lead to some misunderstandings.
Introduction and Literature Review	
Research Methods	
Research Findings	

Discussion	
Conclusion and Suggestions	
References and Citation	
Language	There are some spelling and punctuational mistakes
Other issues	

	<p>before implementing the treatments....</p> <p>analyse...</p> <p>It has been written," During the test, the participants were asked to turn on Zoom meeting for monitor their process of test complementation", Students are usually asked to open Zoom before they start the exam as there is a password for the test.</p>
Research Findings	<p>Data are not presented correctly.</p> <p>Presenting the results of the independent t-test should be presented earlier.</p> <p>The analysis of the Speaking performance test is not accurate.</p>
Discussion	<p>Discussion section does not reflect a real discussion, it only report what has been written in others' studies.</p>
Conclusion and Suggestions	<p>Conclusion is not clear.</p>
References and Citation	-
Language	<p>needs to be revised thoroughly.</p>
Other issues	-



## International Journal of Instruction Article Evaluation Form

**Mr. /Mrs.**

It is to acknowledge you that the Executive Committee of *International Journal of Instruction* has decided that the article mentioned below would be reviewed by you. Thank you very much for your contributions.

**Asim ARI**  
**Editor in Chief**

**Name of the article:** The Impact of Technology Enhanced TBLT on ESP Learners' Listening Comprehension and Speaking Performances

After reviewing the attached article, please read each item carefully and select the response that best reflects your opinion. To register your response, please **mark** or **type in** the appropriate block.

	Yes	Partially	No
Do you think the title is appropriate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the abstract summarize the article clearly and effectively?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the objectives set clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is the issue stated clearly?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Is the literature review adequate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the design of the research appropriate, and the exemplary, if any, suitable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the methodology consistent with the practice?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the findings expressed clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the presentation of the findings adequate and consistent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the tables, if any, arranged well?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the conclusions and generalizations based on the findings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the suggestions meaningful, valid, and based on the findings?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are the references adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the language clear and understandable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is cohesion achieved throughout the article?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the work contributing to the field?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- Evaluation:**
- ☐ The article can be published as it is.
  - ☐ The article can be published after some revision.
  - ☒ The article must undergo a major revision before it can be resubmitted to the journal.
  - ☐ The article cannot be published.

Would you like to see the revised article if you have suggested any revisions?    ☒ Yes    ☐ No

**Please write your report either on this paper or on a spare paper.**

### REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract- Summary	The abstract should address the rationale for the study or provide the general gap in literature to introduce to the study.
Introduction and Literature Review	The introduction failed to present the research problems which were the rationales for the study or to make the phenomena worthy to be researched. Results of previous studies should be presented to provide the trends in literature about this investigated phenomena.

Research Methods	<p>The authors need to describe in detail the research context and the population of the study.</p> <p>The authors need to provide the following information:</p> <p>What did the teacher and students do in the classrooms?</p> <p>What teaching methods were employed?</p> <p>What kind of topics/themes did the students practice for the tasks?</p> <p>In the research procedure, the authors failed to present the pre-speaking-test, only the pre-listening test.</p>
Research Findings	<p>The authors need to present the comparison of the pre-tests of both groups, including listening and speaking performances.</p> <p>What test did the authors use to test the similarity or differences between the two groups?</p> <p>The authors need to provide the table illustrating the results of the tests comparing the pre-tests of the two groups.</p> <p>The authors need to provide the results of the pre-tests, comparing two groups in terms of speaking performances, including all the investigated phenomena. Lacking these tests failed to see the differences between the two conditions and the treatments.</p> <p>Comparisons of the pre- vs. post-tests for all the investigated phenomena are important for any claim.</p>
Discussion	
Conclusion and Suggestions	
References and Citation	
Language	Check the language.
Other issues	



---

**Re: Minor Amendments: Acceptance**

5 messages

---

**International Journal of Instruction** <editor.eiji@gmail.com>

Thu, Dec 17, 2020 at 6:32 AM

To: Dodi Mulyadi &lt;dodi@unimus.ac.id&gt;, Testiana Deni Wijayatiningsih &lt;testiana@unimus.ac.id&gt;, Charanjit Kaur Swaran Singh &lt;charanjit@fbk.upsi.edu.my&gt;, entikafani@upgris.ac.id

Dear author

“ Article 230720 ”

This article has been completed the reviewing process and has been accepted for publication. Your manuscript is tentatively scheduled for publication in the July 2021 issue.

We wish you all the best.

Editorial

International Journal of Instruction

---

International Journal of Instruction

<http://www.e-iji.net><http://www.gateacademy.ch>

---

**From:** "dodi" <dodi@unimus.ac.id>**To:** "iji" <iji@ogu.edu.tr>**Sent:** Tuesday, December 15, 2020 10:21:30 AM**Subject:** Re: Minor Amendments

Dear Editor,

I understand that you must be extremely busy, but I was wondering about the status of my manuscript [**Effects of Technology enhanced Task-based Language Teaching on Learners' Listening Comprehension and Speaking Performance / Article 230720** that I submitted the last revision on [Nov 22, 2020].

The manuscript is related to our research funded by Government Grant 2020. Due to the research report, I am sorry to ask you, could you let us know when we can expect notice regarding the status of our manuscript?

Thanks a lot for your time.

Best regards,

**Dr. Dodi Mulyadi, M.Pd**  
**First Author**

On Mon, Nov 23, 2020 at 6:38 AM <iji@ogu.edu.tr> wrote:

Dear author