HOME ABOUT LOGIN REGISTER SEARCH CURRENT ARCHIVES ANNOUNCEMENTS EDITORIAL BOARD
SUBMIT A PAPER PUBLICATION ETHICS INDEXING ##PAPER TEMPLATE## ##RETRACTION POLICY## AI POLICY

Home > International Journal of Learning, Teaching and Educational Research

# International Journal of Learning, Teaching and Educational Research

The International Journal of Learning, Teaching and Educational Research is an open-access journal which has been established for the dissemination of state-of-the-art knowledge in the field of education, learning and teaching. IJLTER welcomes research articles from academics, educators, teachers, trainers and other practitioners on all aspects of education to publish high quality peer-reviewed papers. Papers for publication in the International Journal of Learning, Teaching and Educational Research are selected through precise peer-review to ensure quality, originality, appropriateness, significance and readability. Authors are solicited to contribute to this journal by submitting articles that illustrate research results, projects, original surveys and case studies that describe significant advances in the fields of education, training, e-learning, etc. Authors are invited to submit papers to this journal through the ONLINE submission system. Submissions must be original and should not have been published previously or be under consideration for publication while being evaluated by IJLTER.

IJLTER is indexed by Scopus and is a Q2 Journal. The CiteScore is 2.3.

### **Announcements**

### **CALL FOR PAPERS FOR NOVEMBER 2025**

Final Submission Date: 31st August 2025

Acceptance Notification Date: 30th September 2025

Deadline to submit camera-ready paper: 15th October 2025

Online Publication in November 2025 issue: 30th November 2025

IJLTER is indexed in Scopus (2018 - 2025) and is a Q2 journal. https://www.scopus.com/sourceid/21100897703#tabs=0

The publication fees are as follows: http://www.ijlter.org/index.php/ijlter/about/submissions#authorFees

This journal provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge.

All articles published by IJLTER are licensed under a Creative Commons Attribution Non-Commercial No-Derivatives 4.0 International License (CCBY-NC-ND4.0).

Posted: 2025-08-06

KEYWORDS

COVID-19 COVID-19 pandemic ChatGPT academic achievement academic performance artificial intelligence assessment challenges e-learning

education higher

education Inclusive education
learning mathematics motivation
online learning pre-service teachers
professional development teacher
education teachers teaching and
learning

USER	
Username	
Password	
Remember me	
Login	

# Feedback > Compare sources >

1

## Source details

# International Journal of Learning, Teaching and Educational Research

Years currently covered by Scopus: from 2018 to 2025

Publisher: Society for Research and Knowledge Management

ISSN: 1694-2493 E-ISSN: 1694-2116

Subject area: (Social Sciences: Education)

Source type: Journal

View all documents )

Set document alert

Save to source list

2.3 SJR 2024 0.316 SNIP 2024 0.638

CiteScore 2024

CiteScore 2024

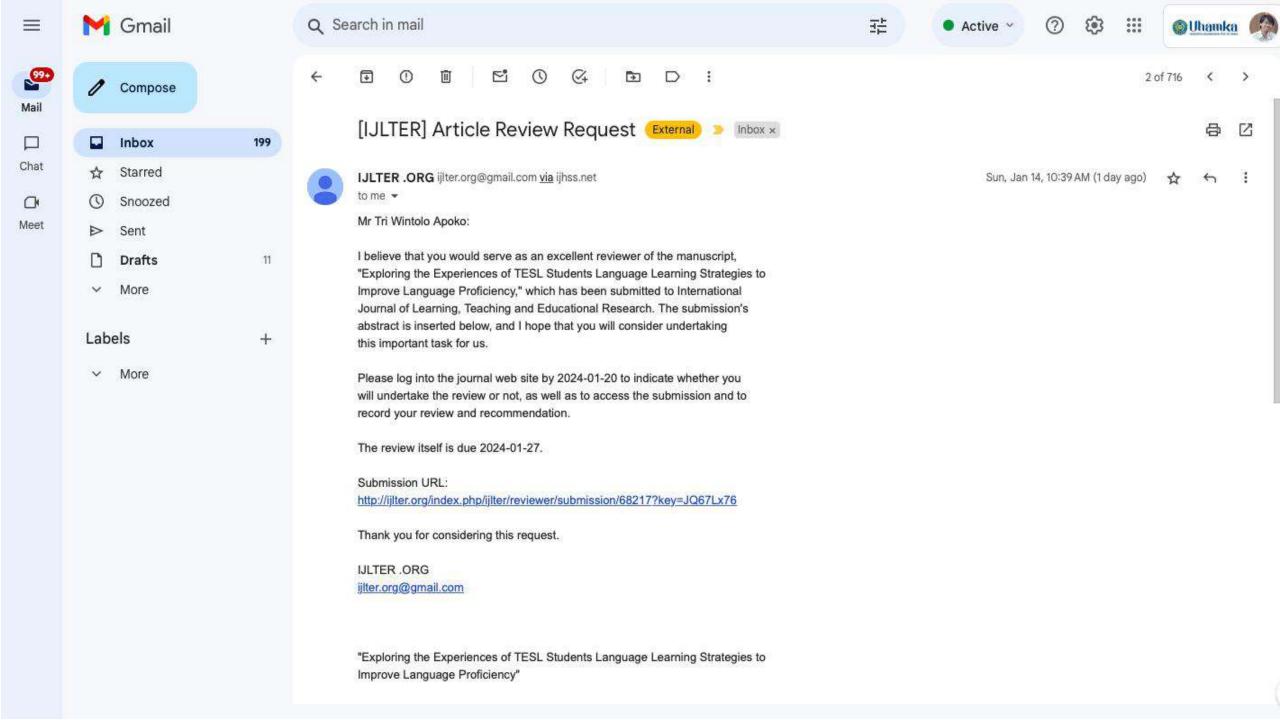
1,167 Documents 2021 - 2024

Calculated on 05 May, 2025

CiteScoreTracker 2025 ①

Last updated on 05 August, 2025 • Updated monthly

CiteScore rank 2024 (1)



HOME ABOUT LOGIN REGISTER SEARCH CURRENT ARCHIVES ANNOUNCEMENTS EDITORIAL BOARD SUBMIT A PAPER PUBLICATION ETHICS INDEXING ##PAPER TEMPLATE##

Home > User > Reviewer > #9575 > Review

### #9575 Review

### Submission To Be Reviewed

Title Exploring the Experiences of TESL Students Language Learning Strategies to Improve Language Proficiency

Journal Section Articl

Abstract Students learning English as a

Students learning English as a second language (TESL) need to be proficient in the language as well as have excellent crosscultural communication skills. It takes persistence to complete their responsibilities as future educators and techniques for
overcoming the gaps in diverse backgrounds. Given the significance of English communication skills, which have received little
attention in Malaysian classrooms, the study used a phenomenological approach to look into TESL students' language proficiency
learning strategies and the motivations behind their participation in English communications outside of the classroom. To fulfil the
research objective of the study, a qualitative research design employing a phenomenological method was employed to conduct
interviews with 13 TESL students at the Faculty of Education, Universiti Kebangsaan Malaysia. By utilising NVivo software for
analysing interview transcripts and employing thematic analysis, several noteworthy themes regarding learning strategies
surfaced. These themes encompassed the utilisation of audio-visual materials, reading for leisure, taking notes, practicing selfspeaking, listening to music, teaching and learning, gamification, and football commentary. Especially for TESL students,
academic researchers, English teachers, and higher education institutions, the new study has substantial implications. In
summary, this research offers multiple suggestions for enhancing the subject matter and prospective directions for further

investigation.

Submission Editor IJLTER .ORG Submission Metadata VIEW METADATA

### **Review Schedule**

Editor's Request 2024-01-13 Your Response 2024-01-14

Review Submitted -

Review Due 2024-01-27

### **Review Steps**

1. Notify the submission's editor as to whether you will undertake the review.

Response Accepted

- 2. If you are going to do the review, consult Reviewer Guidelines below.
- 3. Click on file names to download and review (on screen or by printing) the files associated with this submission.

Submission Manuscript 9575-30499-2-RV.DOCX 2023-12-22
Supplementary File(s) None

KEYWORDS

COVID-19 COVID-19 pandemic STEM academic achievement academic performance assessment challenges

e-learning education higher

education Inclusive education learning mathematics motivation online learning pre-service teachers professional development self-efficacy teacher education teachers teaching and learning

USER	
Username	
Password	
Remen	nber me
Login	

Ė

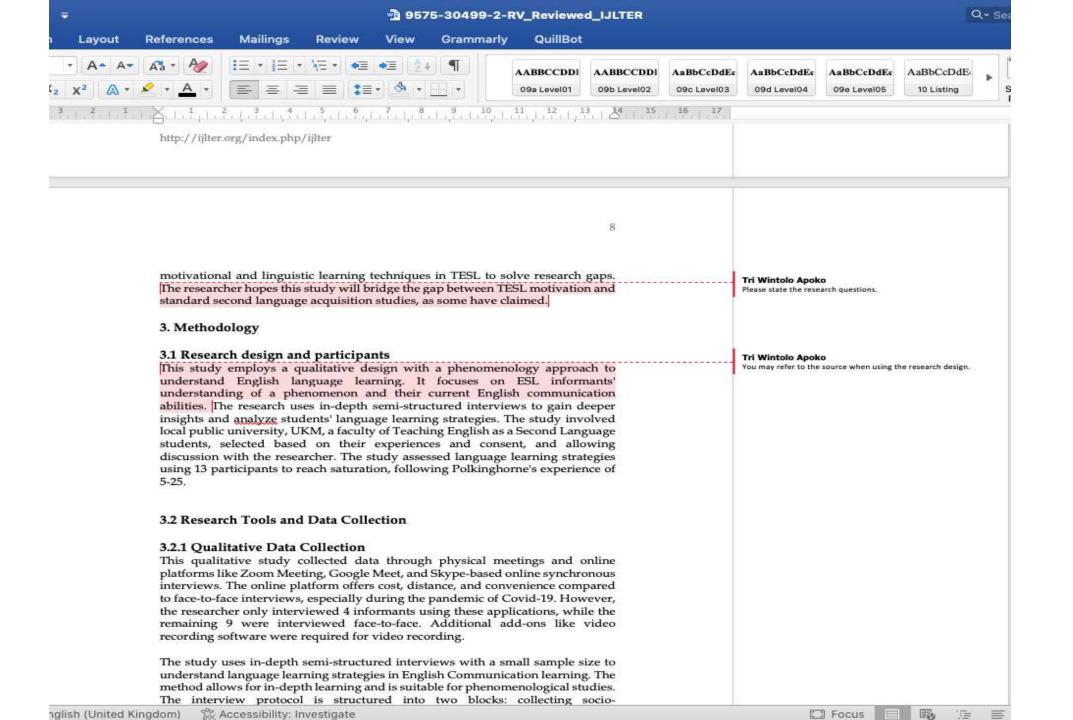
[ ] Focus

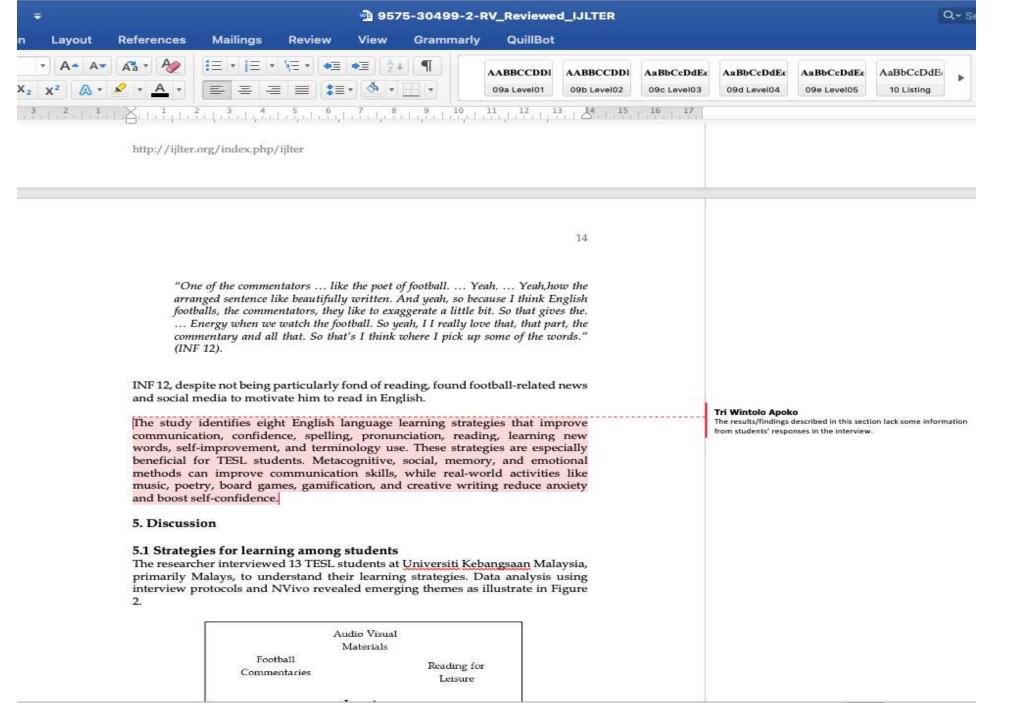
International Journal of Learning, Teaching and Educational Research Vol. 21, No. x, pp. a-b, Month 2022 https://doi.org/10.26803/ijlter.21.x.y Received Mon 00, 2022; Revised Mon 00, 2022; Accepted Mon 00, 2022

### Exploring the experiences of TESL Students Language Learning Strategies to Improve Language Competency

Abstract. Students learning English as a second language (TESL) need to be proficient in the language as well as have excellent cross-cultural communication skills. It takes persistence to complete their responsibilities as future educators and techniques for overcoming the gaps in diverse backgrounds. Given the significance of English communication skills, which have received little attention in Malaysian classrooms, the study used a phenomenological approach to look into TESL students' language proficiency learning strategies and the motivations behind their participation in English communications outside of the classroom. To fulfil the research objective of the study, a qualitative research design employing a phenomenological method was employed to conduct interviews with 13 TESL students at the Faculty of Education, Universiti Kebangsaan Malaysia. By utilising NVivo software for analysing interview transcripts and employing thematic analysis, several noteworthy themes regarding learning strategies surfaced. These themes encompassed the utilisation of audio-visual materials, reading for leisure, taking notes, practicing self-speaking, listening to music, teaching and learning, gamification, and football commentary. Especially for TESL students, academic researchers, English teachers, and higher education institutions, the new study has substantial implications. In summary, this research offers multiple suggestions for enhancing the subject matter and prospective directions for further investigation.

**Keywords:** English communication skills; ESP, language proficiency; learning strategies; Teaching English as a Second Language.





HOME ABOUT LOGIN REGISTER SEARCH CURRENT ARCHIVES ANNOUNCEMENTS EDITORIAL BOARD
SUBMIT A PAPER PUBLICATION ETHICS INDEXING ##PAPER TEMPLATE##

Home > User > Reviewer > #9575 > Review Form Response

### **Review Form Response**

### **Research Articles Review Form**

Paper length: *	
○ Too short	
Quite short	
○ Ok	
O Quite long	
○ Too long	
Originality: *	
Nil	
<ul> <li>Acceptable</li> </ul>	
Good	
Overy innovative	
Paper presentation:	
✓ Must improve significantly	
Must improve slightly	
Ok	
Scope of paper: *	
O Not relevant to DLTER	
ORelevant to IJLTER	
Highly relevant	
Related work: *	
Nil	
Very poor	
Poor	
<ul> <li>Acceptable</li> </ul>	
Excellent	
Reviewer's expertise: *	

KEYWORDS

COVID-19 COVID-19 pandemic STEM academic achievement academic performance assessment challenges

e-learning education higher

education Inclusive education learning mathematics motivation online learning pre-service teachers professional development self-efficacy teacher education teachers teaching and learning

USER	
Username	e
Password	
Reme	mber me
Login	

Nil	
Very poor	
Poor	
Acceptable	
Excellent	
eviewer's expertise: *	
Nil.	
Very low	
Low	
Knowledgeable	
High	
Very high	
Expert	
anguage: *	
Some are found in grammar mistakes	
eferences: *	
Some references are not updated reputable journals/books, and do not contain DOI	
dditional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of cotc. *	mmunication,
The resign design employed should have a reference. Related to the results, it should depict the comprehensive findings in line with the research questions.	
Decision: *	
Decline submission	
Resubmit for review	
Accept if significant modifications are carried out	
Accept if minor modifications are carried out	
Accept without modifications	
Save	

\* Denotes required field

HOME ABOUT LOGIN REGISTER SEARCH CURRENT ARCHIVES ANNOUNCEMENTS EDITORIAL BOARD SUBMIT A PAPER PUBLICATION ETHICS INDEXING ##PAPER TEMPLATE##

Home > User > Reviewer > #9575 > Review

### **#9575 Review**

### **Submission To Be Reviewed**

Title Exploring the Experiences of TESL Students Language Learning Strategies to Improve Language Proficiency

Journal Section Articl

Abstract Stude

Students learning English as a second language (TESL) need to be proficient in the language as well as have excellent crosscultural communication skills. It takes persistence to complete their responsibilities as future educators and techniques for
overcoming the gaps in diverse backgrounds. Given the significance of English communication skills, which have received little
attention in Malaysian classrooms, the study used a phenomenological approach to look into TESL students' language proficiency
learning strategies and the motivations behind their participation in English communications outside of the classroom. To fulfil the
research objective of the study, a qualitative research design employing a phenomenological method was employed to conduct
interviews with 13 TESL students at the Faculty of Education, Universiti Kebangsaan Malaysia. By utilising NVivo software for
analysing interview transcripts and employing thematic analysis, several noteworthy themes regarding learning strategies
surfaced. These themes encompassed the utilisation of audio-visual materials, reading for leisure, taking notes, practicing selfspeaking, listening to music, teaching and learning, gamification, and football commentary. Especially for TESL students,
academic researchers, English teachers, and higher education institutions, the new study has substantial implications. In
summary, this research offers multiple suggestions for enhancing the subject matter and prospective directions for further
investigation.

Submission Editor IJLTER .ORG

Submission Metadata VIEW METADATA

### **Review Schedule**

Editor's Request 2024-01-13 Your Response 2024-01-14

Review Submitted -

Review Due 2024-01-27

### **Review Steps**

- Notify the submission's editor as to whether you will undertake the review.
   Response Accepted
- 2. If you are going to do the review, consult Reviewer Guidelines below.
- 3. Click on file names to download and review (on screen or by printing) the files associated with this submission.

Submission Manuscript <u>9575-30499-2-RV.DOCX</u> 2023-12-22

Supplementary File(s) None

KEYWORDS

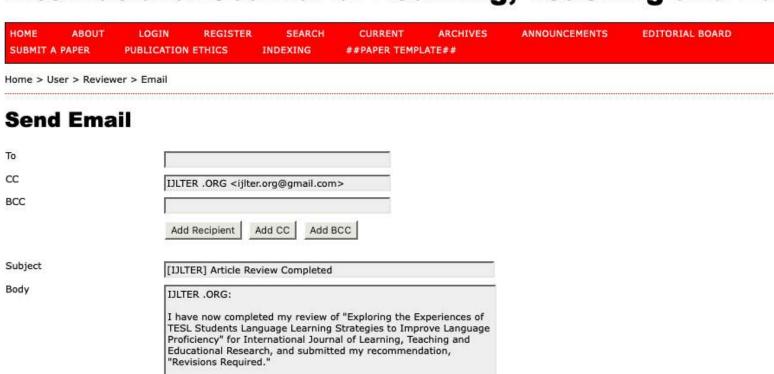
COVID-19 COVID-19 pandemic STEM academic achievement academic performance assessment challenges

e-learning education higher

education Inclusive education learning mathematics motivation online learning pre-service teachers professional development self-efficacy teacher education teachers teaching and learning

USER	
Username	
Password	
Remem	ber me

Login



KEYWORDS

COVID-19 COVID-19 pandemic STEM academic achievement academic performance assessment challenges

e-learning education higher

education Inclusive education learning mathematics motivation online learning pre-service teachers professional development self-efficacy teacher education teachers teaching and learning

USER	
Username	e
Password	
Reme	mber me
Login	

e-ISSN: 1694-2116 p-ISSN: 1694-2493

Cancel

Skip Email

Mr Tri Wintolo Apoko

HOME ABOUT LOGIN REGISTER SEARCH CURRENT ARCHIVES ANNOUNCEMENTS EDITORIAL BOARD SUBMIT A PAPER PUBLICATION ETHICS INDEXING ##PAPER TEMPLATE##

Home > User > Reviewer > #9575 > Review

### **#9575 Review**

### Submission To Be Reviewed

Title Exploring the Experiences of TESL Students Language Learning Strategies to Improve Language Proficiency

Journal Section Articles

Abstract

Students learning English as a second language (TESL) need to be proficient in the language as well as have excellent crosscultural communication skills. It takes persistence to complete their responsibilities as future educators and techniques for
overcoming the gaps in diverse backgrounds. Given the significance of English communication skills, which have received little
attention in Malaysian classrooms, the study used a phenomenological approach to look into TESL students' language proficiency
learning strategies and the motivations behind their participation in English communications outside of the classroom. To fulfil the
research objective of the study, a qualitative research design employing a phenomenological method was employed to conduct
interviews with 13 TESL students at the Faculty of Education, Universiti Kebangsaan Malaysia. By utilising NVivo software for
analysing interview transcripts and employing thematic analysis, several noteworthy themes regarding learning strategies
surfaced. These themes encompassed the utilisation of audio-visual materials, reading for leisure, taking notes, practicing selfspeaking, listening to music, teaching and learning, gamification, and football commentary. Especially for TESL students,
academic researchers, English teachers, and higher education institutions, the new study has substantial implications. In

summary, this research offers multiple suggestions for enhancing the subject matter and prospective directions for further

investigation.

Submission Editor Submission Metadata IJLTER .ORG I

#### **Review Schedule**

 Editor's Request
 2024-01-13

 Your Response
 2024-01-14

 Review Submitted
 2024-01-15

 Review Due
 2024-01-27

### **Review Steps**

- Notify the submission's editor as to whether you will undertake the review.
   Response Accepted
- If you are going to do the review, consult Reviewer Guidelines below.
- 3. Click on file names to download and review (on screen or by printing) the files associated with this submission.

Submission Manuscript Supplementary File(s) 9575-30499-2-RV.DOCX 2023-12-22

KEYWORDS

COVID-19 COVID-19 pandemic STEM academic achievement academic performance assessment challenges

e-learning education higher

education Inclusive education learning mathematics motivation online learning pre-service teachers professional development self-efficacy teacher education teachers teaching and learning

USER	
Username	
Password	
Remem	nber me
Login	

