International Journal of Learning, Teaching and Educational Research

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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

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

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[IJLTER] Article Review Request `External` ➤ Inbox ✕

IJLTER .ORG ijlter.org@gmail.com <u>via</u> ijhss.net

Sun, Jan 14, 10:39 AM (1 day ago)

to me ▾

Mr Tri Wintolo Apoko:

I believe that you would serve as an excellent reviewer of the manuscript, "Exploring the Experiences of TESL Students Language Learning Strategies to Improve Language Proficiency," which has been submitted to International Journal of Learning, Teaching and Educational Research. The submission's abstract is inserted below, and I hope that you will consider undertaking this important task for us.

Please log into the journal web site by 2024-01-20 to indicate whether you will undertake the review or not, as well as to access the submission and to record your review and recommendation.

The review itself is due 2024-01-27.

Submission URL:
http://ijlter.org/index.php/ijlter/reviewer/submission/68217?key=JQ67Lx76

Thank you for considering this request.

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

International Journal of Learning, Teaching and Educational Research

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 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.
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

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.

1. Introduction

motivational and linguistic learning techniques in TESL to solve research gaps. The researcher hopes this study will bridge the gap between TESL motivation and standard second language acquisition studies, as some have claimed.

> **Tri Wintolo Apoko**
> Please state the research questions.

3. Methodology

3.1 Research design and participants

This study employs a qualitative design with a phenomenology approach to understand English language learning. It focuses on ESL informants' understanding of a phenomenon and their current English communication abilities. The research uses in-depth semi-structured interviews to gain deeper insights and analyze students' language learning strategies. The study involved local public university, UKM, a faculty of Teaching English as a Second Language students, selected based on their experiences and consent, and allowing discussion with the researcher. The study assessed language learning strategies using 13 participants to reach saturation, following Polkinghorne's experience of 5-25.

> **Tri Wintolo Apoko**
> You may refer to the source when using the research design.

3.2 Research Tools and Data Collection

3.2.1 Qualitative Data Collection

This qualitative study collected data through physical meetings and online platforms like Zoom Meeting, Google Meet, and Skype-based online synchronous interviews. The online platform offers cost, distance, and convenience compared to face-to-face interviews, especially during the pandemic of Covid-19. However, the researcher only interviewed 4 informants using these applications, while the remaining 9 were interviewed face-to-face. Additional add-ons like video recording software were required for video recording.

The study uses in-depth semi-structured interviews with a small sample size to understand language learning strategies in English Communication learning. The method allows for in-depth learning and is suitable for phenomenological studies. The interview protocol is structured into two blocks: collecting socio-

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"One of the commentators … like the poet of football. … Yeah. … Yeah,how the arranged sentence like beautifully written. And yeah, so because I think English footballs, the commentators, they like to exaggerate a little bit. So that gives the. … Energy when we watch the football. So yeah, I I really love that, that part, the commentary and all that. So that's I think where I pick up some of the words." (INF 12).

INF 12, despite not being particularly fond of reading, found football-related news and social media to motivate him to read in English.

The study identifies eight English language learning strategies that improve communication, confidence, spelling, pronunciation, reading, learning new words, self-improvement, and terminology use. These strategies are especially beneficial for TESL students. Metacognitive, social, memory, and emotional methods can improve communication skills, while real-world activities like music, poetry, board games, gamification, and creative writing reduce anxiety and boost self-confidence.

Tri Wintolo Apoko
The results/findings described in this section lack some information from students' responses in the interview.

5. Discussion

5.1 Strategies for learning among students
The researcher interviewed 13 TESL students at Universiti Kebangsaan Malaysia, primarily Malays, to understand their learning strategies. Data analysis using interview protocols and NVivo revealed emerging themes as illustrate in Figure 2.

Audio Visual Materials

Football Commentaries

Reading for Leisure

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Review Form Response

Research Articles Review Form

Paper length: *

○ Too short
○ Quite short
○ Ok
◉ Quite long
○ Too long

Originality: *

○ Nil
◉ Acceptable
○ Good
○ Very innovative

Paper presentation:

☑ Must improve significantly
☐ Must improve slightly
☐ Ok

Scope of paper: *

○ Not relevant to IJLTER
◉ Relevant to IJLTER
○ Highly relevant

Related work: *

○ Nil
○ Very poor
○ Poor
◉ Acceptable
○ Excellent

Reviewer's expertise: *

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○ Nil
○ Very poor
○ Poor
● Acceptable
○ Excellent

Reviewer's expertise: *

○ Nil
○ Very low
○ Low
○ Knowledgeable
● High
○ Very high
○ Expert

Language: *

Some are found in grammar mistakes

References: *

Some references are not updated reputable journals/books, and do not contain DOI

Additional comments along the following lines: originality, literature review, methodology, evaluation of results, research implications, quality of communication, etc. *

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

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* Denotes required field

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#9575 Review

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Supplementary File(s)	None	

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Subject   [IJLTER] Article Review Completed

Body

IJLTER .ORG:

I have now completed my review of "Exploring the Experiences of
TESL Students Language Learning Strategies to Improve Language
Proficiency" for International Journal of Learning, Teaching and
Educational Research, and submitted my recommendation,
"Revisions Required."

Mr Tri Wintolo Apoko

[Send] [Cancel] [Skip Email]

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p-ISSN: 1694-2493

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Review Schedule

Editor's Request	2024-01-13
Your Response	2024-01-14
Review Submitted	2024-01-15
Review Due	2024-01-27

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   Supplementary File(s)   None

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IJLTER .ORG ijlter.org@gmail.com via ijhss.net

to me

8:58 AM (1 hour ago)

Mr Tri Wintolo Apoko:

Thank you for completing the review of the submission, "Exploring the Experiences of TESL Students Language Learning Strategies to Improve Language Proficiency," for International Journal of Learning, Teaching and Educational Research. We appreciate your contribution to the quality of the work that we publish.

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ijlter.org@gmail.com

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