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Invitation to Review for SAGE Open (IF 0.715), Manuscript ID SO-21-1691
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Kepada: dedi.irwansyah@student.uny.ac.id

30-Jun-2021

Dear Dr. DEDI IRWANSYAH

We recently received Manuscript ID SO-21-1691 entitled "Implementing Mobile-Assisted Data-Driven Vocabulary Learning in EFL Students: Its Effectiveness and Students' Perspectives" and, based on your area of expertise, would like to invite you to review this manuscript. The abstract appears at the end of this letter.

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MANUSCRIPT DETAILS

TITLE: Implementing Mobile-Assisted Data-Driven Vocabulary Learning in EFL Students: Its Effectiveness and Students' Perspectives

ABSTRACT: Data-Driven Learning (DDL) is renowned for its inductive potential way of learning in English learning settings, but its hindrance to the successful implementation has not kept pace with the needs of the digital-native students, particularly for EFL learners. The aim of the study is to explore to what extent MALL integrated into DDL has leveraged learners' vocabulary acquisition and their attitudes towards mobile-assisted data-driven vocabulary learning approach. The results show the participants' learning outcomes have significant variations; on the other hand, the responses collected from the questionnaires reveal that the participants have overall positive attitudes towards mobile-assisted DDL and also are cognizant that mobile-assisted DDL integrated into learning is practically useful to construct their own vocabulary knowledge. The pedagogical implication and limitation are also discussed. More understandings of mobile-assisted DDL research will allow instructors and learners to better harness the power of MALL integrated into DDL to get learners' English learning performance boosted.

APPROACHES: Mixed

METHODS: quasi-experiment

REGION(S) OF FOCUS: Taiwan

14705261011 Dedi Irwansyah, S.S., M.Hum. <dedi.irwansyah@student.uny.ac.id>

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02-Jul-2021

Dear Dr. Dr. DEDI IRWANSYAH:

Thank you for agreeing to review Manuscript ID SO-21-1691 entitled "Implementing Mobile-Assisted Data-Driven Vocabulary Learning in EFL Students: Its Effectiveness and Students' Perspectives" for SAGE Open. The due date for the review is 12-Jul-2021. Please try your best to complete your review in a timely manner, but if you need an extension feel free to contact the editorial office by replying to this message.

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Thank you for evaluating this manuscript.

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14705261011 Dedi Irwansyah, S.S., M.Hum. <dedi.irwansyah@student.uny.ac.id>

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04-Jul-2021

Dear Dr. IRWANSYAH:

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Invitation to Review for SAGE Open (IF 2.032), Manuscript ID SO-22-1937
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16-Aug-2022

Dear Dr. DEDI IRWANSYAH

We recently received Manuscript ID SO-22-1937 entitled "A mixed-methods investigation of the effectiveness and perceptions of learning English collocations using the keyword method and the rote learning method" and, based on your area of expertise, would like to invite you to review this manuscript. The abstract appears at the end of this letter.

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MANUSCRIPT DETAILS

TITLE: A mixed-methods investigation of the effectiveness and perceptions of learning English collocations using the keyword method and the rote learning method

ABSTRACT: A controlled laboratory-like setting was adopted for randomly assigning participants to the rote learning method (RLM) group (n=15) or the keyword learning method (KLM) group (n=15). After receiving training on use of the respective strategy, the two participant groups applied the respective strategy to the learning of collocations. Collocations were assessed at three different time periods, and additional data regarding perceptions of the two strategies were elicited through one-on-one post-hoc interviews. The quantitative data revealed the KWM was superior to the RLM in terms of long-term retention of productive collocation knowledge; knowledge of adjective-noun collocations was retained better than verb-noun collocations. The qualitative data revealed that participants deemed the KWM was unfamiliar but effective. Additionally, participants claimed the RLM was facile but may result in a high rate of forgetting. The pedagogical implications are that foreign language teachers should encourage language learners to use the KWM for learning English collocations.

APPROACHES: Mixed

METHODS: experiment, interviews

REGION(S) OF FOCUS: Macao

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19-Aug-2022

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Thank you for agreeing to review Manuscript ID SO-22-1937 entitled "A mixed-methods investigation of the effectiveness and perceptions of learning English collocations using the keyword method and the rote learning method" for SAGE Open. The due date for the review is 29-Aug-2022. Please try your best to complete your review in a timely manner, but if you need an extension feel free to contact the editorial office by replying to this message.

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