



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Invitation to Review a Manuscript (ID 795259)**

1 message

---

**Michael S Dempsey (Via FrontiersIn)** <noreply@frontiersin.org>  
Reply-To: Michael S Dempsey <dempsey3341@gmail.com>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

17 November 2021 at 21:15

Dear Dr Saiful Akmal ,

I am writing to ask whether you would be able to review a manuscript submitted for consideration in Frontiers in Psychology, section Educational Psychology:

"Speaking the Silent Minds:  
Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives  
"

by Waleed Al Abiky

Please read below for details concerning the submission and inform us of your interest using the hyperlinks enclosed. In agreeing to review this manuscript, we trust that its subject matter falls within your area of expertise.

To ACCEPT this review invitation, please click on the link below. If you are not registered with Frontiers yet, you will be first asked to register.

<https://www.frontiersin.org/journal/acceptInvitation.aspx?acceptInvitationNo=34b259bb-9645-4b26-917c-fd1495d3952b>

To DECLINE this review invitation, preventing further reminders, please click on the link below:

<https://www.frontiersin.org/review/declineInvitation.aspx?dren=34b259bb-9645-4b26-917c-fd1495d3952b>

We ask reviewers to submit their review report within 7 days, to ensure the authors receive timely feedback. Want to review but need more time? This is not a problem, please accept the invitation and you can easily extend the deadline via the Review Forum.

When accepting this invitation, you will be asked to verify whether you have any potential conflicts of interest with the authors, including past collaborations or shared affiliation (see policy at <https://www.frontiersin.org/about/review-system#EditorialPolicies>).

Thank you for considering to review this manuscript.

With best regards,

Michael S Dempsey  
Associate Editor, Frontiers in Psychology  
<https://www.frontiersin.org/>

-----MANUSCRIPT DETAILS-----

Journal: Frontiers in Psychology, section Educational Psychology

Article type: Original Research

Manuscript title: Speaking the Silent Minds:

Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives

Manuscript ID: 795259

Authors: Waleed Al Abiky

Submitted on: 14 Oct 2021

Edited by: Michael S Dempsey

**Abstract:** Montessori English Teaching Model (METM) is a unique method of instruction that uses specifically designed learning settings and approaches to nurture students' intrinsic desire to learn. Research shows that English achievements for students in Saudi Arabia have been for long low. The current study aimed to identify an array of real challenges of implementing the METM in Saudi Arabian elementary schools. The study used qualitative method, namely focus group discussions, in which each group of the steak holders consisted of Saudi public school educators

and personnel with a degree in English. Four purposive focus groups were formulated based on participants' educational positions and experiences, namely English language supervisors (ES), school principals (SP), English teachers (ET), and English curriculum specialists (EC). The findings of the study revealed the followings: 1) several major challenges for implementing the METM in elementary schools existed with variant degrees; 2) those challenges are: the educational context and environment, work ethics and environment, nature of teachers and students, and social aspects; and 3) participants' agreements on some of the sub-themes slightly fluctuated.

-----  
Frontiers Review Guidelines

The Frontiers peer-review is a collaborative process with a focus on objective criteria, efficiency and transparency. A review questionnaire is provided in the online review forum to assist you in reviewing the manuscript. Reviewers identities are revealed at the end of the review process and you will be acknowledged for your work and contribution on the publication. Please note that you will remain anonymous throughout the entire review process. If irresolvable conflicts arise you may choose to withdraw from the review process and in such case you will remain anonymous. However, if the paper gets accepted for publication and no conflicts arose that led to your withdrawal, your contribution will be acknowledged on the publication.

The Frontiers review process has unique features, including an interactive review stage, and a focus on objective criteria. To ensure an efficient review process please familiarize yourself with the Frontiers review guidelines: [https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

Reviewers are obliged to keep all manuscript files confidential and to delete all records after completing the review process. The review reports are also confidential and may only be shared with the authors and the handling editor of the manuscript in the review forum. Posting of the review report publicly is prohibited.

If you do not want to receive any updates from Frontiers, you can unsubscribe by forwarding your request to [support@frontiersin.org](mailto:support@frontiersin.org)

[Unsubscribe](#) | [Email Preferences](#)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

## Review Invitation Reminder

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

19 November 2021 at 21:05

Dear Dr Saiful Akmal ,

I recently invited you to review the manuscript "Speaking the Silent Minds: Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives", by Waleed Al Abiky, submitted for consideration in Frontiers in Psychology, and I would like to inquire again if you are interested in reviewing this manuscript.

You should decline the invitation if you are not confident that the subject matter is within your current area of expertise, or if you have any conflicts of interest with the authors or the work presented (see policy at <https://www.frontiersin.org/about/review-system#EditorialPolicies>). Should you accept the assignment, note that I would expect your review report on the manuscript within 7 days.

To ACCEPT this review invitation, please click on the link below. If you are not registered with Frontiers yet, you will be first asked to register.  
<https://www.frontiersin.org/journal/acceptInvitation.aspx?acceptInvitationNo=f5b4d7de-25c6-4527-b18b-077a64b04f7d>

To DECLINE this review invitation, preventing further reminders, please click on the link below:  
<https://www.frontiersin.org/review/declineInvitation.aspx?dren=f5b4d7de-25c6-4527-b18b-077a64b04f7d>

I hope that you will be interested in reviewing this manuscript.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

-----MANUSCRIPT DETAILS-----

Manuscript title: Speaking the Silent Minds:  
Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives

Manuscript ID: 795259  
Authors: Waleed Al Abiky  
Journal: Frontiers in Psychology  
Article type: Original Research  
Submitted on: 14 Oct 2021  
Edited by: Michael S Dempsey

-----

Abstract: Montessori English Teaching Model (METM) is a unique method of instruction that uses specifically designed learning settings and approaches to nurture students' intrinsic desire to learn. Research shows that English achievements for students in Saudi Arabia have been for long low. The current study aimed to identify an array of real challenges of implementing the METM in Saudi Arabian elementary schools. The study used qualitative method, namely focus group discussions, in which each group of the steak holders consisted of Saudi public school educators and personnel with a degree in English. Four purposive focus groups were formulated based on participants'

educational positions and experiences, namely English language supervisors (ES), school principals (SP), English teachers (ET), and English curriculum specialists (EC). The findings of the study revealed the followings: 1) several major challenges for implementing the METM in elementary schools existed with variant degrees; 2) those challenges are: the educational context and environment, work ethics and environment, nature of teachers and students, and social aspects; and 3) participants' agreements on some of the sub-themes slightly fluctuated.

-----  
Frontiers Review Guidelines

The Frontiers peer-review is a collaborative process with a focus on objective criteria, efficiency and transparency. This includes that the reviewer's identity is revealed at the end of the review process and you will be acknowledged for your work and contribution on the publication. Please note that you will remain anonymous throughout the entire review process. If irresolvable conflicts arise you may choose to withdraw from the review process and in such case you will remain anonymous. However, if the paper is accepted for publication and no conflicts arise that lead to your withdrawal, your contribution will be acknowledged on the publication.

The Frontiers review process has unique features, including an interactive review stage, and a focus on objective criteria. To ensure an efficient review process please familiarize yourself with the Frontiers review guidelines:

[https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

Reviewers are obliged to keep all manuscript files confidential and to delete all records after completing the review process. The review reports are also confidential and may only be shared with the authors and the handling editor of the manuscript in the review forum. Posting of the review report publicly is prohibited.

If you do not want to receive any updates from Frontiers, you can unsubscribe by forwarding your request to [support@frontiersin.org](mailto:support@frontiersin.org)

[Unsubscribe](#) | [Email Preferences](#)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Action needed: Your new review assignment - 795259**

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

22 November 2021 at 15:31

Dear Dr Akmal,

Thank you for accepting to review the manuscript "Speaking the Silent Minds: Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives

". In order to keep the review process timely, please aim to complete your review report by 29 Nov 2021 via this link <https://review.frontiersin.org/review/bootstrap/34b259bb-9645-4b26-917c-fd1495d3952b>

You will be presented with an online structured questionnaire that will guide you through the review, focusing on objective criteria. Where appropriate, please provide detailed feedback to the authors on how they can improve the manuscript.

You can find full Review Guidelines here [https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

Many thanks for taking the time to support the review process of this submission, and for providing the authors with expert feedback and valuable input.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

## -----MANUSCRIPT DETAILS-----

Manuscript title: Speaking the Silent Minds: Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives

Manuscript ID: 795259  
Authors: Waleed Al Abiky  
Journal: Frontiers in Psychology, section Educational Psychology  
Article type: Original Research  
Submitted on: 14 Oct 2021  
Edited by: Michael S Dempsey

## -----FURTHER INFORMATION-----

What happens after I complete my review report? Once you have submitted your report, the handling editor will assess the level of revisions needed and will activate the Interactive Review Forum. There, the authors will receive and respond to your comments. During the Interactive Review, you can directly discuss with the authors their responses and the revisions needed. You can at any stage contact the handling editor or the Editorial Office if you need advice.

How can I make a final recommendation or withdraw from the process? You can finalize your involvement by choosing one of three options:

1. Endorse the manuscript for publication. After the authors have addressed your comments, you can choose to endorse publication of the manuscript. If you have no revisions request for the authors, you can endorse the manuscript already in the Independent Review stage. In this case your review will become finalized, and your

reviewer tab will be closed. If the paper is accepted, your name will publicly appear on the article as confirmation that you validated this contribution as rigorous scholarly work. You should only endorse the manuscript if it has been sufficiently revised to address raised concerns, and the work is accurate as well as presented in an adequate language level.

2. Recommend rejection to the Editor. At any stage of the review process you may recommend rejection to the Editor, in which case you will remain anonymous to the authors. If you submitted a report and comments, they will remain visible but closed from further discussion. You should choose this option if the manuscript contains objective errors or ethical issues that cannot be rectified during revisions.

3. Withdraw from the review process. If you are unable to continue because of, for example, time constraints, you may withdraw at any stage of the review process and you will remain anonymous to the authors. Your report and comments will remain visible, but closed from further discussion.

What do I need to consider to ensure an ethical review?

1. If you detect a potential conflict of interest between you, the editors, the authors or their work, you should contact the Editorial Office immediately.

2. The manuscript should remain confidential during the review process. The contents of the discussions in the Review Forum are also confidential and may not be shared even after publication.

3. Reviewers are anonymous during the review process and we encourage you to preserve this anonymity until endorsement and acceptance.

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Frontiers: Thank you for submitting your Independent Review Report! - 795259**

1 message

---

**Frontiers Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers Psychology <psychology.editorial.office@frontiersin.org>  
To: saiful.akmal@ar-raniry.ac.id

23 November 2021 at 18:23

Dear Dr Akmal,

Frontiers Psychology has sent you a message. Please click 'Reply' to send a direct response

Thank you for submitting your independent review report for the manuscript "Speaking the Silent Minds: Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives". The handling editor has been notified, and you can find a copy of your report below.

You will be informed once the interactive review process is activated, to allow direct discussion with the authors. Until this next stage, you can still modify your report if you have any outstanding comments.

You can access your report and the manuscript online using the following link:

<http://www.frontiersin.org/Review/EnterReviewForum.aspx?activationno=ff02b48f-b355-4350-b8a4-1934b1dc55bc&retab=3>

To familiarize yourself further with the Frontiers review guidelines:

[http://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](http://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zenDesk.frontiersin.org/hc/en-us))

-----  
Manuscript title: Speaking the Silent Minds:  
Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives

Manuscript ID: 795259  
Authors: Waleed Al Abiky  
Journal: Frontiers in Psychology, section Educational Psychology  
Article type: Original Research  
Submitted on: 14 Oct 2021  
Edited by: Michael S Dempsey

-----  
Independent Review Report, Reviewer: Saiful Akmal

**EVALUATION**

Please list your revision requests for the authors and provide your detailed comments, including highlighting limitations and strengths of the study and evaluating the validity of the methods, results, and data interpretation. If you have additional comments based on Q2 and Q3 you can add them as well.

The title needs to be truncated (no more than 14 syllables), as it is too long, especially the first expression of "speaking the silent minds", and the awkward typo/blow of steak holder, instead of stakeholders. Another limitation is the way the author presents the findings whereby referring back to the research questions and literature reviews need a more structured and systematic explanation, considering the qualitative thematic approach the author used in the

data analysis. Some small but serious typos and grammar confusions may lead to misscommunication and misunderstanding amongst readers. Wordings in the second research question need a rephrase, and the first part of the finding section is supposed to be placed in data analysis or research method are requires further consideration for revisions.

The strengths of the study are obviously the topic selection and the introduction part, including the content quality and general interest to the audience. These two have provided a detailed overview of why this study is needed and where the research gap is spotted. The methodology is sound, though the presentation of results and data interpretation is unstructured and loosely organized.

Check List

a. Is the quality of the figures and tables satisfactory?

Yes

b. Does the reference list cover the relevant literature adequately and in an unbiased manner?

Yes

c. Are the statistical methods valid and correctly applied? (e.g. sample size, choice of test)

Not Applicable

d. Are the methods sufficiently documented to allow replication studies?

Yes

QUALITY ASSESSMENT:

Rigor

3

Quality of the writing

2

Overall quality of the content

5

Interest to a general audience

5

-----





Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**New author comments in the Review Forum - 795259**

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

20 December 2021 at 01:47

Dear Dr Akmal,

New comments were just posted by author Waleed Al Abiky, for the manuscript "Speaking the Silent Minds: Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives".

Please visit the discussion forum to review these comments within the next few days:

<https://review.frontiersin.org/review/bootstrap/6149214e-5a0c-41d2-8829-c5ed036d8d9b>

You should then take one of the following actions:

1. Endorse publication: the authors satisfactorily addressed your comments, and you agree to be listed as a reviewer on the manuscript, if published.
2. Post comments: you have further concerns you would like the authors to address. Use the comment boxes under each review question to communicate these, and "Submit all Comments" at the end.
3. Recommend rejection: the authors are unable or unwilling to address your comments, or you have found the manuscript to contain objective errors or ethical issues that cannot be resolved. Your recommendation will be sent to the handling editor while you will remain anonymous to the authors and will not be asked to participate any further in the review process. Your report will remain available in the review forum.

When reviewing the authors' responses, bear in mind that your mandate is to evaluate the accuracy and validity of the manuscript, not its potential impact.

Many thanks for your time participating in the collaborative review process of this manuscript. You can contact us should you have any questions.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

-----  
Manuscript title: Speaking the Silent Minds:  
Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives

Manuscript ID: 795259  
Authors: Waleed Al Abiky  
Journal: Frontiers in Psychology, section Educational Psychology  
Article type: Original Research

Submitted on: 14 Oct 2021  
Edited by: Michael S Dempsey

-----  
Frontiers Review Guidelines

To ensure an efficient review process, please familiarize yourself with the Frontiers review guidelines (link below). The

3/2/23, 9:21 PM

UIN Ar-Raniry Mail - New author comments in the Review Forum - 795259

Frontiers review process has unique features, including an interactive review stage, and a focus on objective criteria. Reviewers are named on publications they endorse to acknowledge their contribution.

<https://www.frontiersin.org/about/review-system>

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Updated Manuscript Submitted in the Interactive Review Forum - 795259**

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

20 December 2021 at 01:53

Dear Dr Akmal,

The author Waleed Al Abiky submitted a revised manuscript in the interactive review forum of the manuscript "Speaking the Silent Minds: Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives" (795259).

Please verify the latest manuscript and replies from the authors in the interactive review forum as soon as possible: <https://review.frontiersin.org/review/bootstrap/d2c62d5e-ab10-4b6e-a630-f18f130c0fbf>

If you think the revised manuscript addresses your feedback to your satisfaction, you can proceed to "Finalize My Review". This action will notify the associate editor that your review is completed and that the authors addressed all issues you raised. If you feel that your comments were not sufficiently addressed, please let the authors know by posting further comments.

You can contact us by replying to this email should you have any questions.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

-----  
Manuscript title: Speaking the Silent Minds:  
Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives

Manuscript ID: 795259  
Journal: Frontiers in Psychology, section Educational Psychology  
Article type: Original Research  
Authors: Waleed Al Abiky  
Submitted on: 14 Oct 2021  
Edited by: Michael S Dempsey

-----  
Frontiers Review Guidelines

To ensure an efficient review process, please familiarize yourself with the Frontiers review guidelines. The Frontiers review process has unique features, including an interactive review stage, and a focus on objective criteria. [https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Douglas Kauffman via Frontiers: Manuscript Rejected/Withdrawn**

1 message

---

**Douglas Kauffman (Via FrontiersIn)** <noreply@frontiersin.org>  
Reply-To: "Douglas Kauffman (Via FrontiersIn)" <douglas.f.kauffman@gmail.com>  
To: saiful.akmal@ar-raniry.ac.id

4 January 2022 at 22:11

Dear Dr Akmal,

This is to notify you that the following manuscript you were reviewing could not be accepted for publication. Thank you very much for your time and effort invested. Note that your identity will not be revealed to the authors.

Manuscript title: Speaking the Silent Minds:  
Challenges of Implementing Montessori English Teaching Model for Schools' Children in Saudi Arabia: Steak Holders' Perspectives  
Manuscript ID: 795259  
Journal: Frontiers in Psychology, section Educational Psychology  
Article type: Original Research  
Authors: Waleed Al Abiky  
Edited by: Michael S Dempsey

You can access the review forum with the manuscript and comments using the following link:  
<http://www.frontiersin.org/Review/EnterReviewForum.aspx?activationno=e99f3bdb-2b05-4d61-996a-bb56e1acdcc9>

-----  
Are we meeting your needs?

At Frontiers we are constantly striving to improve our Collaborative Review process and would like to get your feedback on how we did. Please complete our short 3-minute survey and we will donate \$1 to Enfants du Monde, a Swiss non-profit organization:

[https://frontiers.qualtrics.com/jfe/form/SV\\_23IZFf7F7p0mLD7?survey=reviewer&t=rej&aid=795259&uid=1567940](https://frontiers.qualtrics.com/jfe/form/SV_23IZFf7F7p0mLD7?survey=reviewer&t=rej&aid=795259&uid=1567940)

Thank you very much for taking the time to share your comments.

With best regards,

Douglas Kauffman  
Specialty Chief Editor,  
[www.frontiersin.org](http://www.frontiersin.org)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Invitation to Review a Manuscript (ID 997789)**

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

30 September 2022 at 18:59

Dear Dr Saiful Akmal,

I am writing to ask whether you would be able to review a manuscript submitted for consideration in Frontiers in Psychology, section Educational Psychology:

"Effect of Types of Written Corrective Feedback on Improving IELTS Scores of Saudi EFL Learners in EMI Tertiary Settings"  
by Tahani Munahi Alshahrani and Talal Musaed Alghizzi

Please read below for details concerning the submission and inform us of your interest using the hyperlinks enclosed. In agreeing to review this manuscript, we trust that its subject matter falls within your area of expertise.

To ACCEPT this review invitation, please click on the link below:

<https://www.frontiersin.org/journal/acceptInvitation.aspx?acceptInvitationNo=38f7a0a5-646d-4469-ab93-eb7e81931647>

To DECLINE this review invitation, preventing further reminders, please click on the link below:

<https://review-invitations-ui.frontiersin.org/v1/invitation/decline/reviewEditor/38f7a0a5-646d-4469-ab93-eb7e81931647>

We ask reviewers to submit their review report within 7 days, to ensure the authors receive timely feedback.

Do you want to review but need more time? This is not a problem, please accept the invitation and you can easily extend the deadline via the Review Forum.

When accepting this invitation, please verify whether you have any potential conflicts of interest with the authors, including past collaborations or shared affiliation (see policy at <https://www.frontiersin.org/about/review-system#EditorialPolicies>).

Thank you for considering to review this manuscript.

With best regards,

Frontiers in Psychology  
Editorial Office, Frontiers in Psychology  
<https://www.frontiersin.org/>

-----MANUSCRIPT DETAILS-----

Journal: Frontiers in Psychology, section Educational Psychology

Article type: Original Research

Manuscript title: Effect of Types of Written Corrective Feedback on Improving IELTS Scores of Saudi EFL Learners in EMI Tertiary Settings

Manuscript ID: 997789

Authors: Tahani Munahi Alshahrani and Talal Musaed Alghizzi

Submitted on: 19 Jul 2022

Edited by: Samantha Curle

Research Topic: English Medium Instruction in the Middle East and North Africa

-----  
Abstract: Despite considerable evidence that supports the use of grading rubrics to improve English as a Foreign Language (EFL) learners' writing skills, there is a paucity of research that investigates which of the different types of grading rubrics best develops learners' International English Language Testing System (IELTS) writing scores in English as a medium of instruction (EMI) contested settings. This study attempted to explore which rubric types (i.e., holistic, ESL composition profile, correction code, and IELTS) best assist EFL learners in writing proficiency, and which type leads to improving IELTS scores when such practice is embedded in EMI disputed settings. Therefore, 351 male and female Saudi EFL learners were recruited to participate voluntarily. These participants were distributed equally into four groups corresponding to rubric type. For almost four months, the participants were exposed to a

process genre approach in which they were required to do drafting of topics based on the comments received from their peer colleagues and teacher. The comments provided depended on rubrics specified for their group type. The participants' pretest, midterm test, and posttest scores were analyzed using one-way ANOVA, t-test, and paired samples t-tests. The results showed that the ESL composition profile developed gradually, followed by the correction code group. However, the holistic groups did not improve. The tests were also assessed by specialists using the IELTS rubric. The findings revealed that the IELTS groups outperformed the other groups in all tests, followed by the female group in the ESL composition profile in the posttest. Meanwhile, other groups failed to improve. We discussed the results considering the importance of grading rubrics for improving EFL learners' scores. Finally, we outlined the pedagogical implications for writing teachers in EMI settings. This study aimed to contribute to the growing research on EMI in relation to grading rubrics, especially in the context of tertiary education in Saudi Arabia.

-----  
Frontiers Review Guidelines

The Frontiers peer-review is a collaborative process with a focus on objective criteria, efficiency and transparency. A review questionnaire is provided in the online review forum to assist you in reviewing the manuscript. Reviewers identities are revealed at the end of the review process and you will be acknowledged for your work and contribution on the publication. Please note that you will remain anonymous throughout the entire review process. If irresolvable conflicts arise you may choose to withdraw from the review process and in such case you will remain anonymous. However, if the paper gets accepted for publication and no conflicts arose that led to your withdrawal, your contribution will be acknowledged on the publication.

The Frontiers review process has unique features, including an interactive review stage, and a focus on objective criteria. To ensure an efficient review process please familiarize yourself with the Frontiers review guidelines: [https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

Reviewers are obliged to keep all manuscript files confidential and to delete all records after completing the review process. The review reports are also confidential and may only be shared with the authors and the handling editor of the manuscript in the review forum. Posting of the review report publicly is prohibited.

If you do not want to receive any updates from Frontiers, you can unsubscribe by forwarding your request to [support@frontiersin.org](mailto:support@frontiersin.org)

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Action needed: Your new review assignment - 997789**

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

1 October 2022 at 13:29

Dear Dr Akmal,

Thank you for accepting to review the manuscript "Effect of Types of Written Corrective Feedback on Improving IELTS Scores of Saudi EFL Learners in EMI Tertiary Settings". In order to keep the review process timely, please aim to complete your review report by 08 Oct 2022 via this link <https://review.frontiersin.org/review/bootstrap/38f7a0a5-646d-4469-ab93-eb7e81931647>

You will be presented with an online structured questionnaire that will guide you through the review, focusing on objective criteria. Where appropriate, please provide detailed feedback to the authors on how they can improve the manuscript.

You can find full Review Guidelines here [https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

Many thanks for taking the time to support the review process of this submission, and for providing the authors with expert feedback and valuable input.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

## -----MANUSCRIPT DETAILS-----

Manuscript title: Effect of Types of Written Corrective Feedback on Improving IELTS Scores of Saudi EFL Learners in EMI Tertiary Settings  
Manuscript ID: 997789  
Authors: Tahani Munahi Alshahrani and Talal Musaed Alghizzi  
Journal: Frontiers in Psychology, section Educational Psychology  
Article type: Original Research  
Submitted on: 19 Jul 2022  
Edited by: Samantha Curle  
Research Topic: English Medium Instruction in the Middle East and North Africa

## -----FURTHER INFORMATION-----

What happens after I complete my review report? Once you have submitted your report, the handling editor will assess the level of revisions needed and will activate the Interactive Review Forum. There, the authors will receive and respond to your comments. During the Interactive Review, you can directly discuss with the authors their responses and the revisions needed. You can at any stage contact the handling editor or the Editorial Office if you need advice.

How can I make a final recommendation or withdraw from the process? You can finalize your involvement by choosing one of three options:

1. Endorse the manuscript for publication. After the authors have addressed your comments, you can choose to endorse publication of the manuscript. If you have no revisions request for the authors, you can endorse the manuscript already in the Independent Review stage. In this case your review will become finalized, and your reviewer tab will be closed. If the paper is accepted, your name will publicly appear on the article as confirmation that you validated this contribution as rigorous scholarly work. You should only endorse the manuscript if it has been sufficiently revised to address raised concerns, and the work is accurate as well as presented in an adequate

language level.

2. Recommend rejection to the Editor. At any stage of the review process you may recommend rejection to the Editor, in which case you will remain anonymous to the authors. If you submitted a report and comments, they will remain visible but closed from further discussion. You should choose this option if the manuscript contains objective errors or ethical issues that cannot be rectified during revisions.

3. Withdraw from the review process. If you are unable to continue because of, for example, time constraints, you may withdraw at any stage of the review process and you will remain anonymous to the authors. Your report and comments will remain visible, but closed from further discussion.

What do I need to consider to ensure an ethical review?

1. If you detect a potential conflict of interest between you, the editors, the authors or their work, you should contact the Editorial Office immediately.

2. The manuscript should remain confidential during the review process. The contents of the discussions in the Review Forum are also confidential and may not be shared even after publication.

3. Reviewers are anonymous during the review process and we encourage you to preserve this anonymity until endorsement and acceptance.

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)





Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Frontiers: Thank you for submitting your Independent Review Report! - 997789**

1 message

---

**Frontiers Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers Psychology <psychology.editorial.office@frontiersin.org>  
To: saiful.akmal@ar-raniry.ac.id

2 October 2022 at 07:05

Dear Dr Akmal,

Frontiers Psychology has sent you a message. Please click 'Reply' to send a direct response

Thank you for submitting your independent review report for the manuscript "Effect of Types of Written Corrective Feedback on Improving IELTS Scores of Saudi EFL Learners in EMI Tertiary Settings". The handling editor has been notified, and you can find a copy of your report below.

The interactive review forum is already activated for this manuscript, allowing direct discussion with the authors. They will be notified of the submission of your report.

You will be informed once the authors submit a revised manuscript or reply to your report.

You can access the manuscript and the interactive review forum online using the following link:

<http://www.frontiersin.org/Review/EnterReviewForum.aspx?activationno=535ced9-98ac-4804-b51d-1965c3a52af2&retab=5>

To familiarize yourself further with the Frontiers review guidelines:

[http://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](http://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team

[www.frontiersin.org](http://www.frontiersin.org)

Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland

Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zenDesk.frontiersin.org/hc/en-us))

-----  
Manuscript title: Effect of Types of Written Corrective Feedback on Improving IELTS Scores of Saudi EFL Learners in EMI Tertiary Settings

Manuscript ID: 997789

Authors: Tahani Munahi Alshahrani, Talal Musaed Alghizzi

Journal: Frontiers in Psychology, section Educational Psychology

Article type: Original Research

Submitted on: 19 Jul 2022

Edited by: Samantha Curle

Research Topic: English Medium Instruction in the Middle East and North Africa

-----  
Independent Review Report, Reviewer: Saiful Akmal

**EVALUATION**

Please list your revision requests for the authors and provide your detailed comments, including highlighting limitations and strengths of the study and evaluating the validity of the methods, results, and data interpretation. If you have additional comments based on Q2 and Q3 you can add them as well.

The paper provides important insight on the field, yet it was wordy and exhausting to be read.

The title probably needs a slight adjustment: rather long

The abstract is good

Literature review

- THE ESL Composition’s Profile proposed by Jacobs’s [et.al](#) (1981) is almost three decades long. Maybe the current profile(s) from actual researches and experts will give a better overview of current development of the profile.
- EFL Studies on using rubrics are rather long. If it could be summarized into something precise, succinct to the context and indicate the research gap with the present study, it would be better

Method:

- How to measure effectiveness? What are the indicators
- What are the differences between effect, impact and influence? What is the author operational terminology to effect or effectiveness in this study?
- Paragraphs in participants’ explanation is strenuous to be read
- Do you mean teaching approach section in here as “data collection process”? if not, I would suggest to provide a brief – maybe one sentence – statement only

Result and Discussion: Too long and wordy

Conclusion is not available?

Check List

- a. Is the quality of the figures and tables satisfactory?  
Yes
- b. Does the reference list cover the relevant literature adequately and in an unbiased manner?  
Yes
- c. Are the statistical methods valid and correctly applied? (e.g. sample size, choice of test)  
Yes
- d. Is a statistician required to evaluate this study?  
Yes
- e. Are the methods sufficiently documented to allow replication studies?  
Yes

QUALITY ASSESSMENT:

- Rigor  
4
- Quality of the writing  
3
- Overall quality of the content  
3
- Interest to a general audience  
2

-----



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Updated Manuscript Submitted in the Interactive Review Forum - 997789**

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

13 October 2022 at 20:52

Dear Dr Akmal,

The author Talal Alghizzi submitted a revised manuscript in the interactive review forum of the manuscript "Effect of Types of Written Corrective Feedback on Improving IELTS Scores of Saudi EFL Learners in EMI Tertiary Settings" (997789).

Please verify the latest manuscript and replies from the authors in the interactive review forum as soon as possible:  
<https://review.frontiersin.org/review/bootstrap/63ec0a0d-3c3a-4832-a45d-0e4d4b6ae164>

If you think the revised manuscript addresses your feedback to your satisfaction, you can proceed to "Finalize My Review". This action will notify the associate editor that your review is completed and that the authors addressed all issues you raised. If you feel that your comments were not sufficiently addressed, please let the authors know by posting further comments.

You can contact us by replying to this email should you have any questions.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

-----  
Manuscript title: Effect of Types of Written Corrective Feedback on Improving IELTS Scores of Saudi EFL Learners in EMI Tertiary Settings  
Manuscript ID: 997789  
Journal: Frontiers in Psychology, section Educational Psychology  
Article type: Original Research  
Authors: Tahani Munahi Alshahrani and Talal Musaed Alghizzi  
Submitted on: 19 Jul 2022  
Edited by: Samantha Curle  
Research Topic: English Medium Instruction in the Middle East and North Africa

-----  
**Frontiers Review Guidelines**

To ensure an efficient review process, please familiarize yourself with the Frontiers review guidelines. The Frontiers review process has unique features, including an interactive review stage, and a focus on objective criteria.  
[https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Frontiers: Authors have replied to you: action needed**

1 message

---

**Frontiers Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers Psychology <psychology.editorial.office@frontiersin.org>  
To: saiful.akmal@ar-raniry.ac.id

14 October 2022 at 20:53

Dear Dr Akmal,

Frontiers Psychology has sent you a message. Please click 'Reply' to send a direct response

The authors of the manuscript you are currently reviewing, "Effects of Grading Rubrics on EFL Learners' Writing in an EMI Setting", responded to you in the review forum, accessible at:

<http://www.frontiersin.org/Review/EnterReviewForum.aspx?activationno=587a36f8-2986-4a6e-9e05-b203b0738fd9>

After reviewing the authors' responses, please take one of the following actions in the next three days:

1. Endorse publication: the authors satisfactorily addressed your comments, and you agree to be listed as a reviewer on the manuscript, if published.
2. Post comments: you have further concerns you would like the authors to address. Use the comment boxes under each review question to communicate these, and "Submit all Comments" at the end.
3. Recommend rejection: the authors are unwilling or unable to address your comments, or you have found the manuscript to contain objective errors or ethical issues. Your recommendation will be sent to the handling editor while you will remain anonymous to the authors and will not be asked to participate any further in the review process. Your comments will remain available in the Review Forum.
4. Withdraw: you have become unavailable and are no longer able to participate. You will remain anonymous to the authors and your comments will remain available in the Review Forum.
5. Request extension: you are not able to take action today and would like to be given more time to perform your review.

When reviewing the authors' responses, bear in mind that your mandate is to evaluate the accuracy and validity of the manuscript, not its potential impact. This will be determined post-publication on our Article and Authors Impact Metrics platform. Read more at <https://www.frontiersin.org/about/review-system>.

Many thanks for your time participating in the collaborative review process of this submission.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

-----MANUSCRIPT DETAILS-----

Journal: Frontiers in Psychology, section Educational Psychology  
Article type: Original Research  
Manuscript title: Effects of Grading Rubrics on EFL Learners' Writing in an EMI Setting  
Manuscript ID: 997789  
Authors: Tahani Munahi Alshahrani, Talal Musaed Alghizzi

Research Topic: English Medium Instruction in the Middle East and North Africa

-----



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Invitation to Review a Manuscript (ID 1078141)**

1 message

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>

29 October 2022 at 12:22

Reply-To: Frontiers in Psychology &lt;psychology.editorial.office@frontiersin.org&gt;

To: Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

Dear Dr Akmal,

Based on your expertise, we are inviting you to review a new manuscript submitted to Frontiers in Psychology, section Educational Psychology:

"Collaborative Peer Feedback: Affective, behavioral, cognitive, and social engagement"  
by Wenxue Chen, Donghong Liu and Cancan Lin

The abstract and further details can be found at the bottom of this email.

Are you available to provide your assessment of it? If so, please click below to accept the invitation:

[I'd like to accept](#)

If you're unavailable, feel that this doesn't match your expertise or you have any conflicts of interest with the authors or work, please decline the invitation. This will ensure you receive no further reminders regarding this invitation.

[I'd like to decline](#)

If you're unable to accept this time, can you recommend a colleague who'd be suitable to review this manuscript? Please let us know when you click decline- we'd value your input in helping us find other expert reviewers. We ask reviewers to submit their review report within 7 days, to ensure the authors receive timely feedback. Do you want to review but need more time? This is not a problem, please accept the invitation and you can easily extend the deadline via the Review Forum.

Thank you for your response and continuing support of Frontiers peer review.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

-----MANUSCRIPT DETAILS-----

| Journal: Frontiers in Psychology, section Educational Psychology  
| Article type: Original Research  
| Manuscript title: Collaborative Peer Feedback: Affective, behavioral, cognitive, and social engagement  
| Manuscript ID: 1078141  
| Authors: Wenxue Chen, Donghong Liu and Cancan Lin  
| Submitted on: 24 Oct 2022  
| Research Topic: Peer Feedback in Second/Foreign Language Writing Classrooms: Educational Psychology Perspective

Abstract: The recent two decades have witnessed a greater interest in L2 writing research to explore how individual learners engage with and participate in peer feedback. However, not much attention has been directed to peer feedback in the collaborative format, despite the fact that peer collaboration can enable learners to draw on their respective strengths and pool their knowledge. In this study, we aimed to discover the intricate nature of collaborative peer feedback by adopting an educational psychological perspective. In addition to learners' cognitive engagement with the correction and revision process, we also investigated learners' affective, behavioral, and social engagement in collaborative peer feedback. The findings show that, although learners can cognitively engage with the task by identifying a number of language-related problems and providing feedback, their affective, behavioral, and social

engagement differed considerably. While some participants' engagement was relatively extensive, especially in the affective and social aspect, others' engagement was at a relatively limited level, characterized by negative emotions and low mutuality in peer interaction. The unpleasant task experience affected their attitudes toward collaborative peer feedback activities and their willingness to participate in subsequent tasks.

-----

The Frontiers review process has unique features, including an interactive review stage, and a focus on objective criteria.

To ensure an efficient review process please familiarize yourself with the Frontiers review guidelines:

[https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Action needed: Your new review assignment - 1078141**

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

29 October 2022 at 12:33

Dear Dr Akmal,

Thank you for accepting to review the manuscript "Collaborative Peer Feedback: Affective, behavioral, cognitive, and social engagement". In order to keep the review process timely, please aim to complete your review report by 05 Nov 2022 via this link <https://review.frontiersin.org/review/bootstrap/dc1aed6c-7ee1-45d6-9017-c7beac2daff2>

You will be presented with an online structured questionnaire that will guide you through the review, focusing on objective criteria. Where appropriate, please provide detailed feedback to the authors on how they can improve the manuscript.

You can find full Review Guidelines here [https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

Many thanks for taking the time to support the review process of this submission, and for providing the authors with expert feedback and valuable input.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

## -----MANUSCRIPT DETAILS-----

Manuscript title: Collaborative Peer Feedback: Affective, behavioral, cognitive, and social engagement  
Manuscript ID: 1078141  
Authors: Wenxue Chen, Donghong Liu and Cancan Lin  
Journal: Frontiers in Psychology, section Educational Psychology  
Article type: Original Research  
Submitted on: 24 Oct 2022  
Edited by: Josef Schmied  
Research Topic: Peer Feedback in Second/Foreign Language Writing Classrooms: Educational Psychology Perspective

## -----FURTHER INFORMATION-----

What happens after I complete my review report? Once you have submitted your report, the handling editor will assess the level of revisions needed and will activate the Interactive Review Forum. There, the authors will receive and respond to your comments. During the Interactive Review, you can directly discuss with the authors their responses and the revisions needed. You can at any stage contact the handling editor or the Editorial Office if you need advice.

How can I make a final recommendation or withdraw from the process? You can finalize your involvement by choosing one of three options:

1. Endorse the manuscript for publication. After the authors have addressed your comments, you can choose to endorse publication of the manuscript. If you have no revisions request for the authors, you can endorse the manuscript already in the Independent Review stage. In this case your review will become finalized, and your reviewer tab will be closed. If the paper is accepted, your name will publicly appear on the article as confirmation that you validated this contribution as rigorous scholarly work. You should only endorse the manuscript if it has been sufficiently revised to address raised concerns, and the work is accurate as well as presented in an adequate language level.

2. Recommend rejection to the Editor. At any stage of the review process you may recommend rejection to the Editor, in which case you will remain anonymous to the authors. If you submitted a report and comments, they will remain visible but closed from further discussion. You should choose this option if the manuscript contains objective errors or ethical issues that cannot be rectified during revisions.

3. Withdraw from the review process. If you are unable to continue because of, for example, time constraints, you may withdraw at any stage of the review process and you will remain anonymous to the authors. Your report and comments will remain visible, but closed from further discussion.

What do I need to consider to ensure an ethical review?

1. If you detect a potential conflict of interest between you, the editors, the authors or their work, you should contact the Editorial Office immediately.

2. The manuscript should remain confidential during the review process. The contents of the discussions in the Review Forum are also confidential and may not be shared even after publication.

3. Reviewers are anonymous during the review process and we encourage you to preserve this anonymity until endorsement and acceptance.

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)





Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Thank you for finalizing your Independent Review Report - 1078141**

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

2 November 2022 at 06:50

Dear Dr Akmal,

Thank you for submitting your independent review report for the manuscript "Collaborative Peer Feedback: Affective, behavioral, cognitive, and social engagement". As you endorsed publication of this manuscript in its current form, your peer review process is now finalized. The handling editor has been notified, and you can find a copy of your report below.

You can access the manuscript here:

<http://review.frontiersin.org/review/1078141/0/0>

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

## -----MANUSCRIPT DETAILS-----

Manuscript title: Collaborative Peer Feedback: Affective, behavioral, cognitive, and social engagement  
Manuscript ID: 1078141  
Authors: Wenxue Chen, Donghong Liu and Cancan Lin  
Journal: Frontiers in Psychology, section Educational Psychology  
Article type: Original Research  
Submitted on: 24 Oct 2022  
Edited by: Josef Schmied

-----  
Frontiers Review Guidelines

To ensure an efficient review process, please familiarize yourself with the Frontiers review guidelines. The Frontiers review process has unique features, including an interactive review stage, and a focus on objective criteria.  
[https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational\\_psychology](https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=346&name=educational_psychology)

## ----- Independent Review Report, Reviewer: Saiful Akmal

## EVALUATION

Please list your revision requests for the authors and provide your detailed comments, including highlighting limitations and strengths of the study and evaluating the validity of the methods, results, and data interpretation. If you have additional comments based on Q2 and Q3 you can add them as well.

The abstract is good and so does the introduction and theoretical part. However, the methodology did not reveal why the participants are selected and did not elaborate the sampling mechanism in detail, including the lack of clarification what the retrospective interviews really are. As for the findings, some aspects or sub sections were provided with citations from the interview, some others are not. In some parts, the quality of the figures and tables are not satisfactory. This includes some sentences are made as paragraphs, whereas it is only a single sentence and looks like an incomplete paragraph. Those are located in some sections of the writing.

## Check List

a. Is the quality of the figures and tables satisfactory?

No

b. Does the reference list cover the relevant literature adequately and in an unbiased manner?

Yes

c. Are the statistical methods valid and correctly applied? (e.g. sample size, choice of test)

Not Applicable

d. Is a statistician required to evaluate this study?

No

e. Are the methods sufficiently documented to allow replication studies?

Yes

QUALITY ASSESSMENT:

Rigor

3

Quality of the writing

3

Overall quality of the content

4

Interest to a general audience

4

-----

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Frontiers: Acceptance of manuscript you reviewed - 1078141**

1 message

---

**Frontiers Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers Psychology <psychology.editorial.office@frontiersin.org>  
To: saiful.akmal@ar-raniry.ac.id

3 January 2023 at 00:01

Dear Dr Akmal,

Frontiers Psychology has sent you a message. Please click 'Reply' to send a direct response

The manuscript you reviewed was accepted for publication:

Manuscript title: Collaborative Peer Feedback in L2 writing: Affective, behavioral, cognitive, and social engagement  
Journal: Frontiers in Psychology, section Educational Psychology  
Article type: Original Research  
Authors: Wenxue Chen, Donghong Liu, Cancan Lin  
Edited by: Josef Schmied

Here's the link to the article:

<http://www.frontiersin.org/Review/EnterReviewForum.aspx?activationno=a543f875-c276-47d7-be24-678c74f47078>

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Frontiers: Article Published**

1 message

**Psychology Production Office** <psychology.production.office@frontiersin.org>26 January 2023 at  
11:56

Reply-To: Psychology Production Office &lt;psychology.production.office@frontiersin.org&gt;

To: saiful.akmal@ar-raniry.ac.id

Psychology Production Office has sent you a message. Please click 'Reply' to send a direct response

Dear Dr Akmal,

We are pleased to announce that the following article you reviewed was published in Frontiers in Psychology, section Educational Psychology.

Manuscript Title: Collaborative Peer Feedback in L2 writing: Affective, behavioral, cognitive, and social engagement

Article type: Original Research

Authors: Wenxue Chen, Donghong Liu, Cancan Lin

To view the online publication, please click here:

[http://journal.frontiersin.org/article/10.3389/fpsyg.2023.1078141/full?utm\\_source=Email\\_to\\_rever\\_&utm\\_medium=Email&utm\\_content=T1\\_11.5e5\\_reviewer&utm\\_campaign=Email\\_publication&journalName=Frontiers\\_in\\_Psychology&id=1078141](http://journal.frontiersin.org/article/10.3389/fpsyg.2023.1078141/full?utm_source=Email_to_rever_&utm_medium=Email&utm_content=T1_11.5e5_reviewer&utm_campaign=Email_publication&journalName=Frontiers_in_Psychology&id=1078141)Please cite this article as: Wenxue Chen, Donghong Liu, Cancan Lin (2023). Collaborative Peer Feedback in L2 writing: Affective, behavioral, cognitive, and social engagement . *Front. Psychol.* **14**:1078141. doi: 10.3389/fpsyg.2023.1078141This article is an open access publication, which means that it is accessible to any reader anywhere in the world. We encourage you to share the article link with your colleagues. The article is also being disseminated onto the Frontiers research network (Loop) and possibly other outlets. Please ensure that your Frontiers profile on the Loop network is up-to-date by editing it here: <http://loop.frontiersin.org/people/me>-----  
We want to hear about your experience with Frontiers. We are constantly striving to improve our peer review process, please complete our short 3-minute survey to tell us about your experience, your opinion is important and will guide future development.[https://frontiersin.qualtrics.com/jfe/form/SV\\_9sfHMjCrBqCCUYe?survey=reviewerpub&Decision=Published&ArticleId=1078141&UserId=1567940](https://frontiersin.qualtrics.com/jfe/form/SV_9sfHMjCrBqCCUYe?survey=reviewerpub&Decision=Published&ArticleId=1078141&UserId=1567940)

Thank you very much for taking the time to share your comments.



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Are you interested in reviewing a new manuscript? (ID 1109305)**

1 message

---

**Gloria Gagliardi (Via FrontiersIn)** <noreply@frontiersin.org>  
Reply-To: Gloria Gagliardi <gloria.gagliardi@unibo.it>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

2 January 2023 at 21:16

Dear Dr Saiful Akmal,

A new manuscript has been submitted to Frontiers in Psychology, section Language Sciences: "The need for adaptation-relevance model in the investigation of utterance production and interpretation for second language learners' intercultural communication" by Bo Ning.

Based on your publication history and expertise, I would like to personally invite you to review this manuscript.

I would very much appreciate your letting me know, by clicking on one of the links below, if you are available to lend your time and expertise to this manuscript.

I'd like to review this manuscript

<https://www.frontiersin.org/journal/acceptInvitation.aspx?acceptInvitationNo=b6901502-a334-4c63-b7ae-3610c068584c>

I don't want to review this manuscript

<https://review-invitations-ui.frontiersin.org/v1/invitation/decline/reviewEditor/b6901502-a334-4c63-b7ae-3610c068584c>

Every month more than half of our reviewers submit their report within seven to ten days of accepting the invitation. The authors appreciate a quick response and tend to return the favour when it's their turn to review.

Do you want to review but need more time? This isn't a problem, please accept the invitation and then easily extend your deadline via the Review Forum.

Would you like to Discover other manuscripts that are suited to your expertise? <https://discover.frontiersin.org/>

Thank you for your time and consideration of this invitation.

With best regards,

Gloria Gagliardi  
Guest Associate Editor, Frontiers in Psychology  
<https://www.frontiersin.org/>

-----MANUSCRIPT DETAILS-----

Journal: Frontiers in Psychology, section Language Sciences

Article type: Original Research

Manuscript title: The need for adaptation-relevance model in the investigation of utterance production and interpretation for second language learners' intercultural communication

Manuscript ID: 1109305

Authors: Bo Ning

Submitted on: 27 Nov 2022

Edited by: Gloria Gagliardi

-----  
Abstract: Considering the special cognitive mechanism of language learners' utterance production and interpretation in intercultural communication, the dynamic development of this communicative process needs to be explored from the perspective of Adaptation-Relevance Model (ARM). Among the qualitative research methods compatible with this model, the article takes the differential case study of cultural contextual resources in intercultural communication as the main point of elucidation. In this article, the limited existing research literature on the communicative models is first reviewed, and then the specific process by which the ARM operates is presented. It is then argued why this innovative research model is appropriate for investigating the dynamic nature of second language (L2) learners' utterance production and interpretation in intercultural communication. This paper also raises several related research questions that can potentially be formulated and answered using the ARM. It concludes that innovative paradigms

3/2/23, 9:57 PM

UIN Ar-Raniry Mail - Are you interested in reviewing a new manuscript? (ID 1109305)

that can enhance L2 learners' intercultural communicative competence (ICC), such as the ARM, need to be used more extensively in future cognitive linguistic research contexts.

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

## Thank you for agreeing to review 1109305

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

3 January 2023 at 09:48

Dear Dr Akmal,

Thank you for accepting to review the manuscript "The need for adaptation-relevance model in the investigation of utterance production and interpretation for second language learners' intercultural communication". Your time and effort towards this assessment is greatly appreciated.

The majority of our reviewers kindly submit their review assessments within 10 days of accepting the invitation. You can access the manuscript and the structured review questionnaire you will complete via this link:

<https://review.frontiersin.org/review/bootstrap/b6901502-a334-4c63-b7ae-3610c068584c>

If you require more time to complete your review, you can grant yourself an extension directly on the review forum via the link above. Additionally, you can at any stage contact the handling editor or the Editorial Office if you need advice.

One quick note for your awareness: reviewers are anonymous during the review process and we encourage you to preserve this anonymity in respect to other reviewers also participating on the manuscript.

In advance, thank you for providing your expert, constructive feedback. This is invaluable to help guide the authors on how the manuscript can be improved.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

-----MANUSCRIPT DETAILS-----

Manuscript title: The need for adaptation-relevance model in the investigation of utterance production and interpretation for second language learners' intercultural communication

Manuscript ID: 1109305

Authors: Bo Ning

Journal: Frontiers in Psychology, section Language Sciences

Article type: Original Research

Submitted on: 27 Nov 2022

Edited by: Gloria Gagliardi

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)



Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

**Looking forward to your review of The need for adaptation-relevance model in the investigation of utterance production and interpretation for second language learners' intercultural communication (ID: 1109305)**

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.com>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.com>  
To: saiful.akmal@ar-raniry.ac.id

10 January 2023 at 16:47

Dear Saiful,

I see that you will shortly be submitting your Reviewer Report on the manuscript: The need for adaptation-relevance model in the investigation of utterance production and interpretation for second language learners' intercultural communication [ID: 1109305]. I appreciate you committing your valuable time and expertise to this article, and on behalf of the Authors: thank you.

**Need some help?** The Peer Review team at Frontiers will be happy to assist you, please reach out to us via email if you are having any difficulties.

We look forward to receiving your report in 3 days. Or, if you need a little bit more time to complete our review questionnaire please do use the "Request Extension" button on the Review Forum to extend your deadline:  
[Review Forum](#)

You can access all your Review Assignments here: <https://www.frontiersin.org/my-frontiers/review-assignments>

When you have submitted your Reviewer Report, you will be able to directly finalize your decision on the article or request that the author responds directly to your comments.

Finally don't forget to log in to Publons and take credit for your contribution once the process is complete!

Best regards,

Holly Tyler  
Head of Review Operations  
[Frontiers](#)

Frontiers | Editorial Office - Collaborative Peer Review Team  
Frontiers, [12 Moorgate, London EC2R 6DA](#)

---





Saiful Akmal &lt;saiful.akmal@ar-raniry.ac.id&gt;

---

## Thank you for submitting your Independent Review Report - 1109305

1 message

---

**Frontiers in Psychology** <psychology.editorial.office@frontiersin.org>  
Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org>  
To: Saiful Akmal <saiful.akmal@ar-raniry.ac.id>

12 January 2023 at 20:44

Dear Dr Akmal,

Thank you for submitting your review report and your recommendation for the manuscript "The need for adaptation-relevance model in the investigation of utterance production and interpretation for second language learners' intercultural communication to the handling editor. This will help inform the decision that the editor will take. Your valued contribution is greatly appreciated.

As you have taken a final decision by recommending rejection of the manuscript, you will no longer be notified of further updates to the review process. In the meantime, the review will continue while we wait for a final decision from the editor. Should you wish to carry on working with the authors to further improve their article, please reach out to the review team by replying to this email so we can reactivate your review for further interactions.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team  
[www.frontiersin.org](http://www.frontiersin.org)  
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland  
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk ([support@frontiersin.org](mailto:support@frontiersin.org)) or visit our Frontiers Help Center ([zendesk.frontiersin.org/hc/en-us](https://zendesk.frontiersin.org/hc/en-us))

## -----MANUSCRIPT DETAILS-----

Manuscript title: The need for adaptation-relevance model in the investigation of utterance production and interpretation for second language learners' intercultural communication  
Manuscript ID: 1109305  
Authors: Bo Ning  
Journal: Frontiers in Psychology, section Language Sciences  
Article type: Original Research  
Submitted on: 27 Nov 2022  
Edited by: Gloria Gagliardi

----- Independent Review Report, Reviewer: Saiful Akmal

## EVALUATION

Please list your revision requests for the authors and provide your detailed comments, including highlighting limitations and strengths of the study and evaluating the validity of the methods, results, and data interpretation. If you have additional comments based on Q2 and Q3 you can add them as well.

The need for adaptation-relevance model in the investigation of utterance production and interpretation for second language learners' intercultural communication

The abstract is rather short and does not address key points such as research gap, research questions, methodological approach, key findings.

## Introduction

- a. So far, however, few theories of language use in communication are adequately convincing  
This claim is better supported with detailed explanation of what theories are adequately convincing by citing relevant and actual references.
- b. Most authors, insofar as they are aware of the issue at all, seem to think that there can, and should.  
Please check the grammar and sentence structure. Again, provide more evidences on the author names, what issue they are aware of, what are their ideas, etc.
- c. Overall , introduction part is lacking sufficient, relevant and actual references on the topic being discussed.
- d. It has been widely applied in various aspects, such as semantics, conversational implicature, grammar, literary stylistics, text analysis, metaphor, irony, humor, translation, intercultural communication, etc.  
This statement needs to be strengthened with specific elaboration on who applied the relevance theories in those all

field of studies.

e. The adaptation-relevance model (ARM), first put forward by Dr Yang Ping (2001) and then revised and improved by RanYongping (2004), is based on the relevance theory and adaptation theory to account for communication from the viewpoint of a producer and an interpreter.

Further substantiation of Ping and Yongping ARM multiplication in their studies are required

f. Figure 1: The process of communication under ARM

This figure supposed to refer to own work or some other works and the preceding paragraph need some references .

Overall comments

a. The structure and the argumentation of the writing is not research based. It puts a lot of genuine yet immature/unproven ideas by the author .

b. It is very clear that the writing is lacking its depth and references, considering there are so many initial questions on ARM implementation in second language learners.

c. The references, if any, are somewhat outdated which seems strange as it tries to challenge the similarly old cooperative principle by Grice.

d. The conclusion made a bold claim that the ARM is more comprehensive, reasonable and more convincing model yet, it has failed to provide significant grounding and foundation.

Check List

a. Is the quality of the figures and tables satisfactory?

No

b. Does the reference list cover the relevant literature adequately and in an unbiased manner?

No

c. Are the statistical methods valid and correctly applied? (e.g. sample size, choice of test)

Not Applicable

d. Is a statistician required to evaluate this study?

No

e. Are the methods sufficiently documented to allow replication studies?

No

QUALITY ASSESSMENT:

Rigor

1

Quality of the writing

3

Overall quality of the content

2

Interest to a general audience

3

-----

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at [support@frontiersin.org](mailto:support@frontiersin.org)