Date: Thu, Jul 21, 2022 09:09 PM
To: "order"<order@academypublication.com>; "wayandanaardika"<wayandanaardika@pnb.ac.id>;
Subject: TPLS Submission

Dear TPLS Editor,

I herewith send you our article entitled "Developing English for Nurses Assessment in Indonesia: from learning supporting tools until test". Shall there be any requirement concerning its publication please let us know. Thank you for your kind attention and cooperation.

Best regard,
I Made Rai Jaya Widanta

I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>   Fri, Jul 22, 2022 at 3:59 PM
To: TPLS <tpls@academypublication.com>

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Thank you for the information on the article submission requirement.
Please let us know the review result and other related information.
Thank you

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I Made Rai Jaya Widanta

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PNBMail

I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>

Submission Confirmation - Paper ID: TPLS22-072105

2 messages

TPLS <tpls@academypublication.com>   Fri, Jul 22, 2022 at 10:12 AM
To: maderaijayawidanta <maderaijayawidanta@pnb.ac.id>

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TPLS- Theory and Practice in Language Studies
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---------------- Original ----------------

From: "order"<order@academypublication.com>;
Date: Fri, Jul 22, 2022 06:15 AM
To: "TPLS"<tpls@academypublication.com>;
Subject: Fw: TPLS Submission

---------------- Original ----------------

From: "I Made Rai Jaya Widanta"<maderaijayawidanta@pnb.ac.id>;

Dear author,

Thanks for your submission.

This is a really interesting paper; and it would be very informative to the researchers who are interested in this field.

However, the language is really awkward; it really needs to be improved. There are a lot of grammatical errors/incorrect usages/spelling errors in the paper.
For example:

Four classes of semester 6 students who were divided into two group (experiment abd control group) were involved as participants.

A lot applications have been developed to

to use patterns and and other grammar items,

conventional method which focused on forms or conventional form-focused appgroaches were found effective

This situstion was coincided with Bruton's

TBLT provided an unpredictable language goals,

Grammar is not eppeared to be a salient aspect

Therefore, we are sorry to say that we have to reject the paper for publication.

Please ask **a native English speaker** to help you check the paper again, word by word, sentence by sentence!
(If you can't find a native English speaker by yourself, you may contact Mr. David Rowles, a retired British teacher with more than 25 years' experience in English writing teaching. His email address is: prof.bill69@hotmail.com)

After the language is refined/improved, you are welcome to submit the paper again.

PNB Mail

I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>

TPLS22-072105-review result
2 messages

tpls <tpls@academypublication.com>   Thu, Aug 4, 2022 at 10:26 AM
To: maderaijayawidanta@pnb.ac.id

Dear author,

Please see attached the review result.

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📄 **TPLS22-072105.docx**
14K

I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>   Thu, Aug 11, 2022 at 4:54 PM
To: tpls <tpls@academypublication.com>

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This article was checked for its similarity and edited by Sciber.
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information.
Best,
I Made Rai Jaya Widanta
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Submission Confirmation - Paper ID: TPLS22-081103

1 message

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Your submission implies that the manuscript has not been published previously, and is not currently submitted for publication elsewhere. If any case of concurrent submission is found, the submission will be immediately rejected and the author's names will be put into our blacklist.

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From: I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>

Date: 2022-08-11 16:54:19

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This article was checked for its similarity and edited by Sciber.

Thank for your kind attention and cooperation. We look forward to the further information.

Best,

I Made Rai Jaya Widanta

On Thu, Aug 4, 2022 at 10:26 AM tpls <tpls@academypublication.com> wrote:

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Please see attached the review result.

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Dear Author,

Thank you for you're the paper after being edited in term of its English language used and upon its similarity check.

In this second stage, we are focusing on the SUBSTANTIVE aspects you have to work out on the paper, as follows:

1. State clearly the gap(s) between the **current condition** and the **expected condition** so that the assessment tool is essential to develop.
2. Close the background of the paper with a sentence describing your **endeavour** to take to solve the problems
3. Although you have explained the result of literature review specifically in chapter 2 of 'related studies', it's also very important to draw the past condition and current condition in the background by **stating result of review of people researches briefly** of English competency test development.

Send the paper back upon your revision for further check.

Re: Revision result

Dear TPLS Editor

I herewith send the revision of the paper pursuant to
your comment (including: gaps analysis, statement of my endeavour
to solve problem, and brief statement of literature review result on background)

Regard
I Made Rai Jaya Widanta.

Developing English for nurses in Indonesia: From learning supporting tools to assessment

I Made Rai Jaya Widanta
Mechanical Engineering Department, Bali State Polytechnic, Kampus Bukit Jimbaran Street, Kuta Selatan, Badung-80364, Bali, Indonesia

I Made Ardana Putra
Administration Department, Bali State Polytechnic, Kampus Bukit Jimbaran Street, Kuta Selatan, Badung-80364, Bali,Indonesia

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Ni Nyoman Ayu Tri Hidayanti
English Letters, Bali Dwipa University, Bali-Indonesia

Abstract—This study aimed to develop English for nurses in Indonesia. Specifically, the development included three levels of a test and their supporting tools such as a competency standard, a scoring rubric, curriculum, and a blueprint. The development was conducted for some stages. The research team was comprised of two lecturers, one staff member, and two students. The students were involved in creating the online version of the test. All supporting tools were validated prior to developing and validating the assessment tool. Upon the tests' validation, the supporting tools were then disseminated to nursing students in Bali province and East Java. The nursing students tried the tests for approximately two hours and 40 minutes. The written test, which consisted of listening, reading, and writing, was done for 2 hours and 30 minutes, and the spoken test was conducted for 10 minutes for a couple of students. Following the try-out, the students were also assigned to fill in the questionnaires distributed via Google Form. A public experiment involving 20 lecturers also gave the lecturers a questionnaire to fill in. Both questionnaires required the respondents to provide opinions, suggestions, and comments on the test before the tests were revised. In conclusion, the tests were valid and submitted to the English Competency Test Certification Foundation under the Directorate for Course and Training Advancement, Republic of Indonesia.

Index Terms—assessment tool, English for nurses, competency test, project-based learning

I. INTRODUCTION

The strategic effort undertaken by the government of Indonesia to struggle for and recover economic condition during and especially upon the COVID-19 pandemic era has been to decrease imports and optimise exports. In order to achieve this goal, the government is empowering industries to produce internationally competitive tangible and intangible products. One of these, namely qualified manpower, is in the service area. Many offers in the form of job vacancies especially in the nursing area are regularly forwarded to Indonesia. Nurses are required to help the elderly, work in orphanages or hospitals, provide home care, or be caregivers. Job providers abroad, both government-owned and private foundations, require that job seekers be competent in English for nursing as evidenced by a certificate of competence.

The presence of this specific requirement has seemed demanding for the job seekers because the government and institutions in other countries including those providing the vacancies have not previously required such English competency tests. Thus, all parties are energised to create a standard test to measure candidates' English competency in the nursing area. The endeavour to construct such an assessment tool has been a focus of attention for both the government and scholars as well as English instructors, educators, and researchers. Nevertheless, the target has not come into reality for reasons including shortages of resources, finances, and information about the needs of stakeholders as well as other related information.

The English Competency Test Certification Foundation under the Directorate for Course and Training Advancement, Republic of Indonesia has been assigned to organise the development of English assessment tools

in the country. Of the tools successfully developed, none are considered to be a nursing-related assessment. Ironically, requests for an English competency test in the field of nursing increase in line with the increase in manpower needs in the nursing field in some other countries. In addition, the need for English courses, training, or materials related to nursing from private language foundations, English courses, training centres, and the like have also increased from year to year.

The development of an English competency test for nurses has been undertaken in a limited and partial manner in the last two decades. It might be caused by its specific use, people restricted request upon it, and its unfamiliarity among its users. Such a test has neither been found and issued to be used formally in any institution nor publicly sold. Although there have been some academic efforts like reviewing, validating, examining, and even developing nursing-related tests, they have been only partially undertaken. Some studies have been conducted on developing English for nurses' learning materials (Putra et al., 2019), analysing skills learners need in English proficiency tests (Yuyun et al, 2014), developing English speaking materials for nursing students (Fadillah et al., 2018), developing English for nursing materials based on communicative language teaching (Febrijanto et al, 2017), and developing and validating English language teacher competence tests (Pishghadam et al., 2011). However, a wholistic effort to develop an English for nursing competency test and its supporting tools which can help institutions, teachers, instructors, and lecturers instruct, assess, and develop curriculum and materials for English for nurse courses has not yet been made.

Some mere obstacles explained in prior seem to be strongly supportive of the development of such an assessment tool. The Indonesian government relied on the English Competency Test Foundation to develop such a test in order for them to have a tool of measurement for the nurses planning to apply for jobs in other countries. These nurses shall be prepared and provided with training or courses in English for nurses. However, the assessment tool for measuring such competency had not been provided. The government wishes that English courses and trainings would be undertaken not only by government-owned foundations but also by private institutions; however, a number of essential components have not yet been provided and determined, such as learning materials, graduate competence, curriculum, assessment rubrics, and assessment tools. In addition, some research undertaken to support the teaching of English for nurses explained in advance was partially and limitedly done. Some of those studies focused on learning materials in schools and some on analysing learners' or test takers' needs and competency, developing speaking materials, developing English nursing materials based on communicative language skills, and validating English language teacher competence tests. This lacuna drove us to undertake a development of a holistic English for nursing assessment comprising test-supporting components such as curriculum, a graduates' competence frame, assessment rubrics, and assessment tools.

II. RELATED STUDIES

A. The English Competency Test and Its Supporting Components

There has been vagueness of comprehension of the difference between proficiency tests and competency tests among people. Basically, an English proficiency test is that which is used to measure one's level of English mastery. This test is used to reveal students' English proficiency or mastery, which is indicated with scores converted into different levels. English tests such as TOEFL, TOEIC, IELTS, and TOEP are of this kind. In contrast, an English competency test is a tool which measures one's English competency. A competency test is normally used to measure the depth of someone's understanding of the given topics in a course. English competency for non-English major students is the ability to use any strategies effectively and comprehensively by utilising reading, writing, listening, and speaking as well as translating using academic, global, linguistic, and intercultural knowledge in nay academic activities in class or at work (Zhang, 2021). Thus, test takers should be given training in line with the topics being evaluated in the form of a test. The test result is not shown in the form of numerical scores but rather in the form of an evaluation of 'competent' or 'not competent'. Thus, a competency test requires a descriptor for the examiner to determine the score of test takers.

According to Zhang (2021), in developing English competency for a specific field, it is necessary to include aspects of content or subject matter in the test. The content shall be inserted in test-supporting tools such as a graduates' competency standard, descriptors, an assessment rubric, and curriculum. Graduates' competency shall be determined because it will provide guidance about what competence the test taker shall achieve. A descriptor is usually attached in the assessment rubric. The descriptor contains information related to the description of each score, namely what the test taker shall accomplish in order to achieve a certain score. There are some perceptions of what the descriptor shall include, such as that it shall include skills and elements (Lado, 1961); ignore context (Chomsky, 1969); and use comprehensive tests (Oller, 1976) and knowledge about linguistics, topics, character, strategy, specific situations (Bachman & Palmer, 2010), and communicative language ability (Yan, 2012). Of all concepts, the concept proposed by Lado (1961) is supportive because it covers all language skills. The assessment rubric has to cover three main aspects, namely criteria, the description, and the scoring strategy (Jonsson & Panadero, 2016). Additionally, Chowdhury (2018) states that a

Dear Author,

SUBSTANTIVE aspects to be revised:

1. You draw the stages of model development of 4D in the paper. It's representative, however you need to explain how it works, and **WHY** you choose this development model NOT others (for ex: ADDIE, R and D, etc).
2. It's important to state whose 4D model you refer. Also explain what your **ACTIVITIES** of development are going to be in each stage.
3. In order to claim that this development is new which partly different from other development like what you mention in section B of 'Discussion', include the **NAME** of researchers of each activity (for example who did development on English for nursing materials, etc).
4. --------------------------------

Send the paper back upon your revision for further check.

Re: Revision result

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your comment. Please let us know if there shall be any other parts of paper to be revise.
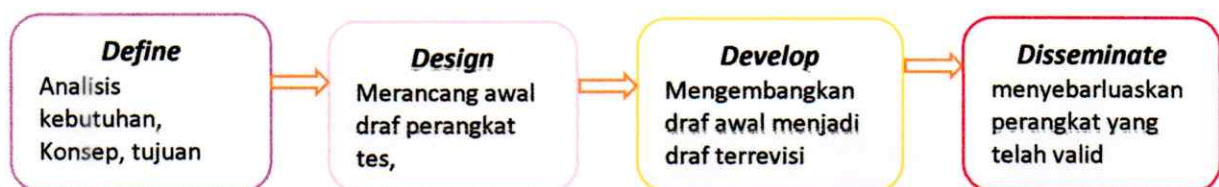I am sorry for a bit late reply.

Regard
I Made Rai Jaya Widanta.

rubric is essential for examiners when evaluating students' performance. It can also help examiners comprehend the goal to be achieved, provide informative feedback, and support them in being consistent and fair as well as enhancing better learning.

B. Development

This development comprised four main tools supportive of learning activity, namely a students' competence frame, scoring rubrics, curriculum, and a test. The model of development implemented that of 4-D, (i.e., defining, designing, developing, and disseminating; Thiagarajan, Semmel, & Semmel, 1974). The model was chosen because it offers clear stages (Bano, 2018) and systematic steps (Arywiantari, Agung, & Sastra, 2015). In its implementation, the model was combined with project-based learning which empowered students majoring in information technology (IT) in the role of research team member to support them learning and applying the knowledge they are gaining in university. The development of learning tools using 4-D has been undertaken by many scholars in numerous fields such as mathematics (Nurmanita et al, 2019) and chemistry (Andromeda et al, 2018; Sakdimah & Dewata, 2018) and in 21st-century learning (Djamahar et al, 2018).

The 4-D model seems to be popular among researchers in pedagogical intervention. Some scholars used full stages, and some adopted part of the whole. Some applied it for English learning materials and some others focused on areas apart from English. Some other researchers utilised 4-D combined with other learning models. Nurmanita et al. (2019) developed a learning model of mathematics which involved project-based learning that was found successful. However, learning mathematics is different from learning language, which involves productive and receptive skills. Sakdimah and Dewata (2018) developed a module for chemistry pursuant to 4-D, and Andromeda, Lufri et al. (2018) developed chemistry materials using 4-D paired with the guided inquiry model. Both experiments produced visible learning materials and models. None of this research was in English language learning, which was apart from English both in model and learning tools. This development of learning tools and a test of English for nurses adopted 4-D by Thiagarajan, Semmel, and Semmel (1974) with the following stages:

Define
Analisis kebutuhan, Konsep, tujuan
→
Design
Merancang awal draf perangkat tes,
→
Develop
Mengembangkan draf awal menjadi draf terrevisi
→
Disseminate
menyebarluaskan perangkat yang telah valid

C. Project-Based Learning

Project-based learning (PjBL) is an innovative learning approach which provides students with a problem to solve in a project (Thomas & Mergendoller, 2000; Larmer et al. 2003; Bell, 2010). This approach utilises students' prior knowledge so that students are able to discover a concept on their own (Weegar & Pacis, 2012), facilitates students working out their task in a concrete activity (Kriwas, 2007), uses authentic materials in the real world (Ndon, 2011), and prioritises their learning experiences (Kotti, 2008). Through activities such as exploration, discussion, writing reports, and making presentations (Gu Ven, 2014), students are able to activate their communicative skill (Harun, 2006) and improve their autonomous learning skill (Imtiaz & Asif, 2012).

PjBL has been proven effective to improve students' English competency (Imtiaz & Asif, 2012; Rochmahwati, 2016). Apart from its function to improve students' cognitive skill, PjBL has also succeeded in improving their supporting skills such as enthusiasm, self-confidence, creativity, collaboration (Astawa et al, 2017), emotional quotient, learning ability, and enjoyment in learning (Fragoulis, 2009) as well as students' autonomous learning and integrated curriculum development (McCarthy, 2010; Lam, 2011), students' critical thinking (Allan & Stoller, 2005), and vocabulary mastery (Shafaei & Rahim, 2015). Doing projects enables learners to use prior knowledge and energises their language acquisition through group work activities such as discussion, work-presentation inform of the group and other groups. The activities which could attract students' active participation in using their schemata to build new knowledge make the learners pragmatically competent, meaning that they are able to use the language appropriately and effectively (Widanta et al., 2018). In line with this, the success of learners' language acquisition also depends on how teachers give inputs; thus, teachers must provide comprehensible inputs. Inputs benefit learners when they are explicit and comprehensible by means of problem clarification, explicit concept building, and learners' awareness building (Widanta et al., 2020). The more comprehensible the inputs are, the more easily they are processed in the learners' brain and made intakes which will enhance good output. In this case, teachers really have to make learners able to notice as efficiently as possible (Schmidt, 1990; Widanta, 2017).

9. Public Experiment

Inputs from stakeholders—in this case, lecturers teaching nursing subjects—were also raised. Upon dissemination of the competency standard and scoring rubric of levels 1, 2 and 3, the lecturers were given an instrument based on which inputs on both tools were delivered. The instrument contains 14 questions asking whether the items asked are in accordance with both tools. These questions concern rules or laws which underlined them, purposes of the tools, level of competency, graduate profile, work and title of nurses at each level, learning outcome, language knowledge of each level, field of work or duties of nurses at each level, competency units of each level, indicators of graduates at each level, and relevance between each aspect in both tools.

Of 20 members of the public experiment towards the tools, 75% participants stated that each aspect was in accordance with the tools. The rest (25%) mostly stated that the tools were in accordance and appropriate; however, some inputs in the forms of suggestions or questions were forwarded to the research team. One participant suggested that the laws or rules which underlined the competency standard have to be ordered accordingly. Another participant suggested that a statement about being 'able to express opinion in an interprofessional team' should be added to the speaking competency standard. Concerning the law or rule, a participant also suggested that law of UU number 38, year 2014 about a nursing competency standard should be added. Another participant suggested that any statement of '*hasil terapi*' (i.e., result of therapy) should be replaced with '*tindakan keperawatan*' (i.e., nursing treatment). The inputs were used to finally revise the tools the tool which was given input for revision was competency standard, while the scoring rubric was considered valid.

10. Involvement of Students

A research team conducted development of the test and its supporting tools. The team included lecturers, staff, and two students. The students majoring in informatic management were mainly assigned to develop the online or computer-based test version. Prior to their final task execution, they were involved in some stages of development including gathering data for needs analysis, collecting resources used for determining and formulating the nurse competency standard, and helping with FGD in arranging work-related topics for the competency standard and developing questions for the test. Upon the three-level tests were successfully developed.

The students were assigned to create the online test version. They were given data to be uploaded. The data consisted of the final test-like to be made into the test to provide test-taking candidates with a practice test. The practice test questions were made pursuant to the blueprint of the test. The blueprint of the test was prepared to synchronise the real test with other supporting tools such as the competency standard, curriculum, and scoring rubric. In addition, it correlated between materials of learning and the evaluation tool. The development stages and involvement of students and staff indicated that it was undertaken pursuant to a project-based model (Thomas & Mergendoller, 2000; Larmer et al, 2003; Bell, 2010; Weegar & Pacis, 2012; Kriwas, 2007; Ndon, 2011; Kotti, 2008). Involvement of students in lecturers' project is definitely suggested to give students opportunities to implement their knowledge and skills obtained during their study.

B. Discussion

Development of this assessment tool was done holistically. Realising the competency test for nurses was the main goal of the development. However, because this assessment tool is used widely not only for test takers but also for other stakeholders as a barometer of whether the English for nurses teaching and learning is considered successful, it was developed with some supporting tools such as the competency standard, curriculum, and scoring rubrics. These supporting tools were used as a device to bridge what test takers had learned during preparation and what tool was used to evaluate their achievement. Coherence between the two main aspects of what was learned and what was used to evaluate became essential in this case.

According to the result of the literature review, this development is considered novel because none of the findings in the same area were like it. This development could foster a complete set of learning equipment from the beginning to the end. Although learning materials will become the further development goal and have not been embodied, it will be a small part of its continuation because other devices such as curriculum and competency standard have been realised. This development did not only realise learning materials of English for nurses (Putra et al., 2019; Fadillah et al., 2018) or focus on drawing skills learners need in an English proficiency test (Yuyun et al., 2014), developing English for nursing materials based on communicative language teaching (Febrijanto et al., 2017), or developing and validating an English language teacher competence test (Pishghadam et al., 2011) but rather all of the above. Almost all of the research outputs embodied by the abovementioned researchers were covered by this development.

The test as the final goal of the development was considered holistic because the test could cover cognitive, affective, and psychomotor aspects. The three aspects are included in the competency standard in more realistic embodiments such as knowledge, ability to perform work or duties, and attitude shown when

PNB **M**ail

I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>

TPLS Editor's Decision - <TPLS22-081103> (Accept)
3 messages

tpls <tpls@academypublication.com>   Thu, Aug 25, 2022 at 10:05 AM
To: maderaijayawidanta@pnb.ac.id

Dear author,

As a result of the reviews, we are pleased to inform you that your paper numbered <TPLS22-081103> has been formally accepted as a regular paper. Congratulations! Your paper has been tentatively scheduled to Issue 3 of 2023 (to be published in March), or Issue 4 of 2023 (to be published in April).

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----

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5

I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>   Fri, Sep 2, 2022 at 10:22 PM
To: tpls <tpls@academypublication.com>

Dear TPLS Editor,

We herewith send the revised article Number: TPLS22-081103 in accordance with your suggestion and the copyright transfer agreement. We look forward to having the LOA from you. Thank you very much for your kind attention and cooperation.

Best regard,

I Made Rai Jaya Widanta
[Quoted text hidden]

2 attachments

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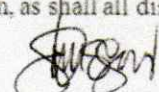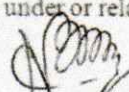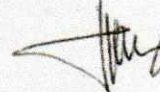Journal Title: Theory and Practice in Language Studies

Paper Title: Developing English for nurses in Indonesia: From learning supporting tools to assessment

Author(s): I Made Rai Jaya Widanta, I Made Ardana Putra, I Wayan Dana Ardika, Ni Nyoman Ayu Tri Hidayanti

Paper ID: TPLS22-081103

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revised paper

2 messages

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To: I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>

Dear author,

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* The paper will NOT be sent to the author for proofreading before publication.
The paper will be published according to the final version you've sent to us. Revisions after publication should be avoided.

Sincerely,

Ms Linda Zhao,

Assistant Editor, TPLS - Theory and Practice in Language Studies

Academy Publication, UK

From: I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>

Date: 2022-09-02 22:22:32

To: tpls <tpls@academypublication.com>

Subject: Re: Receipt Confirmation

Dear TPLS Editor,

We herewith send the revised article Number: TPLS22-081103 in accordance with your suggestion and the copyright transfer agreement. We look forward to having the LOA from you. Thank you very much for your kind attention and cooperation.

Best regard,

I Made Rai Jaya Widanta

2/

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I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>

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1 message

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To: I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>

Dear author,

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Sincerely,

Ms Linda Zhao,

Assistant Editor, TPLS - Theory and Practice in Language Studies

Academy Publication, UK

From: I Made Rai Jaya Widanta <maderaijayawidanta@pnb.ac.id>

Date: 2022-09-24 11:44:38

To:tpls <tpls@academypublication.com>

Subject: Re: revised paper

> Dear TPLS
>
> As the tentative schedule for publication of my paper numbered <TPLS22-081103> has been made for either issue 3 or 4 of 2023, would you possible issue the LOA as it is very needed for my research progress report this week to convince the grantor about the achievement.
>
> Thank you for your kind cooperation.
>
> Your sincerely,
>
> I Made Rai Jaya Widanta
>
> On Sun, Sep 4, 2022 at 8:40 AM tpls <tpls@academypublication.com> wrote:
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I Made Rai Jaya Widanta
Mechanical Engineering Department, Bali State Polytechnic,
Kampus Bukit Jimbaran Street, Kuta Selatan, Badung- 80364, Bali, Indonesia

I Made Ardana Putra
Administration Department, Bali State Polytechnic, Kampus Bukit Jimbaran Street,
Kuta Selatan, Badung-80364, Bali, Indonesia
Email: ijayawidanta@pnb.ac.id

I Wayan Dana Ardika
Civil Engineering Department, Bali State Polytechnic, Kampus Bukit Jimbaran Street,
Kuta Selatan, Badung-80364, Bali, Indonesia

Ni Nyoman Ayu Tri Hidayanti
English Letters, Bali Dwipa University, Bali-Indonesia

September 25, 2022

Dear I Made Rai Jaya Widanta, I Made Ardana Putra, I Wayan Dana Ardika, and Ni Nyoman Ayu Tri Hidayanti,

We are pleased to inform you that your following paper has been formally accepted for publication in *Theory and Practice in Language Studies* (TPLS, ISSN 1799-2591).

Paper ID:	TPLS22-081103
Paper Title:	Developing English for nurses in Indonesia: From learning supporting tools to assessment
Authors:	I Made Rai Jaya Widanta, I Made Ardana Putra, I Wayan Dana Ardika, and Ni Nyoman Ayu Tri Hidayanti
Journal Title:	*Theory and Practice in Language Studies* (TPLS, 1799-2591)

The paper has been scheduled to the Volume 13, Number 4, to be published in April of 2023.

Thank you for your contribution to the Journal and we are looking forward to your future participation!

Sincerely,

Feng Liu

Mr. Feng Liu
Managing Editor –Theory and Practice in Language Studies
Academy Publication, UK
Email: tpls@academypublication.com

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