Submission Files Search

30144	Article Text-JTL-SW et al.docx	May 22, 2025	Article Text
30145	Similarity Index JTL.pdf	May 22, 2025	Other
30377	Blind+Manuscript-JTL-ID9851.docx	June 1, 2025	Article Text

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Pre-Review Discussions Add discussion

Name	From	Last Reply	Replies	Closed
Comments for the Editor	sriwahyunialfian 2025-05-22 01:18 AM	-	0	
Manuscript Submission	aking1 2025-05-31 09:16 PM	sriwahyunialfian 2025-06-01 12:55 AM	1	

UIRmail

Sri Wahyuni <wahyunis@edu.uir.ac.id>

[JTL] Submission Acknowledgement

1 message

Dr. Clayton Smith, Editor via University of Windsor Journal Publishing <no_reply@scholarsportal.info>
Thu, May 22, 2025 at 12:25 PM
Reply-To: "Dr. Clayton Smith, Editor" <Clayton.Smith@uwindsor.ca>
To: Sri Wahyuni <wahyunis@edu.uir.ac.id>

Dear Sri Wahyuni:

Thank you for submitting the manuscript, "Bibliometric Analysis of Interventions for English Literacy Difficulties in Primary School Students with Dyslexia" to the Journal of Teaching and Learning. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL: https://jtl.uwindsor.ca/index.php/jtl/authorDashboard/submission/9851
Username: sriwahyunialfian

If you have any questions, please contact me. Thank you for considering the *Journal of Teaching and Learning* as a venue for your work.

Dr. Clayton Smith, Editor

Clayton Smith, Editor
April King, Editorial Assistant

The Journal of Teaching and Learning
Faculty of Education, University of Windsor
JTL@uwindsor.ca

Manuscript Submission

Participants

April King (aking1)

Sri Wahyuni (sriwahyunialfian)

Messages

Note	From
Thank you for this submission. This cannot be considered for peer review until you attach a blind copy of the manuscript.	aking1 2025-05-31 09:16 PM
Dear April King, Thank you for your notification. Please find attached the blind copy of the manuscript for the peer review process. Best regards, Sri Wahyuni Blind Manuscript-JTL-ID9851.docx	sriwahyunialfian 2025-06-01 12:55 AM

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Pre-Review Discussions

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Name	From	Last Reply	Replies	Closed
Comments for the Editor	sriwahyunialfian 2025-05-22 01:18 AM	-	0	
Manuscript Submission	aking1 2025-05-31 09:16 PM	sriwahyunialfian 2025-06-01 12:55 AM	1	

UIRmail

Sri Wahyuni <wahyunis@edu.uir.ac.id>

[JTL] New notification from Journal of Teaching and Learning

1 message

April King via University of Windsor Journal Publishing <no_reply@scholarsportal.info> Sun, Jun 1, 2025 at 8:16 AM

Reply-To: April King <king92@uwindsor.ca>, "Dr. Clayton Smith, Editor" <Clayton.Smith@uwindsor.ca>
To: Sri Wahyuni <wahyunis@edu.uir.ac.id>

You have a new notification from Journal of Teaching and Learning:

You have been added to a discussion titled "Manuscript Submission" regarding the submission "Bibliometric Analysis of Interventions for English Literacy Difficulties in Primary School Students with Dyslexia".

Link: https://jtl.uwindsor.ca/index.php/jtl/authorDashboard/submission/9851

Clayton Smith, Editor
April King, Editorial Assistant

The Journal of Teaching and Learning
Faculty of Education, University of Windsor
JTL@uwindsor.ca

Round 1 Status
Submission accepted.

Notifications

[JTL] Editor Decision	2025-09-26 07:44 PM
[JTL] Editor Decision	2025-11-16 07:39 PM
[JTL] Editor Decision	2026-01-03 09:40 AM

Reviewer's Attachments

Search

30589 jtl-29 JUNE-9851- -30378.docx	June 8, 2025	

Revisions

Search Upload File

33894 ID9851-Revised Paper.docx	October 10, 2025	Article Text
33895 ID9851-Response Letter.pdf	October 10, 2025	Other
34049 ID9851-Revised Paper with tracked changes.docx	October 19, 2025	Article Text
34195 ID9851-Clean Revised Paper.docx	October 25, 2025	Article Text
34242 ID9851-Additional Revisions-Clean+Revised+Paper.docx	October 28, 2025	Article Text
34243 ID9851-With track changes-Additional Revisions-Clean+Revised+Paper.docx	October 28, 2025	Article Text
34586 ID9851-Figure-Caption-Additional+Revisions-Clean+Revised+Paper.docx	November 16, 2025	Article Text

Review Discussions

Add discussion

Name	From	Last Reply	Replies	Closed
Revised Manuscript and Response Letter Submission (ID 9851)	sriwahyunialfian 2025-10-10 10:33 AM	sriwahyunialfian 2025-10-25 06:17 AM	4	☐
Manuscript Revisions	aking1 2025-10-26 10:07 PM	sriwahyunialfian 2025-11-09 08:58 PM	3	☐

Journal of Teaching and Learning

← Back to Submissions

Notifications ×

[JTL] Editor Decision

2025-09-26 07:44 PM

Dear Sri Wahyuni, Febrina Dafit, Asnawi Asnawi, Fauzul Etfita:

We have reached a decision regarding your submission to Journal of Teaching and Learning, "Bibliometric Analysis of Interventions for English Literacy Difficulties in Primary School Students with Dyslexia".

The reviewer(s) have recommended some suggested revisions be made to your manuscript. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript.

When submitting your revised manuscript, please include a response to the comments made by the reviewer(s) in a separate document. You can document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

Your revised manuscript should be uploaded within two months. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission. Or you may wish to ask for an extension due date by contacting the Editorial Assistant at jtl@uwindsor.ca

Once again, thank you for submitting your manuscript to the *Journal of Teaching and Learning* and I look forward to receiving your revision.

Reviewer B:
Recommendation: Revisions Required

Comments:Comments:Comments:Comments:Comments:Comments:----------

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Reviewer D:
Recommendation: Accept Submission

Comments:

This study is significant as it provides a comprehensive mapping of recent global research on English literacy difficulties and interventions for learners with dyslexia. By using a bibliometric approach, it highlights key trends, influential contributors, and thematic research clusters, while also revealing gaps such as the decline in publication growth and the dominance of Western scholarship. The findings underscore the importance of early, structured interventions and call for more inclusive, geographically diverse collaborations, making the study valuable for guiding future research, policy, and practice in inclusive education.

Comments:

The study provides a strong methodological mapping of the dyslexia research landscape; however, it lacks an explicit theoretical framework. Anchoring the analysis in bibliometric theory (e.g., Price's Law, Lotka's Law, or theories of knowledge production) or literacy acquisition theories would have strengthened the conceptual grounding and given more depth to the interpretation of the results.

Comments:

The methodology is generally sound, with clear use of bibliometric tools and a substantial dataset. However, the paper would benefit from greater transparency regarding the exact search terms used, the rationale for selecting the 2020–2025 timeframe, and the implications of restricting the dataset to English and open-access publications, as these choices may limit the comprehensiveness and replicability of the study.

Comments:

The argument is well-structured, supported by bibliometric evidence, and highlights important issues such as declining publication growth and geographical disparities. However, the paper could strengthen its argument by more clearly linking the identified themes and trends to practical implications for policy and classroom interventions.

Comments:

The paper is generally coherent, moving logically from aims to methodology, findings, and implications. However, the transition from bibliometric results to practical recommendations feels somewhat abrupt. Strengthening the link between the identified research trends and the concluding insights on interventions would improve the overall cohesion and persuasiveness of the study.

Comments:

The paper makes a valuable contribution by mapping the recent landscape of dyslexia research and highlighting key trends, clusters, and global disparities. Its findings provide a useful reference point for researchers, educators, and policymakers, and the call for more inclusive, geographically diverse scholarship strengthens its relevance to the field of inclusive education.

The reviewer(s) have recommended some suggested revisions be made to your manuscript. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript.

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Recommendation: Revisions Required

Comments:Comments:Comments:Comments:Comments:Comments:----------

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Reviewer D:
Recommendation: Accept Submission

Comments:

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The study makes a useful contribution by offering a comprehensive bibliometric mapping of dyslexia research, highlighting key themes, trends, and global disparities; however, the link between these findings and their practical implications could be more clearly articulated.

Clayton Smith, Editor
April King, Editorial Assistant

The Journal of Teaching and Learning
Faculty of Education, University of Windsor
JTL@uwindsor.ca

UIRmail

Sri Wahyuni <wahyunis@edu.uir.ac.id>

[JTL] Editor Decision

1 message

April King via University of Windsor Journal Publishing <no_reply@scholarsportal.info> Sat, Sep 27, 2025 at 6:44 AM

Reply-To: April King <king92@uwindsor.ca>
To: Sri Wahyuni <wahyunis@edu.uir.ac.id>, Febrina Dafit <febrinadafit@edu.uir.ac.id>, Asnawi Asnawi <asnawi@edu.uir.ac.id>, Fauzul Etfita <fauzuletfita@edu.uir.ac.id>

Dear Sri Wahyuni, Febrina Dafit, Asnawi Asnawi, Fauzul Etfita:

We have reached a decision regarding your submission to Journal of Teaching and Learning, "Bibliometric Analysis of Interventions for English Literacy Difficulties in Primary School Students with Dyslexia".

The reviewer(s) have recommended some suggested revisions be made to your manuscript. Therefore, I invite you to respond to the reviewer(s)' comments and revise your manuscript.

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Your revised manuscript should be uploaded within two months. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission. Or you may wish to ask for an extension due date by contacting the Editorial Assistant at jtl@uwindsor.ca

Once again, thank you for submitting your manuscript to the *Journal of Teaching and Learning* and I look forward to receiving your revision.

Reviewer B:
Recommendation: Revisions Required

Comments:Comments:Comments:Comments:Comments:Comments:----------

---

Reviewer D:
Recommendation: Accept Submission

Comments:

> This study is significant as it provides a comprehensive mapping of recent global research on English literacy difficulties and interventions for learners with dyslexia. By using a bibliometric approach, it highlights key trends, influential contributors, and thematic research clusters, while also revealing gaps such as the decline in publication growth and the dominance of Western scholarship. The findings underscore the importance of early, structured interventions and call for more inclusive, geographically diverse collaborations, making the study valuable for guiding future research, policy, and practice in inclusive education.

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Comments:

The paper makes a valuable contribution by mapping the recent landscape of dyslexia research and highlighting key trends, clusters, and global disparities. Its findings provide a useful reference point for researchers, educators, and policymakers, and the call for more inclusive, geographically diverse scholarship strengthens its relevance to the field of inclusive education.

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Clayton Smith, Editor
April King, Editorial Assistant

The Journal of Teaching and Learning
Faculty of Education, University of Windsor
JTL@uwindsor.ca

B-jtl-29 JUNE-9851- -30378.docx
1050K

Revised Manuscript and Response Letter Submission (ID 9851) ×

Participants Edit

April King (aking1)

Sri Wahyuni (sriwahyunialfian)

Messages

Note	From
Dear Editor, Thank you very much for your email and for providing us with the opportunity to revise our manuscript based on the reviewers' constructive comments and suggestions. We sincerely appreciate the time and effort that you and the reviewers have devoted to evaluating our work. Following the feedback, we have carefully revised the manuscript and addressed all comments in detail. We believe that the revisions have significantly improved the clarity, methodological rigor, and overall quality of the paper. As requested, we are submitting the following documents for your consideration: 1. Revised Manuscript 2. Point-by-Point Response Letter We have endeavored to be as specific and transparent as possible in documenting every modification. Should any further clarification or adjustment be required, we would be pleased to respond promptly. Once again, we sincerely thank you and the reviewers for your valuable feedback and continued consideration of our manuscript. We look forward to your favorable response. Sincerely, Sri Wahyuni ID9851-Revised Paper.docx ID9851-Response Letter.pdf	sriwahyunialfian 2025-10-10 10:33 AM
Thank you for the revised paper and response letter. Please also include the revised version that has tracked/highlighted changes for me to review.	aking1 2025-10-19 05:32 PM
Thank you for your message. The revised version with tracked and highlighted changes has now been uploaded for your review. ID9851-Revised Paper with tracked changes.docx	sriwahyunialfian 2025-10-19 11:32 PM
Thank you! Please fix your in-text citations to align with APA 7 guidelines and then attached the clean, revised manuscript here.	aking1 2025-10-24 08:52 PM
Dear April King, Thank you for your feedback. I have reviewed and revised all in-text citations to ensure they fully align with the APA 7th edition guidelines. The references and in-text citations have been managed and updated using Mendeley for consistency. The clean and updated version of the manuscript is now attached for your review. Please let me know if any further adjustments are needed. Best regards, Sri Wahyuni ID9851-Clean Revised Paper.docx	sriwahyunialfian 2025-10-25 06:17 AM

Add Message

UIRmail

Sri Wahyuni <wahyunis@edu.uir.ac.id>

[JTL] New notification from Journal of Teaching and Learning

1 message

April King via University of Windsor Journal Publishing <no_reply@scholarsportal.info> Mon, Oct 20, 2025 at 4:32 AM

Reply-To: April King <king92@uwindsor.ca>, "Dr. Clayton Smith, Editor" <Clayton.Smith@uwindsor.ca>
To: Sri Wahyuni <wahyunis@edu.uir.ac.id>

You have a new notification from Journal of Teaching and Learning:

There is new activity in the discussion titled "Revised Manuscript and Response Letter Submission (ID 9851)" regarding the submission "Bibliometric Analysis of Interventions for English Literacy Difficulties in Primary School Students with Dyslexia".

Link: https://jtl.uwindsor.ca/index.php/jtl/authorDashboard/submission/9851

Clayton Smith, Editor
April King, Editorial Assistant

The Journal of Teaching and Learning
Faculty of Education, University of Windsor
JTL@uwindsor.ca

Manuscript Revisions

Participants

April King (aking1)

Sri Wahyuni (sriwahyunialfian)

Messages

Note	From
Please see additional comments attached. ID9851-Clean+Revised+Paper.docx	aking1 2025-10-26 10:07 PM
Dear April King, Thank you for your feedback. I have revised the manuscript accordingly and attached two versions: one with track changes and one clean copy for your review. Best regards, Sri Wahyuni ID9851-Additional Revisions-Clean+Revised+Paper.docx ID9851-With track changes-Additional Revisions-Clean+Revised+Paper.docx	sriwahyunialfian 2025-10-28 01:26 AM
Thank you very much. Can you please adjust the Figure captions to appear above the figures instead of below?	aking1 2025-11-09 01:11 PM
Thank you for your feedback. I have adjusted the figure captions so that they now appear above the figures as requested. ID9851-Figure-Caption-Additional+Revisions-Clean+Revised+Paper.docx	sriwahyunialfian 2025-11-09 08:58 PM

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33894	ID9851-Revised Paper.docx	October 10, 2025	Article Text
33895	ID9851-Response Letter.pdf	October 10, 2025	Other
34049	ID9851-Revised Paper with tracked changes.docx	October 19, 2025	Article Text

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Sri Wahyuni <wahyunis@edu.uir.ac.id>

[JTL] New notification from Journal of Teaching and Learning

1 message

April King via University of Windsor Journal Publishing <no_reply@scholarsportal.info> Mon, Oct 27, 2025 at 9:08 AM
Reply-To: April King <king92@uwindsor.ca>, "Dr. Clayton Smith, Editor" <Clayton.Smith@uwindsor.ca>
To: Sri Wahyuni <wahyunis@edu.uir.ac.id>

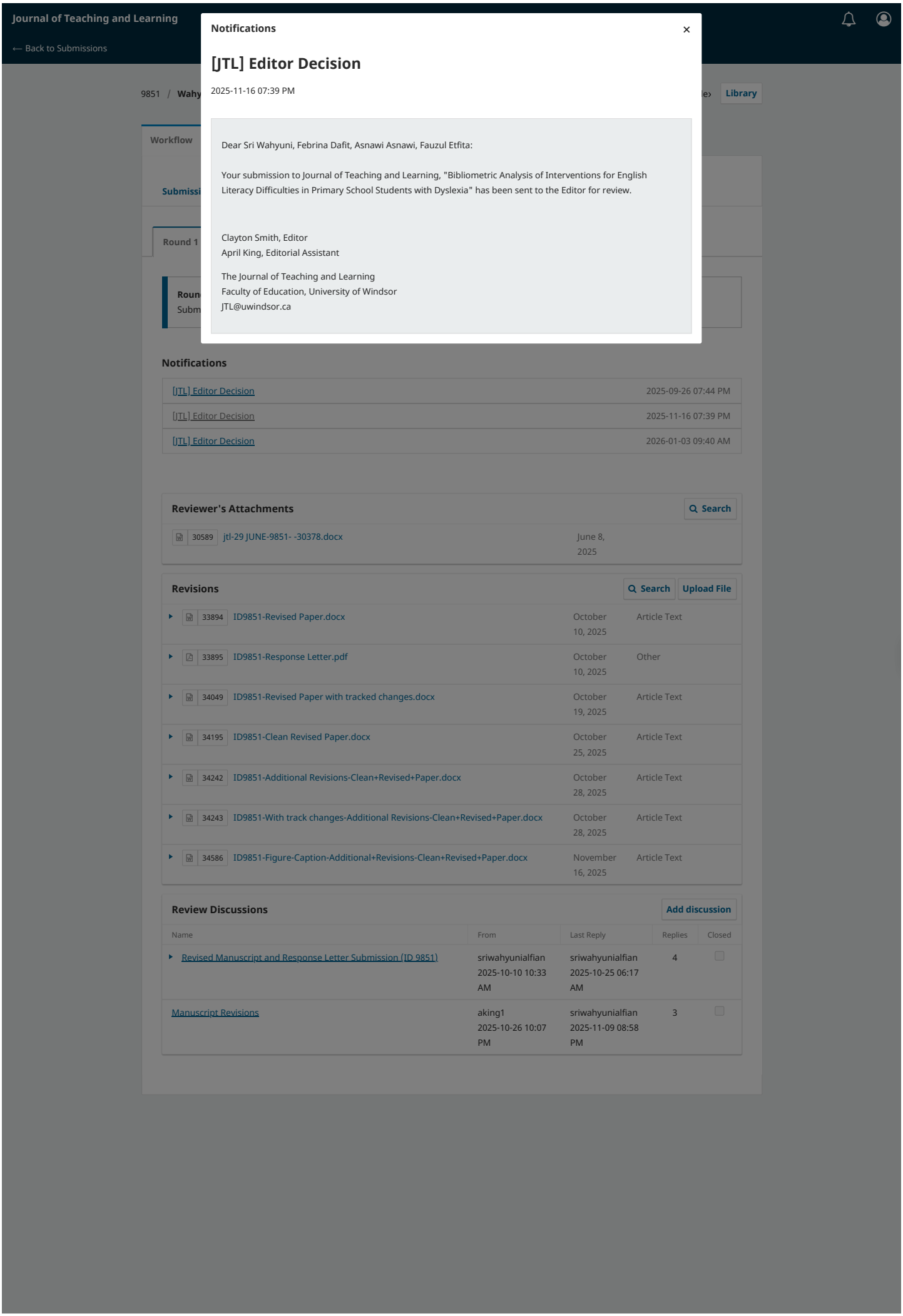
You have a new notification from Journal of Teaching and Learning:

You have been added to a discussion titled "Manuscript Revisions" regarding the submission "Bibliometric Analysis of Interventions for English Literacy Difficulties in Primary School Students with Dyslexia".

Link: https://jtl.uwindsor.ca/index.php/jtl/authorDashboard/submission/9851

Clayton Smith, Editor
April King, Editorial Assistant

The Journal of Teaching and Learning
Faculty of Education, University of Windsor
JTL@uwindsor.ca


Journal of Teaching and Learning
← Back to Submissions
Notifications
[JTL] Editor Decision
2025-11-16 07:39 PM
Dear Sri Wahyuni, Febrina Dafit, Asnawi Asnawi, Fauzul Etfita:
Your submission to Journal of Teaching and Learning, "Bibliometric Analysis of Interventions for English Literacy Difficulties in Primary School Students with Dyslexia" has been sent to the Editor for review.
Clayton Smith, Editor
April King, Editorial Assistant
The Journal of Teaching and Learning
Faculty of Education, University of Windsor
JTL@uwindsor.ca
Workflow
Round 1
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Manuscript Revisions aking1 2025-10-26 10:07 PM sriwahyunialfian 2025-11-09 08:58 PM 3

UIRmail Sri Wahyuni <wahyunis@edu.uir.ac.id>

[JTL] Editor Decision

1 message

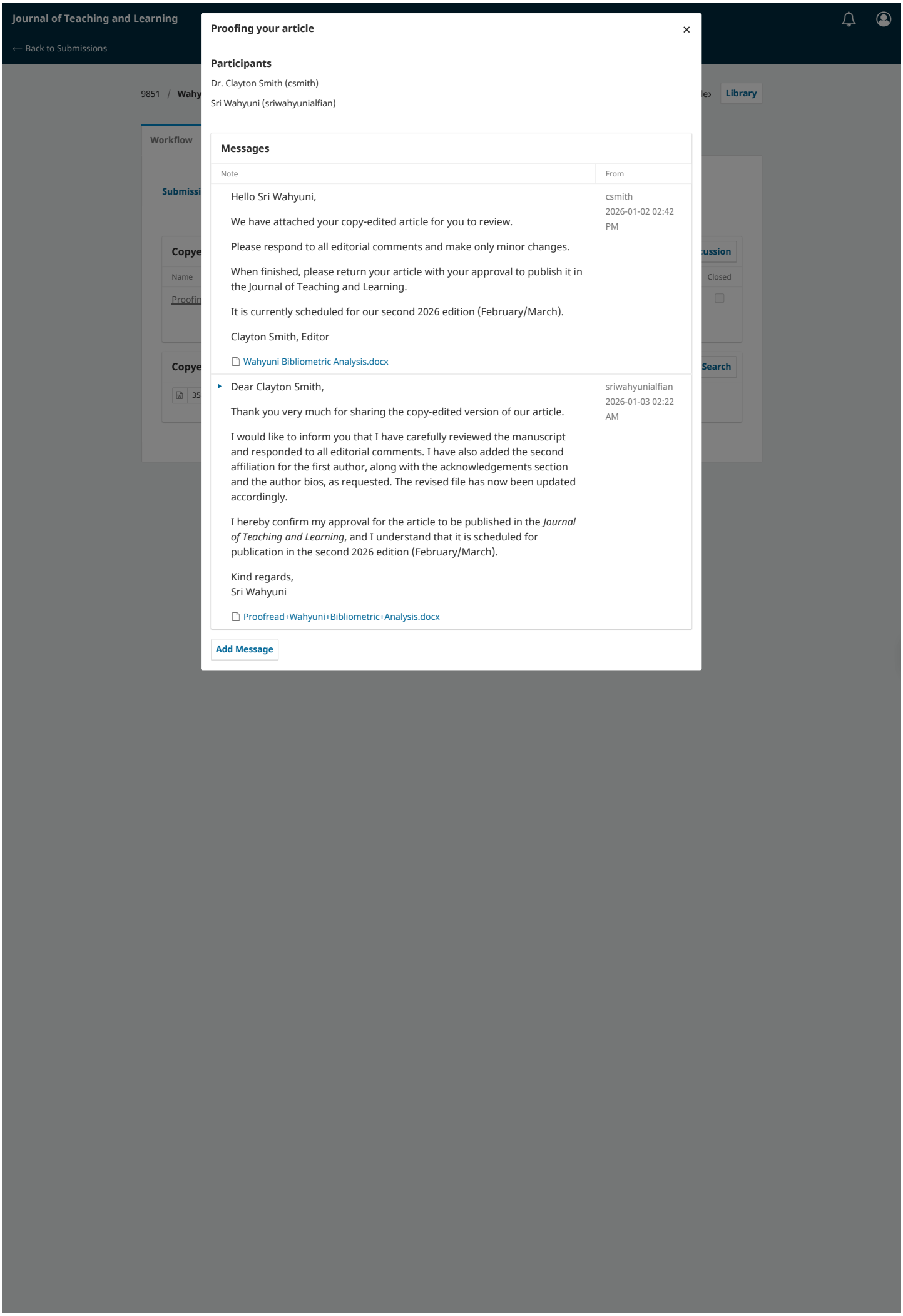
April King via University of Windsor Journal Publishing <no_reply@scholarsportal.info> Mon, Nov 17, 2025 at 7:39 AM
Reply-To: April King <king92@uwindsor.ca>
To: Sri Wahyuni <wahyunis@edu.uir.ac.id>, Febrina Dafit <febrinadafit@edu.uir.ac.id>, Asnawi Asnawi <asnawi@edu.uir.ac.id>, Fauzul Etfita <fauzuletfita@edu.uir.ac.id>

Dear Sri Wahyuni, Febrina Dafit, Asnawi Asnawi, Fauzul Etfita:

Your submission to Journal of Teaching and Learning, "Bibliometric Analysis of Interventions for English Literacy Difficulties in Primary School Students with Dyslexia" has been sent to the Editor for review.

Clayton Smith, Editor
April King, Editorial Assistant

The Journal of Teaching and Learning
Faculty of Education, University of Windsor
JTL@uwindsor.ca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Proofing your article
Participants
Dr. Clayton Smith (csmith)
Sri Wahyuni (sriwahyunialfian)
Messages
Note
From
Hello Sri Wahyuni,
We have attached your copy-edited article for you to review.
Please respond to all editorial comments and make only minor changes.
When finished, please return your article with your approval to publish it in the Journal of Teaching and Learning.
It is currently scheduled for our second 2026 edition (February/March).
Clayton Smith, Editor
Wahyuni Bibliometric Analysis.docx
csmith
2026-01-02 02:42 PM
Dear Clayton Smith,
Thank you very much for sharing the copy-edited version of our article.
I would like to inform you that I have carefully reviewed the manuscript and responded to all editorial comments. I have also added the second affiliation for the first author, along with the acknowledgements section and the author bios, as requested. The revised file has now been updated accordingly.
I hereby confirm my approval for the article to be published in the Journal of Teaching and Learning, and I understand that it is scheduled for publication in the second 2026 edition (February/March).
Kind regards,
Sri Wahyuni
Proofread+Wahyuni+Bibliometric+Analysis.docx
sriwahyunialfian
2026-01-03 02:22 AM
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Sri Wahyuni <wahyunis@edu.uir.ac.id>

[JTL] New notification from Journal of Teaching and Learning

1 message

Dr. Clayton Smith via University of Windsor Journal Publishing <no_reply@scholarsportal.info> Sat, Jan 3, 2026 at 2:44 AM
Reply-To: "Dr. Clayton Smith" <csmith@uwindsor.ca>, "Dr. Clayton Smith, Editor" <Clayton.Smith@uwindsor.ca>
To: Sri Wahyuni <wahyunis@edu.uir.ac.id>

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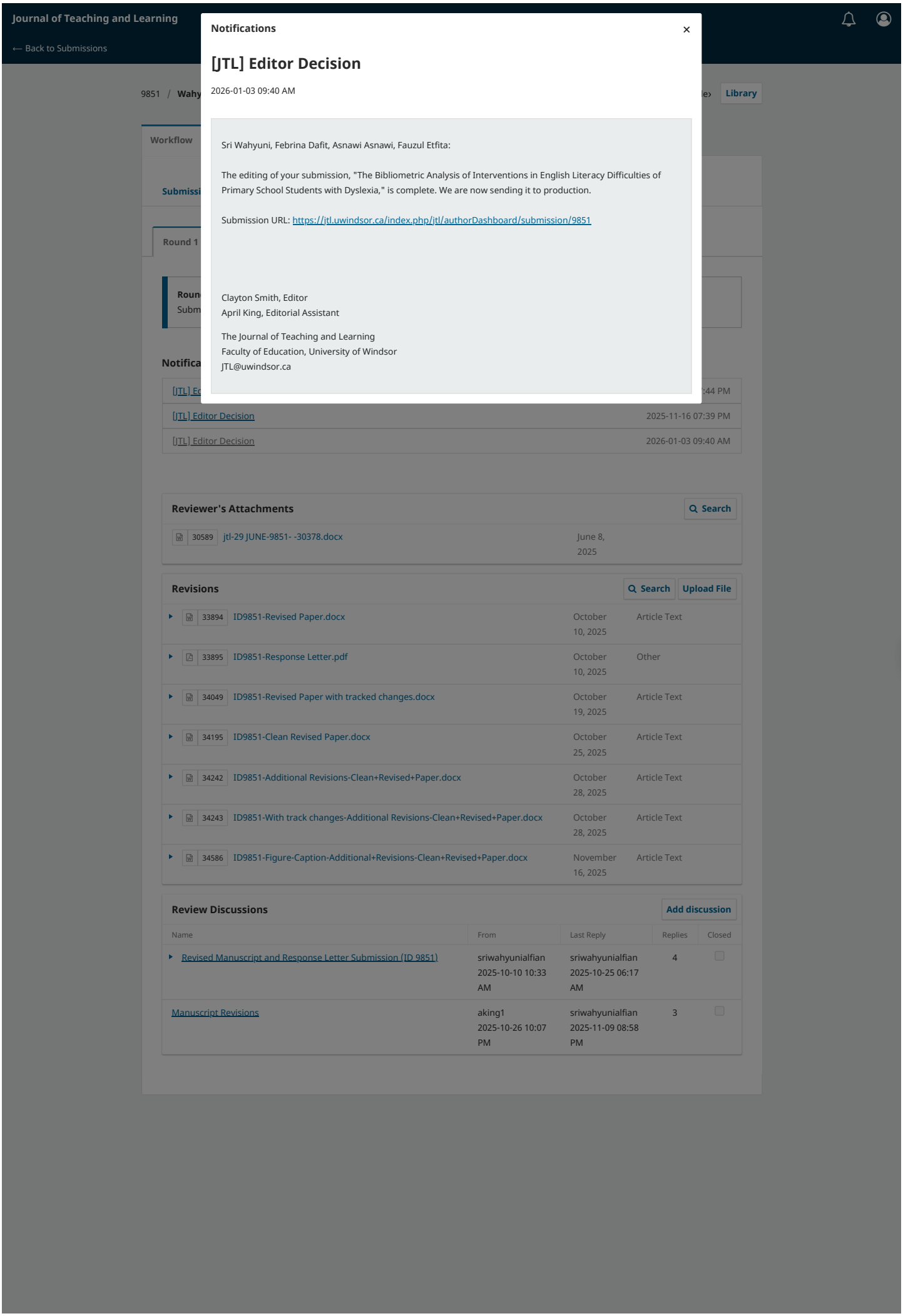
Link: https://jtl.uwindsor.ca/index.php/jtl/authorDashboard/submission/9851

Clayton Smith, Editor
April King, Editorial Assistant

The Journal of Teaching and Learning
Faculty of Education, University of Windsor
JTL@uwindsor.ca


Journal of Teaching and Learning
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Notifications
[JTL] Editor Decision
2026-01-03 09:40 AM
Sri Wahyuni, Febrina Dafit, Asnawi Asnawi, Fauzul Etfita:
The editing of your submission, "The Bibliometric Analysis of Interventions in English Literacy Difficulties of Primary School Students with Dyslexia," is complete. We are now sending it to production.
Submission URL: https://jtl.uwindsor.ca/index.php/jtl/authorDashboard/submission/9851
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April King, Editorial Assistant
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Manuscript Revisions aking1 2025-10-26 10:07 PM sriwahyunialfian 2025-11-09 08:58 PM 3

UIRmail Sri Wahyuni <wahyunis@edu.uir.ac.id>

[JTL] Editor Decision

1 message

Dr. Clayton Smith via University of Windsor Journal Publishing <no_reply@scholarsportal.info> Sat, Jan 3, 2026 at 9:40 PM
Reply-To: "Dr. Clayton Smith" <csmith@uwindsor.ca>
To: Sri Wahyuni <wahyunis@edu.uir.ac.id>, Febrina Dafit <febrinadafit@edu.uir.ac.id>, Asnawi Asnawi <asnawi@edu.uir.ac.id>, Fauzul Etfita <fauzuletfita@edu.uir.ac.id>

Sri Wahyuni, Febrina Dafit, Asnawi Asnawi, Fauzul Etfita:

The editing of your submission, "The Bibliometric Analysis of Interventions in English Literacy Difficulties of Primary School Students with Dyslexia," is complete. We are now sending it to production.

Submission URL: https://jtl.uwindsor.ca/index.php/jtl/authorDashboard/submission/9851

Clayton Smith, Editor
April King, Editorial Assistant

The Journal of Teaching and Learning
Faculty of Education, University of Windsor
JTL@uwindsor.ca

Status: Scheduled

Title & Abstract

Contributors

Metadata

References

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UIRmail

Sri Wahyuni <wahyunis@edu.uir.ac.id>

[ORCID] Sri Wahyuni you have new notifications

1 message

ORCID - Do not reply <DoNotReply@notify.orcid.org> Wed, Jan 7, 2026 at 8:31 PM
To: wahyunis@edu.uir.ac.id

ORCID

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Your new notifications

YOUR RECORD

University of Windsor OJS has made changes to your ORCID record

Showing **1** *out of* **1** *changes made by this client*

WORKS

Added

- The Bibliometric Analysis of Interventions in English Literacy Difficulties of Primary School Students with Dyslexia (2026-01-03)
  - doi: https://doi.org/10.22329/jtl.v20i2.9851
  - issn: 1911-8279

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