Revisió articles (des d'una revista)

Maria del Mar Suárez





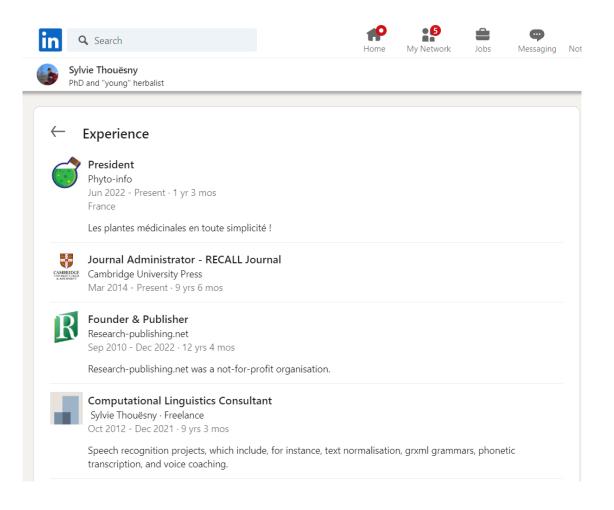


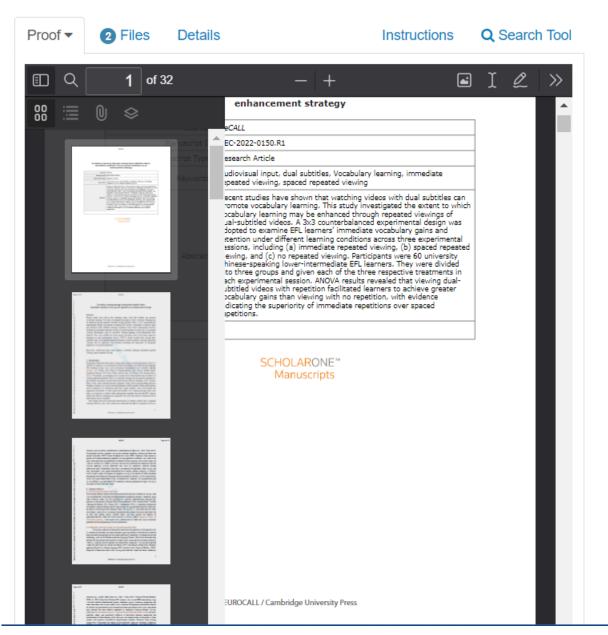


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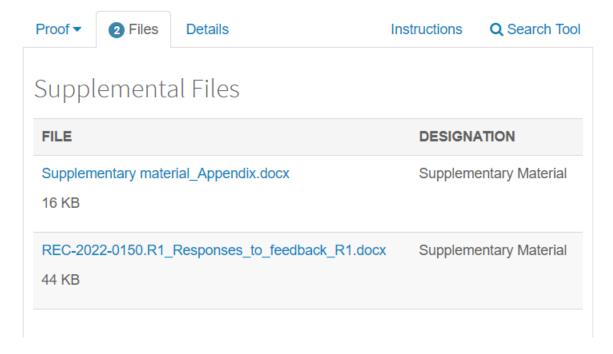
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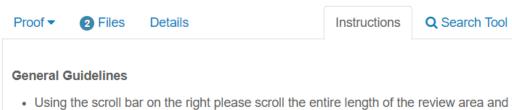
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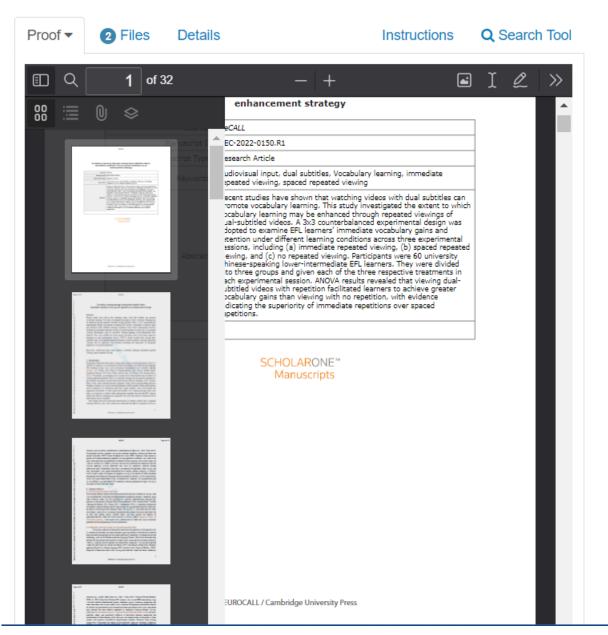
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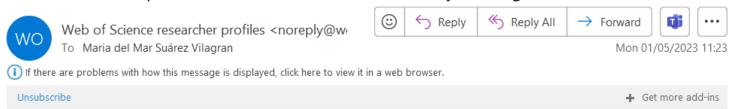
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Effectiveness of captioned videos for incidental vocabulary learning and retention: the role o...





Dear Maria-del-Mar Suárez,

We're writing to let you know that <u>Effectiveness of captioned videos for incidental</u> <u>vocabulary learning and retention: the role of working memory</u>, which you reviewed for IRAL - International Review of Applied Linguistics in Language Teaching, was published recently by Computer Assisted Language Learning.

As an expert involved in the peer review process, we thought you'd like to know what happened with this paper.

Below is a summary of the article's Altmetrics.

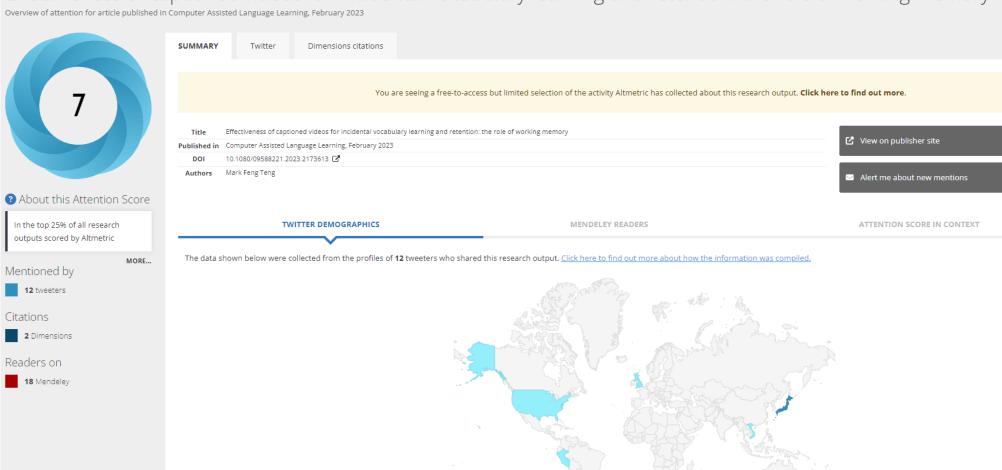


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Effectiveness of captioned videos for incidental vocabulary learning and retention: the role of working memory





Effectiveness of captioned videos for incidental vocabulary learning and retention: the role of working memory

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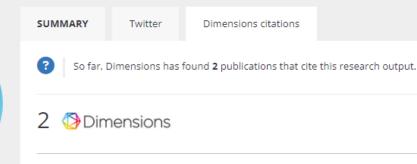
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Vocabulary learning in a foreign language: multimedia input, sentence-writing task, and their combination

Mark Feng Teng (and Danyang Zhang (≥ From the journal Applied Linguistics Review https://doi.org/10.1515/applirev-2022-0160 Share this Citations Cite this

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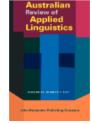
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The role of spoken vocabulary knowledge in language minority students' incidental vocabulary learning from captioned television



Author(s): Mark Feng Teng¹ (ii), Atsushi Mizumoto² (iii)



Source: Australian Review of Applied Linguistics

Available online: 23 May 2023

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DOI: https://doi.org/10.1075/aral.22033.ten

Received: 30 Jul 2022 Accepted: 16 Feb 2023 Version of Record published: 23 May 2023



















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1. Introduction

GO TO SECTION...

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dual subtitled videos: 1 as an enhancement strategy and coochide to maintaining the right standards of the journal.

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* Topic of investigation. The topic of investigation is clearly stated with a suitably academic title, supported by a rationale which relates the investigation to specific areas of research and/or development and/or practice in computer-assisted language learning, with clear research questions.

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Section 1. Content of submission (confidential – only the editors will see each of the following, please rate your appreciation on a scale of 1 (pode) (excellent).	•
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* Literature and state-of-the-art review. The topic is located with regard to other work in CALL and related fields, by means of a literature or state-of-the-art review, which makes it clear what has been learned from the work of others, and what is original about the current investigation.	Select v
* Methodology. There is a coherent and appropriate method of investigation, in which the nature of actual or potential findings, outcomes or products is sufficiently well described to be repeatable or replicable. Methods may include theoretical discussion, experimental or ethnographic studies, design or evaluation methodologies, action research, or any other systematic way of generating an outcome to the investigation.	Select V
* Data analysis. There is evidence or consideration of relevant data analysis and its role in indicating, supporting or confirming nuanced findings or conclusions. The analysis is appropriate and rigorous whether it is quantitative or qualitative, and relates back to initial research questions.	Select v
* Conclusions. Actual or potential conclusions or outcomes are relevant to research, development, or practice in CALL beyond the context of the investigation itself. The authors recognise possible limitations of the present study and open new perspectives for future research.	Select ✓

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Section 3. Comments to the editor (confidential – only the editors will see this) ΩSpecial Characters Please provide a short statement to the editors if there is anything further you need to add not included in the previous sections. In particular, if you feel that the manuscript is more suitable for the EUROCALL Review, please include your suggestion. *Section 4. Comments to the author(s) ΩSpecial Characters Please provide detailed comments here which may help the authors to identify strengths and weaknesses of their paper, to understand why it may be accepted or rejected, and to improve it for publication in ReCALL or elsewhere.

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Submitted Review

Vocabulary learning through viewing dual subtitled videos: Immediate repetition versus spaced repetition as an enhancement strategy

Reviewer Affiliation University of Barcelona

Manuscript ID: REC-2022-0150
Manuscript Type Research Article

Keywords Audiovisual input, dual subtitles, Vocabulary learning,

immediate repeated viewing, spaced repeated viewing

Date Assigned: 12-Mar-2023

Date Review Returned: 05-May-2023

Review Score

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Topic of investigation. The topic of investigation is clearly stated with a suitably academic title, supported by a rationale which relates the investigation to specific areas of research and/or development and/or practice in computer-assisted language learning, with clear research questions.	5
Literature and state-of-the-art review. The topic is located with regard to other work in CALL and related fields, by means of a literature or state-of-the-art review, which makes it clear what has been learned from the work of others, and what is original about the current investigation.	4
Methodology. There is a coherent and appropriate method of investigation, in which the nature of actual or potential findings, outcomes or products is sufficiently well described to be repeatable or replicable. Methods may include theoretical discussion, experimental or ethnographic studies, design or evaluation methodologies, action research, or any other systematic way of generating an outcome to the investigation.	4
Data analysis. There is evidence or consideration of relevant data analysis and its role in indicating, supporting or confirming nuanced findings or conclusions. The analysis is appropriate and rigorous whether it is quantitative or qualitative, and relates back to initial research questions.	4
Conclusions. Actual or potential conclusions or outcomes are relevant to research, development, or practice in CALL beyond the context of the investigation itself. The authors recognise possible limitations of the present study and open new perspectives for future research.	5

Recommendation

Accept with only Minor Modifications if Any

Would you be willing to review a revision of this manuscript?

Yes

Section 3. Comments to the editor (confidential – only the editors will see this)

The only thing that I'm a bit reluctant/ hesitant about here is that I'd make it more explicit when the post-test was taken, insist on the absence of differences between groups at pre- and perhaps use some more sophisticated stats such as GLM given the design. \r

WARNING I'm attaching a file with comments. Problem: I have not been able to anonymize it, so it should be anonymized before sending it to the authors. *WARNING*\r

\r

Also, next time, authors should put "authors" at the beginning of references, not where their surname should appear.

Section 4. Comments to the author(s)

The only thing that I'm a bit reluctant/ hesitant about here is that I'd make it more explicit when the post-test was taken, insist on the absence of differences between groups at pre- and perhaps use some more sophisticated stats such as GLMs given the design. \r

I'm attaching a pdf file with comments with further references. I only make minor suggestions referring to the study, as it is well-grounded and with a complex yet sensible design.\(\text{\text{r}}\)

\r

Also, next time, authors should put "authors" at the beginning of references, not where their surname should appear.

Files attached

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ReCALL - Decision on REC-2022-0150



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09-May-2023

Dear Reviewer(s),

We thought you might like to know that a decision has been made on the manuscript ID REC-2022-0150 entitled "Vocabulary learning through viewing dual subtitled videos: ", which you kindly reviewed for ReCALL. Immediate repetition versus spaced repetition as an enhancement strategy

Task decision:

Major Revision

You will find the reviewers' comments to the author below. Many thanks again for your input on this and in making ReCALL a world-class journal.

Kind regards, Prof. Shona Whyte **ReCALL Editorial Team** Shona.Whyte@unice.fr

Reviewer: 1

Section 4. Comments to the author(s)

This is a review of the manuscript titled, "Vocabulary learning through viewing dual subtitled videos: Immediate repetition versus spaced repetition as an enhancement strategy" for ReCALL. Although I agree that the subject addressed in this article is worthy of investigation, there are important methodological issues that should be taken into consideration before it can be accepted for publication. In what follows I have laid out some concerns and questions that I have about manuscript organized by section. Please see attached review.

Reviewer: 2

Section 4. Comments to the author(s)

This is an interesting study on the impact of dual-subtitled video on vocabulary learning. I have no doubt that this issue is worth investigation whether from an empirical, theoretical and practical point of view. I am particularly impressed by the author's novel attempt in blending the literature on CALL and SLA (Psycholinguistics) on this issue. Before recommending this for publication, there are several issues which I hope the author can address.

1. Literature Review

I think the author may need to extend their discussion on the SLA literature, given that the focus of the study is on "spacing effect" on vocabulary learning. What is the theory behind "spacing effect"? Given that you mentioned that your study is "contextualized" whilst those you reviewed is "de-contextualized", how might this manipulation possibly affect the robustness of the spacing effect? You may need to draw upon insights from cognitive psychology or psycholinguistics to address this issue. Another factor that the author should have discussed is the introduction of an "audio" elements in your study. In previous vocabulary studies on spacing effect, the participants do not hear any words. The words are merely shown to them. As you're now asking participants to watch movies and the words are both shown to them through the subtitles and uttered to them by the actors, how might this manipulation possibly affect the retention of meaning? In so doing the phonological-mediation theory might need to be mentioned.

As a side note, it would be helpful if the author can use subheadings in the Literature Review section to aid readers' comprehension of your arguments, given that you're reviewing literatures from very diverse fields.

2. Method

I think the author can provide a bit more information about the placement test and their scores given that they are categorized as "low-intermediate EFL learners". Usually, some studies report the TOEFL / IELTS scores of participants which are more widely recognized by scholars. If the author has access to such data, they should report as well.

Regarding the procedures of the study, I am aware that the "immediate condition" involves having participant watch the same video in the same week, whereas the "spacing condition" involves asking them to watch the video in the following week. However, can you be more specific about the exact time interval (i.e. number of days) between two videos in the two conditions? Does this align with previous SLA studies on spacing effect which you reviewed? If so, please cite them as well. The same also applies to the immediate vs delayed post-tests. The exact time interval needs to be mentioned.

Are there any particular reasons for choosing the particular TV series? Have you asked the participants whether they have watched those series before to eliminate any possible confounding variables?

3. Results

In Section 5.1.1., as all participants go through all the three conditions (IR, SR and NR), I question the need to separately report the findings of the three movies. Why don't you just combine them? Actually these are within-subject comparisons. It would make more sense to me if you have organized the findings according to your RQs, rather than between-subject vs within-subject comparisons.

I think the author might need to explain why the accuracy is so low in the "no repetition" condition, regardless of whether the post-test was immediate or delayed. Is there any misunderstanding or was the participants' attention diverted to something else (e.g. they may focus on the plot of the TV series, or the visuals, rather than learning the vocabulary?)

4. Discussion

As aforementioned in the Literature Review section, I think the author needs to discuss the theoretical implications of their findings on SLA theories. The "audio" route to meaning, as well as the spacing effect in "contextualized" conditions, should be thoroughly revisited as the author tries to accommodate the present findings and those reported in previous studies.

5. Conclusion

The section on pedagogical implications is too brief to be of practical values to teachers. It might not be entirely practical to require students to watch the same video repeatedly simply to acquire some vocabulary (unless this is intentional). What concrete suggestions would you give to frontline educators on this matter, based on your current findings? I think a separate paragraph should be devoted on that.

You mention the duration of the spacing here as a limitation of your study, why that duration matters (e.g. one week --> a few weeks)? Some more elaborations are needed here.

I think the author may also need to mention the specific cohort of the study as a possible limitation / future direction for research. Would the current findings be replicable among school-age learners? What is your view on that?

Finally, the manuscript would benefit from some careful proofreading, as there are some obvious mistakes like p.6 who shared (a) similar level of proficiency. p.12 can (to) due to several factors.

Thank you.

Reviewer: 3

Section 4. Comments to the author(s)

The only thing that I'm a bit reluctant/ hesitant about here is that I'd make it more explicit when the post-test was taken, insist on the absence of differences between groups at pre- and perhaps use some more sophisticated stats such as GLMs given the design.

I'm attaching a pdf file with comments with further references. I only make minor suggestions referring to the study, as it is well-grounded and with a complex yet sensible design.

Also, next time, authors should put "authors" at the beginning of references, not where their surname should appear.

2a ronda de revisión

Pdf

Thank you for submitting your review of REC-2022-0150.R1 for ReCALL





14-Aug-2023

Dear Dr. Suárez,

Thank you for reviewing manuscript ID REC-2022-0150.R1 entitled "Vocabulary learning through viewing dual subtitled videos: Immediate repetition versus spaced repetition as an enhancement strategy " for ReCALL.

We very much appreciate the voluntary contribution that each reviewer gives to the journal. Thank you for your participation in the online review process and hope that we may call upon you again to review future manuscripts. All contributions received before the 30th of September will be acknowledged in our next January issue.

The editorial decision as well as all reviewers' comments will be sent to you in due course.

Once again, thank you very much for your contribution to this process.

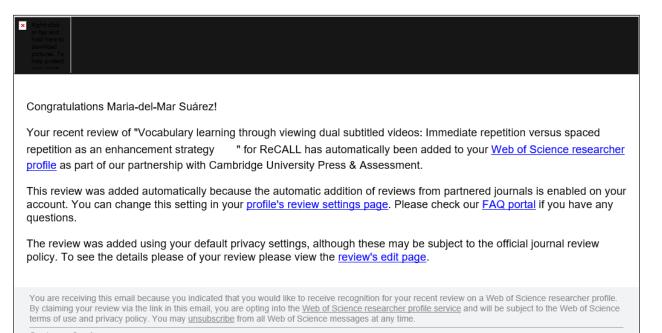
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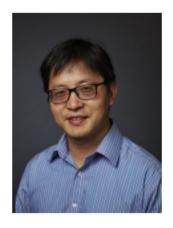
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Professor Andy Gao



My Expertise

Language learning strategies, language learner agency, language and literacy education, language teacher agency, international students in higher education, language education policy

Keywords

international students, secondary pre-service teacher education programs, literacy, english language teaching, language pedagogy

Fields of Research (FoR)

English and literacy curriculum and pedagogy (excl. LOTE, ESL and TESOL), LOTE, ESL and TESOL curriculum and pedagogy, Teacher education and professional development of educators, Education policy, Comparative and cross-cultural education

Biography

I am a language teacher educator at the School of Education, Faculty of Arts, Design and Architecture, University of New South Wales Australia. My research interests include international students' educational experiences, language learner agency, language and literacy education, language education policy and language teacher education. Over the years, I have been promoting the use of sociocultural/ecological perspectives to understand... view more >

Andy, who happens to have a long history in the publishing world

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August 2014 - Co-editor English Language Education Book Series (Springer International, Netherland)

Jan. 2014 - Dec. 2021 Co-editor System: An International Journal of Educational Technology and Applied Linguistics (Elsevier, Oxford, UK)

March 2013 – Dec. 2013 **Associate editor** System: An International Journal of Educational Technology and Applied Linguistics (Elsevier, Oxford, UK)

March 2012 - March 2013 Associate Editor The Asia Pacific Education Researcher (Springer International, Netherland)

Members of Journals' Advisory and Editorial Boards

April 2015 – present English Teaching and Learning (National Taiwan Normal University)
March 2010 – March 2013 TESOL Quarterly (TESOL International)
Oct. 2013 – present Journal of Language, Identity and Education (Taylor & Francis)
January 2014 – present The Asia Pacific Education Researcher (Springer)
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Andy, who happens to have a long history in the publishing world

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24-Jul-2023

Dear Dr. Suárez,

Greetings from UNSW again. I hope that this message finds you well. I just finished marking the first assignments for a Term 2 course at the university. I understand that you may have been enjoying your summer break. I am truly sorry for sending you this intrusive review request but if you happen to have some time for reviewing this manuscript (which may relate to your expertise), I shall be highly indebted to your kindness. I also understand that summer travels may disrupt your normal work routines. If you are interested in reviewing the study but need more time, please let me know at xuesong.gao@unsw.edu.au. I am sure that I can adjust the review due date to make the review more manageable for you. If you are not available for the review(totally understand as academics are always asked to do so much for so little), I appreciate it very much if you can recommend colleagues with the relevant expertise for the review.

Many many thanks for your consideration. Take care and have a great summer!

Andy

Manuscript ID IRAL.2023.0155 entitled "Foreign Language Word Learning From Reading: Effects of Repetitive Versus Varied Humor/Nonhumor Stories" has been submitted to International Review of Applied Linguistics in Language Teaching (IRAL).

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I would like to invite you to evaluate the above manuscript with respect to its suitability for inclusion in IRAL. Your expertise in the subject matter of this manuscript will facilitate the editorial decision whether to accept or reject this manuscript based on its scientific content. The abstract appears at the end of this letter, along with the names of the authors.

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I realize that our expert reviewers greatly contribute to the high standards of the Journal, and I thank you for your present and/or future participation.

Kind regards,
Prof. Xuesong Gao
International Review of Applied Linguistics in Language Teaching

MANUSCRIPT DETAILS

TITLE: Foreign Language Word Learning From Reading: Effects of Repetitive Versus Varied Humor/Nonhumor Stories

ABSTRACT: This study investigated the effects of multiple types of contexts and learners' language proficiency on EFL students' word learning and retention measured by two vocabulary tests across time. Mixed effects model analyses show multiplex effects of the variables and their interactions across the contextual conditions examined. First, while language proficiency had a significant modulating effect supporting previous research findings, the contextual variables differed across vocabulary tests and other conditions. In the meaning-recall test, varied contexts resulted in significantly better learning than the same-repeated context. However, in the form-recognition test, the effect of context was conditioned by story type and proficiency with lower-proficiency students gaining more in reading humor stories in the same-repeated context while higher-proficiency students performed better in reading humor stories in the varied contexts. Overall, higher-proficiency students were less sensitive to contextual variables than lower proficiency students. Research and pedagogical implications are discussed.

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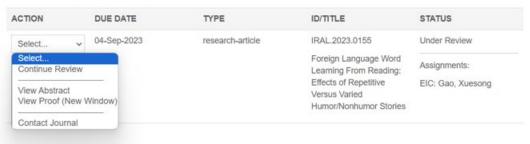
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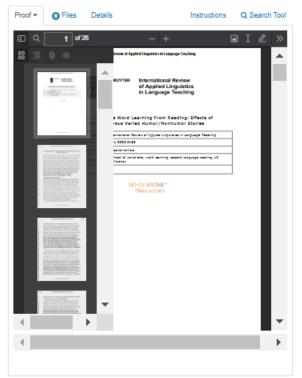




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Review IRAL.2023.0155





Foreign Language Word Learning From Reading: Effects of Repetitive Versus Varied Humor/Nonhumor Stories

Abstract: This study investigated the effects of multiple types of contexts and learners' language proficiency on EFL students' word learning and retention measured by two vocabulary tests across time. Mixed effects model analyses show multiplex effects of the variables and their interactions across the contextual conditions examined. First, while language proficiency had a significant modulating effect supporting previous research findings, the contextual variables differed across vocabulary tests and other conditions. In the meaning-recall test, varied contexts resulted in significantly better learning than the same-repeated context. However, in the formrecognition test, the effect of context was conditioned by story type and proficiency with lowerproficiency students gaining more in reading humor stories in the same-repeated context while higher-proficiency students performed better in reading humor stories in the varied contexts. Overall, higher-proficiency students were less sensitive to contextual variables than lower proficiency students. Research and pedagogical implications are discussed.

Keywords: Context of variations; word learning; reading; L2 proficiency

Review:Progressive reduction of captions in EFL listening: a case study

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Progressive reduction of captions in EFL listening: a case study

Abstract

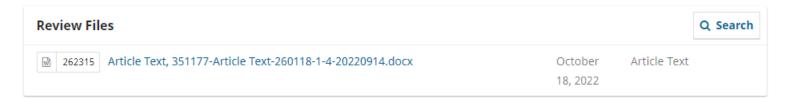
Using captions in listening comprehension materials does not guarantee listener success in caption-free environments. This frequent concern among language scholars limits the potential benefits of interaction with captioned materials in foreign language classrooms.

This qualitative case study explores the perceptions of EFL listeners regarding full, partial, and keyword captioning as these were progressively reduced, followed by non-captioned material. To achieve this goal, the participants were exposed to authentic video text in a five-week listening course. Upon interaction with each captioning type, participants completed written reflections and participated in focus groups

Following protocols for qualitative data analyses, we coalesced data into functions, and themes. Results show that the different caption types served two functions: 1) to assist text comprehension, on-task focus, vocabulary learning, and pronunciation; and 2) to integrate writtenword-to-sound mapping and background content knowledge into new knowledge. Results also show that listeners positively valued transitioning from full-captioned materials to non-captioned material and that a gradual, stepwise reduction of captions to total absence aided participants in gaining confidence and having a sense of accomplishment in developing L2 listening skills.

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Review:Progressive reduction of captions in EFL listening: a case study

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	3. The introduction clearly presents the problem, the goals and the rationale for the study. *
	O Completely agree
1. The information presented is original and brings something new to the field. *	Partially agree
Completely agree	O Partially disagree
Partially agree	Completely disagree
O Partially disagree	
Completely disagree	
	Remarks
Remarks	
The information adds to the field in the sense that it is qualitative, but misses out on providing objective data to be able to triangulate	It does, but fails to talk about proficiency levels, which are key here, especially having such low proficiency students in this study.
perception with actual learning or difficulty. It presents itself as original, but then fails to cite key authors, while overciting other ones.	
2. The topic is treated with the rigor required for a scientific journal. *	
O Completely agree	4. The article has an adequate theoretical support. *
O Partially agree	4. The article has an adequate theoretical support.
Partially disagree Completely disagree	O Completely agree
Completely disagree	O Partially agree
	O Partially disagree
Remarks	Completely disagree
Not against qualitative research at all, don't take me wrong, but I do miss the possibility to triangulate the data. Also, I don't quite	
understand the choice of clips, especially because some of them might be very difficult for A2 learners.	
	Remarks
	Key authors missed.

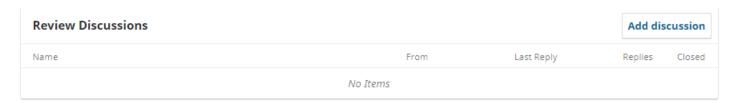
5. Data collection and analysis techniques are adequate and are properly described and in depth. *
Completely agree
Partially agree
Partially disagree
Completely disagree
Remarks
Same as before, the data are fine, but it is merely descriptive. It cannot be responded or replicated.
6. The results are well supported by the data collected and are presented in a clear and orderly manner. *
O Completely agree
Partially agree
Partially disagree Completely disagree
Remarks
I cannot disagree with this.

Completely page	
Completely agree	
Partially agree Partially disagree	
Completely disagree	
Completely disagree	
Remarks	
They revolve around ma	ny varied papers but failing to match them to the actual aim of this study. That's probably due to the fact that the
clips were seen for just '	didactic' purposes, not for language learning purposes. One gets to know about captions perceptions, fine, but
then what are the imp	lications.
8. The author's inter	pretations are convincing, and are illustrated with sufficient examples and details. *
8. The author's inter Output Completely agree	pretations are convincing, and are illustrated with sufficient examples and details. *
	pretations are convincing, and are illustrated with sufficient examples and details. *
Completely agree	pretations are convincing, and are illustrated with sufficient examples and details. *
Completely agree Partially agree	pretations are convincing, and are illustrated with sufficient examples and details. *
Completely agree Partially agree Partially disagree	pretations are convincing, and are illustrated with sufficient examples and details. *
Completely agree Partially agree Partially disagree	pretations are convincing, and are illustrated with sufficient examples and details. *

9. The manuscript presents the tables, figures, and graphics necessary to understand the processes and results. *
Completely agree
Partially agree
Partially disagree
Completely disagree
Remarks
Not enough info about the participants, in my opinion. How many hours of instruction had they already had? Were they used to watching
clips? How about their out-of-classroom exposure to captions, subtitles and so on??? This could have changed the results completely.
10. The manuscript exhibits cohesion among all parts (title, abstract, keywords, objectives, research question,
findings, discussion and conclusions).
*
O Completely agree
Partially agree
O Partially disagree
Completely disagree
Remarks

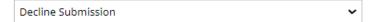
11. References are sufficient, relevant, current and reliable. *	
Completely agree	
O Partially agree	
Partially disagree	
Completely disagree	
Remarks	
Abobaker is overcited. Key authors are missed.	
Also, I don't quite know what scheme they are following when listing references.	
Inconsistent format as well.	
12. Writing style is academic and avoids discriminatory or prejudicial language. *	
Completely agree	
Partially agree	
Partially disagree	
O Completely disagree	
Remarks	
Remarks Typos here and there, but nothing severe.	
Remarks Typos here and there, but nothing severe.	

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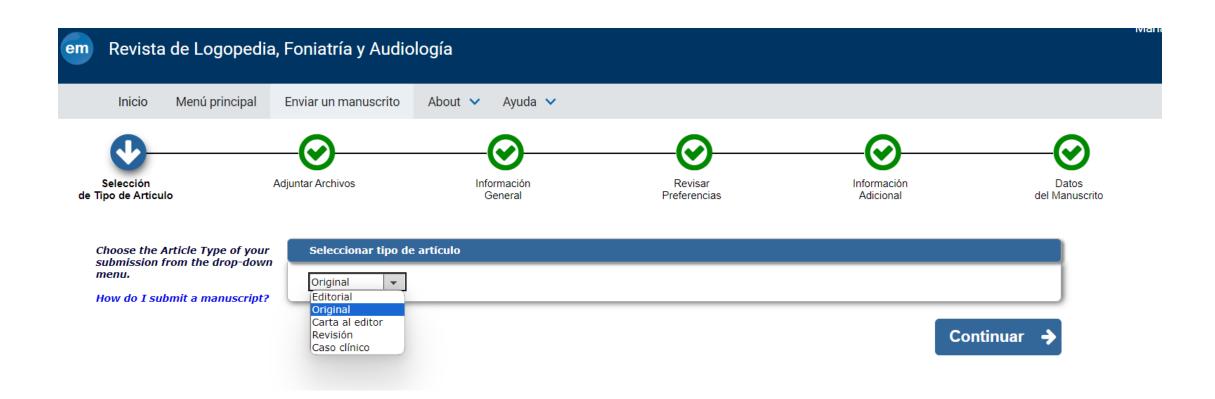




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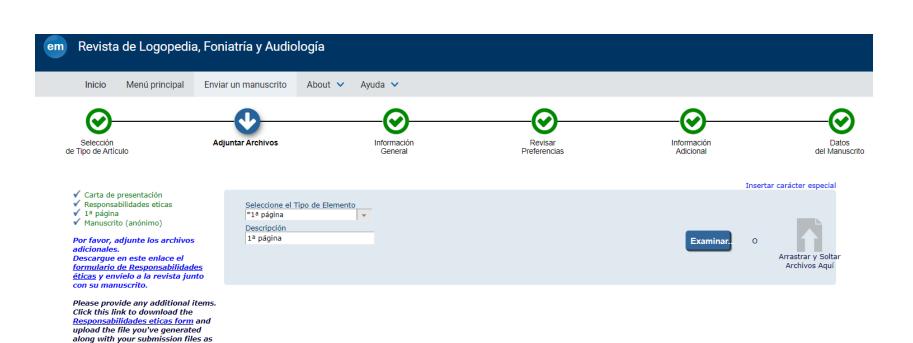
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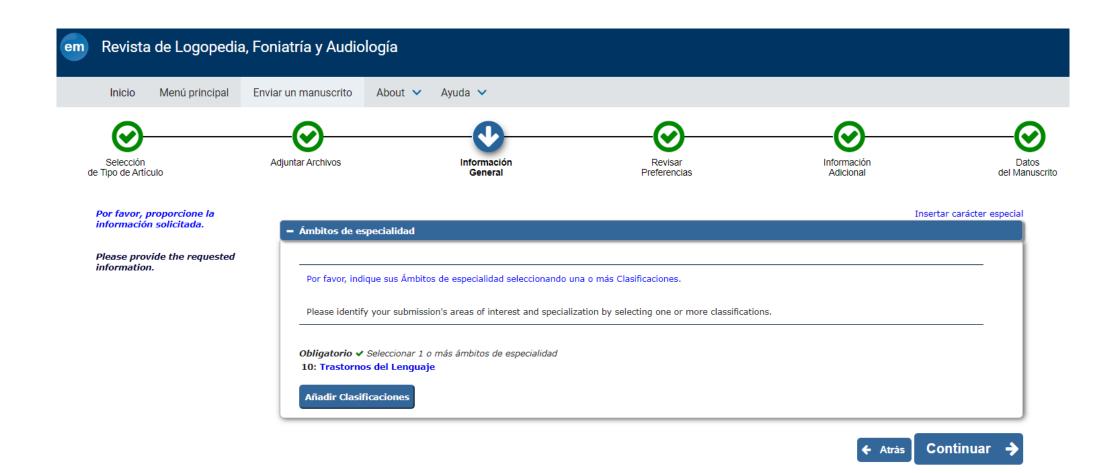
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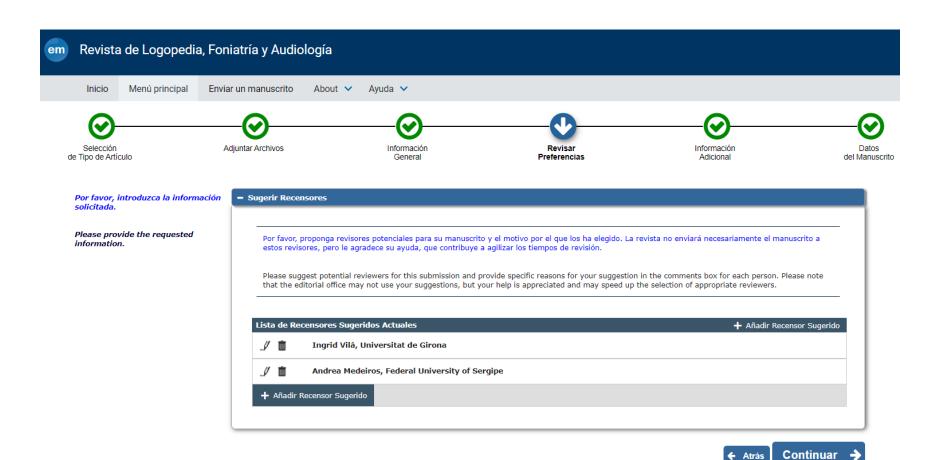
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