
ESJ Manuscript Evaluation Form

This form is designed to summarize the manuscript review that you have completed and to ensure that you have considered all appropriate criteria in your review. Your review should provide a clear statement, to the authors and editors, of the modifications necessary before the paper can be published or the specific reasons for rejection.

Please respond within the appointed time so that we can give the authors timely responses and feedback.

NOTE: ESJ promotes review procedure based on scientific validity and technical quality of the paper (not perceived the impact). You are also not required to do proofreading of the paper. It could be recommend as part of the revision.

ESJ editorial office would like to express its special gratitude for your time and efforts. Our editorial team is a substantial reason that stands ESJ out from the crowd!

Reviewer Name:	Email:
Date Manuscript Received: 25/01/2016	Date Manuscript Review Submitted: 05/02/2016
Manuscript Title: Cross-linguistic influence on the acquisition of English pronunciation by Tunisian EFL learners	
ESJ Manuscript Number:	

Evaluation Criteria:

Please give each evaluation item a numeric rating on a 5-point scale, along with a brief explanation for each 3-less point rating.

<i>Questions</i>	<i>Rating Result</i> [Poor] 1-5 [Excellent]
1. The title is clear and it is adequate to the content of the article.	5
<i>(a brief explanation for 3-less point rating)</i>	
2. The abstract clearly presents objects, methods and results.	4
<i>(a brief explanation for 3-less point rating)</i> Needs thorough restructuring. It is not appearing as an abstract.	
3. There are few grammatical errors and spelling mistakes in this article.	4
<i>(a brief explanation for 3-less point rating)</i>	

4. The study methods are explained clearly.	4
<i>(a brief explanation for 3-less point rating)</i> Proper research gap should be identified	
5. The conclusions or summary are accurate and supported by the content.	4
<i>(a brief explanation for 3-less point rating)</i>	
6. The references are comprehensive and appropriate.	5
<i>(a brief explanation for 3-less point rating)</i>	

Overall Recommendation (mark an X with your recommendation) :

Accepted, no revision needed	
Accepted, minor revisions needed	X
Return for major revision and resubmission	
Reject	

Comments and Suggestions to the Author(s):

This sheet is to be returned to the author(s) of the manuscript. Please provide reasons for acceptance or rejection as well as any suggestions that you might feel are appropriate for revisions or improvements.

- A very interesting article which tackles multilingualism and third language acquisition at the segmental and suprasegmental levels. I suggest the following revisions, and the majority are typos.
- Attached to this report is the article with tracked changes for all typos, which mainly include:
 - Removing spacing after (, and sometimes there is an extra space at the beginning of a sentence
 - Some paragraphs have 1.15 line spacing while others have 1 line spacing, this needs to be consistent
 - Be consistent in the use of abbreviations as you sometimes use the complete forms and other times the abbreviated forms
 - Some phonetic symbols do not appear correctly
 - Use < > for letters, “ for translation or gloss, *italics* for the words
 - In terms of statistics, it is better to give details of the software used, the dependent and independent factors
- By comparing students and teachers, you can discuss the effect of proficiency
- You can discuss whether there were any differences related to word frequency?

Section		
Abstract	Page 1, para 1, line 11	Perhaps underline the relevant syllables? in " <i>information, syntax, important</i> " Remove the extra comma at the end
Abstract	Page 1, para 1, line 15	Correct hyphens and spaces in: English- French-cognate > English-French cognate
2.1	Page 3, para 1, line 6	Do you mean 'primary school' by 'basic school'?
2.2	Page 5, para 1	Use <> for letters, ' for translation or gloss, italics for the words The phonetic symbols in this para do not appear correctly to me, make sure you include your fonts
2.3	Title page 5	This section introduces French and English stress patterns, but the title specifies French only, so perhaps modify the title to include English?
3.1.2	Page 8, para 1, line 3	Is the passage used in this study the same as the one used in section 3.1.1? mention that
3.2	Page 8	Remove numbers 1 and 2 and make these as paragraphs Can you explain why you included teachers of English in the study?
4.1	Page 10, para 1, line 3	What statistical software did you use?

Comments and Suggestions to the Editors Only:

I recommend you accept this article with minor changes. This is a very interesting article which tackles multilingualism and third language acquisition at the segmental and suprasegmental levels in a linguistically complex context. The methods and outputs are appropriate to the research questions. Results are well presented, however, depending on the level of details you require, the statistical analyses and results need to be explained further to the reader.