***INTERNATIONAL JOURNAL OF ENGLISH STUDIES* (IJES)**

**DOCUMENT FOR PROOF CORRECTIONS**

**FOR THE EDITOR:**

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| **ISSUE:** |  | To be filled in by editor |
| **Title of article/book review:** |  |
| **Author(s):** |  |
| **Proofreading version:** |  |

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| **INFORMATION FOR AUTHORS:*** PLEASE INDICATE YOUR CORRECTIONS TO THE PROOF-READING VERSION USING THE TEMPLATES BELOW.
* USE ONLY ONE TABLE PER ITEM.
* YOU CAN USE COPY AND PASTE FUNCTIONS TO CREATE MORE TABLES, SHOULD THEY BE NECESSARY.

THANK YOU FOR CONSIDERING THIS REQUEST |

**BEFORE INDICATING YOUR CORRECTIONS, PLEASE FILL IN THE FOLLOWING TABLE WITH THE INFORMATION REQUIRED BY THE EDITOR**

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| Excerpt location: | Page number/interval: p. 1 | Further details (e.g., section, figure number, table number, paragraph, etc.): ***\*Address for correspondence*** |
| Current proof-reading version: | Amanda Roig-Marín. COMPLETE DATA, University of Cambridge, Cambridge, United Kingdom; e-mail: adr41@cam.ac.uk.  |
| Action required: | Amanda Roig-Marín, University of Cambridge, Darwin College, Silver St., Cambridge CB3 9EU, United Kingdom; e-mail: adr41@cam.ac.uk.   |
| Further remarks: |  |

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| Excerpt location: | Page number/interval: - | Further details (e.g., section, figure number, table number, paragraph, etc.): References |
| Current proof-reading version: | Williams, A. & Baines, M. (2013). *Bridges for 1o de bachillerato.* Cyprus: Burlington Books.  |
| Action required: | Williams, A. & Baines, M. (2013). *Bridges for 1º de bachillerato.* Limassol: Burlington Books.  |
| Further remarks: | Please also replace the <o> after *1* with º. |

**TEMPLATES FOR PROOF CORRECTIONS**

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| Excerpt location: | Page number/interval: 3 | Further details (e.g., section, figure number, table number, paragraph, etc.): paragraph 1. |
| Current proof-reading version: | in an attempt to optimise to EFL pronunciation teaching  |
| Corrected version(change to…) 🡪 | in an attempt to optimise EFL pronunciation teaching  |
| Further remarks: | Please remove the preposition *to* after *optimise*.  |

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| Excerpt location: | Page number/interval: 6 | Further details (e.g., section, figure number, table number, paragraph, etc.): 3rd paragraph (counting the two isolated lines listing the target words)  |
| Current proof-reading version: | […] *gruesome* (adj), *grim* (adj).  |
| Corrected version(change to…) 🡪 | […] *gruesome* (adj), and *grim* (adj).  |
| Further remarks: | Please add *and.*  |

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| Excerpt location: | Page number/interval: 6 | Further details (e.g., section, figure number, table number, paragraph, etc.): 3rd paragraph (counting the two isolated lines listing the target words)  |
| Current proof-reading version: | […] *layer* (n), *claim* (n).  |
| Corrected version(change to…) 🡪 | […] *layer* (n), and *claim* (n).  |
| Further remarks: |  |

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| Excerpt location: | Page number/interval: 9 | Further details (e.g., section, figure number, table number, paragraph, etc.): 2 paragraph |
| Current proof-reading version: | […] procedure used in both classroom experiments. LREs:  |
| Corrected version(change to…) 🡪 | […] procedure used in both classroom experiments.  |
| Further remarks: |  |

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| Excerpt location: | Page number/interval: 12 | Further details (e.g., section, figure number, table number, paragraph, etc.): First line |
| Current proof-reading version: | Further, 66,66% participants (6/9) were able to discern the correct meaning of *grievance*:  |
| Corrected version(change to…) 🡪 | Further, 66,66% participants (6/9) were able to discern the correct meaning of *grievance*.  |
| Further remarks: | If possible, please replace the colon with a full stop.  |

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| Excerpt location: | Page number/interval: 13 | Further details (e.g., section, figure number, table number, paragraph, etc.): paragraph 2 |
| Current proof-reading version: | This could assist them in generating a greater number of… |
| Corrected version(change to…) 🡪 | This could assist them in generating a larger number of… |
| Further remarks: |  |

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| Excerpt location: | Page number/interval: 13 | Further details (e.g., section, figure number, table number, paragraph, etc.): paragraph 4 |
| Current proof-reading version: | attempt to interiorise the meaning of a word,  |
| Corrected version(change to…) 🡪 | attempt to internalise the meaning of a word,  |
| Further remarks: |  |

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| Excerpt location: | Page number/interval: 13 | Further details (e.g., section, figure number, table number, paragraph, etc.): paragraph 4 |
| Current proof-reading version: | and identify different contextual uses… |
| Corrected version(change to…) 🡪 | and recognise several contextual uses… |
| Further remarks: |  |

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| Excerpt location: | Page number/interval: 14 | Further details (e.g., section, figure number, table number, paragraph, etc.): paragraph 4 |
| Current proof-reading version: | e.g. adjectives such as *red*, *green*, and *blue*  |
| Corrected version(change to…) 🡪 | e.g. adjectives such as *red*, *green*, and *blue*  |
| Further remarks: |  |

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| Excerpt location: | Page number/interval: 14 | Further details (e.g., section, figure number, table number, paragraph, etc.): paragraph 6 |
| Current proof-reading version: | […] with the findings presented by Zohrabi, Sabouri and Peimanfar (2014) … |
| Corrected version(change to…) 🡪 | […] with the findings discussed by Zohrabi, Sabouri and Peimanfar (2014) … |
| Further remarks: |  |

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| Excerpt location: | Page number/interval: p. 16 section 4 | Further details (e.g., section, figure number, table number, paragraph, etc.): first paragraph section 4 |
| Current proof-reading version: | and (3) establishing connections amongst word meanings.  |
| Corrected version(change to…) 🡪 | and (3) establishment of connections amongst word meanings.  |
| Further remarks: |  |

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| Excerpt location: | Page number/interval: p. 18 onwards | Further details (e.g., section, figure number, table number, paragraph, etc.): References |
| Current proof-reading version: | www.theguardian.com/environment/2013/jun/30/stephen-emmott-ten- billion.  |
| Corrected version(change to…) 🡪 | <www.theguardian.com/environment/2013/jun/30/stephen-emmott-ten- billion> |
| Further remarks: | Could the links be in black and preceded/followed by “< >” so that the references look more uniform?  |