

Review Form 3

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| Journal Name:            | Asian Journal of Education and Social Studies   |
| Manuscript Number:       | Ms_AJESS_131026   |
| Title of the Manuscript: | Language Transfer and Sociolinguistic Competence in ESL: Insights from Omani Higher Education |
| Type of the Article      |   |

General guidelines for the Peer Review process:

Artificial Intelligence (AI) generated or assisted review comments are strictly prohibited during peer review.

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PART 1: Comments

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|   | <b>Reviewer's comment</b><br>Artificial Intelligence (AI) generated or assisted review comments are strictly prohibited during peer review.   | <b>Author's Feedback</b> <i>(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i> |
| <b>Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.</b> | This manuscript provides valuable insights into the interplay between sociolinguistic competence and language transfer in ESL learning, particularly within the context of Omani higher education. It addresses a critical gap in understanding how Arabic linguistic and cultural norms influence English language acquisition, offering practical recommendations for curriculum development and pedagogical strategies. The study's comparative approach across urban and rural institutions highlights the role of sociocultural and environmental factors in shaping language proficiency, making it a significant contribution to the fields of sociolinguistics, second language acquisition, and ESL education. The findings are particularly relevant for educators and policymakers in multilingual and multicultural settings, where balancing global language demands with local linguistic identities is a persistent challenge. |  |
| <b>Is the title of the article suitable? (If not please suggest an alternative title)</b>   | The title, " <i>Language Transfer and Sociolinguistic Competence in ESL: Insights from Omani Higher Education</i> ," is appropriate and accurately reflects the study's focus. It clearly conveys the key themes of language transfer, sociolinguistic competence, and the specific context of Omani higher education. No alternative title is necessary.   |  |
| <b>Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here.</b>      | The abstract is comprehensive and provides a clear overview of the study's objectives, methodology, findings, and implications. However, it could benefit from a brief mention of the specific challenges identified in rural versus urban settings, as this is a key finding of the study. Additionally, including a sentence about the practical implications for ESL curriculum design and teacher training would strengthen the abstract.   |  |
| <b>Is the manuscript scientifically, correct? Please write here.</b>  | "The study identifies significant disparities in sociolinguistic competence between urban and rural institutions, with rural students facing greater challenges due to limited exposure to English outside the classroom. The findings underscore the need for integrating pragmatic training and sociocultural awareness into ESL curricula to address these disparities."   |  |
| <b>Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.</b>                              | The references are sufficient and include a mix of foundational and recent studies, ensuring a balanced perspective on the topic. However, the manuscript could benefit from additional references on the role of technology in enhancing sociolinguistic competence, such as:<br><br>1. <b>Blake, R. J. (2013).</b> <i>Brave New Digital Classroom: Technology and Foreign Language Learning</i> . Georgetown University Press.<br>2. <b>Kukulska-Hulme, A., &amp; Shield, L. (2008).</b> An overview of mobile-assisted language learning: From content   |  |

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|   | delivery to supported collaboration and interaction. <i>ReCALL</i> , 20(3), 271-289. <a href="https://doi.org/10.1017/S0958344008000335">https://doi.org/10.1017/S0958344008000335</a>   |  |
| Is the language/English quality of the article suitable for scholarly communications? | The language quality of the manuscript is suitable for scholarly communication. The writing is clear, concise, and free of grammatical errors. The use of academic terminology is appropriate, and the manuscript adheres to the conventions of academic writing in the field of sociolinguistics and ESL education.   |  |
| Optional/General comments   | This manuscript is a well-researched and significant contribution to the field of ESL education, particularly in the context of Arabic-speaking learners. With minor additions to the abstract and references, it is ready for publication. The study's findings have important implications for curriculum design, teacher training, and policy development in multilingual educational settings. |  |

PART 2:

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|  | Reviewer's comment  | Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here) |
| Are there ethical issues in this manuscript? | (If yes, Kindly please write down the ethical issues here in details) |   |

Reviewer Details:

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|----------------------------------|--------------------------------|
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