

## REVIEWER'S REPORT

Manuscript No.: **IJAR-52550**

**Date: 30/06/2025**

**Title: Enhancing Interculturality in EFL University Education: Examining Pedagogical Practices and Learner Engagement**

### Recommendation:

✓ **Accept as it is** .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity		✓		
Significance		✓		

Reviewer Name: Dr Anam Zehra

**Date: 01/07/2025**

### Reviewer's Comment for Publication.

This manuscript offers a methodologically rigorous, dual-perspective examination of factors influencing intercultural communicative competence in higher education. Utilizing reliable, psychometrically sound instruments across a substantial, multi-institutional sample, it generates robust and generalizable findings. The study's clear, evidence-based recommendations for curriculum enhancement and policy development provide practical guidance for educators and administrators. Its contribution to advancing intercultural pedagogy is both timely and significant.

**Recommendation: Accept as it is**

## Detailed Reviewer's Report

### Strengths

- **Comprehensive theoretical foundation:** Thorough review of ICC and related constructs, integrating seminal models by Byram (1997), Deardorff (2006), and Bennett (1993) to frame the study.
- **Dual-perspective analysis:** Inclusion of both student and teacher surveys offers a balanced view of enablers and constraints.
- **Psychometric rigor:** Instruments demonstrate acceptable reliability ( $\alpha = .839$  for students;  $\alpha = .766$  for teachers).
- **Clear practical implications:** Provides actionable recommendations for curriculum designers, educators, and policymakers.
- **Large, multi-site sample:** Data from five Moroccan universities enhances representativeness.

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### Weaknesses

- **Sampling bias:** Convenience sampling and variable response rates may limit generalizability.
- **Cross-sectional design:** Prevents causal inferences about factor impacts over time.
- **Limited qualitative depth:** Reliance on Likert scales without supporting interviews or observations.
- **Small teacher pilot:** Initial TPICCFS pilot with only nine educators may underpower early revisions.
- **Context specificity:** Findings tied closely to Moroccan higher-education contexts, potentially reducing transferability