

## REVIEWER'S REPORT

Manuscript No.: IJAR-52550

Date: 02-07-2025

**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: Shafiya Akhter

### Reviewer's Comment for Publication.

### Overall Evaluation:

The paper offers a relevant and timely exploration into the role of intercultural communicative competence (ICC) within Moroccan EFL university settings. The investigation is grounded in a solid theoretical framework and complemented by an empirical study that yields informative findings. The work successfully draws attention to the necessity of embedding interculturality within language education, particularly in non-native English-speaking contexts.

### Strengths:

#### 1. Clarity of Purpose:

The study clearly defines its objective—to assess ICC levels among Moroccan EFL students and investigate contributing and limiting factors. This focused aim provides coherence throughout the study.

#### 2. Relevance of Topic:

With globalization shaping educational and professional demands, the theme of ICC in EFL education is highly pertinent. The paper addresses a recognized gap in foreign language education by situating ICC as a core element.

#### 3. Empirical Rigor:

The study benefits from a substantial sample size comprising both students and faculty across multiple universities. This enhances the representativeness of the findings. The use of structured instruments (SVICCFS and TPICCFs) also indicates methodological care.

#### 4. Balanced Analysis:

The paper does well to report both facilitating and constraining factors in ICC development. The inclusion of both teacher and student perspectives adds depth to the analysis and provides a multidimensional view of the educational landscape.

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**5. Contextual Significance:**

The Moroccan setting provides a meaningful context, especially in light of its multilingual and multicultural realities. The localized insight contributes to the broader discourse on ICC in non-Western and multilingual educational environments.

**6. Scholarly Grounding:**

The theoretical background references influential scholars such as Bennett, Lado, Byram, and Deardorff. The historical and interdisciplinary framing strengthens the conceptual clarity of the paper.

**7. Policy and Curriculum Implications:**

The study goes beyond mere analysis and identifies key areas for strategic attention from curriculum designers and policy authorities. This makes the work highly actionable for stakeholders in higher education.

**Conclusion:**

This study presents a valuable contribution to the fields of applied linguistics and intercultural education. It combines theoretical insight with practical analysis, supported by data, to offer a nuanced understanding of ICC in the Moroccan EFL context. The integration of multiple voices, methodological rigor, and contextual richness gives the study both academic and practical merit.