

**Manuscript No.: IJAR-56235**

**Title: Soft Skills Integration in English Department Curricula: A Mixed-Methods Evaluation and Experiential Course book Development.**

**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. Mithilesh kumar shukla**

**Reviewer's Comment for Publication:**

This study is important on multiple levels, conceptual, pedagogical, institutional, and national, because it addresses a persistent gap between Morocco's educational reform agenda and classroom realities in higher education. The paper's significant contribution to educational research, policy, and practice on soft skills integration in higher education. The term parallel indicates that the quantitative and qualitative parts were conducted independently and concurrently. The final and crucial step in this design was integration. Once the two parts were analyzed separately, I synthesized the findings through side-by-side comparisons and joint displays. A pretest–posttest design is a standard approach for estimating intervention-linked change when intact groups are followed over time. The inclusion of Likert scales allows for the systematic measurement of frequency and intensity of pedagogical practices.

**.Recommendation:** Accept after minor revision, 1- Give the key word,

***Detailed Reviewer's Report***

**STRENGTHS:**

- 1- This paper addresses the crucial and contemporary need for integrating soft skills in higher education, particularly in Moroccan English departments.
- 2- The study employs a convergent parallel mixed-methods approach in a context rarely explored in empirical research
- 3- The paper uses thorough statistical methods (repeated-measures ANOVA, pairwise comparisons, estimated marginal means.)
- 4- Using active, practice-based teaching methods such as group projects, role-plays, simulations, and problem-solving.
- 5- The qualitative component included a questionnaire for instructors to explore their teaching strategies, challenges, and views on embedding soft skills.
- 6- Educational research consistently shows that soft skills are best developed through experiential, practice-oriented learning rather than passive listening.
- 7- Establishing specialized labs, workshops, or classrooms (e.g., Soft Skills Labs) designed for experiential learning and practice.
- 8- The convergence of these two perspectives enhances both the validity and the utility of the study's conclusions,

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## **WEAKNESSES:**

- 1- Lack of a Control Group
  - 2- The quantitative part of this study was conducted with 40 first-semester English Studies students enrolled at Moulay Ismail University (Meknès).
  - 3- Only a core group of instructors to be engaged in soft-skills teaching, not using the others skills.
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