

---

## **A Comparative Assessment of Global Perspectives in Moroccan EFL Higher Education: Undergraduate and Graduate Students**

<sup>1</sup>.Lahcen Ousiali, <sup>2</sup>.Dr. Hamid Housni

<sup>1</sup>Abdelmalek Essadi University, Faculty of Lettres and Humanities  
N 16, bp 210, Martil 93150, Morocco

<sup>2</sup>Abdelmalek Essadi University, School of Business and Management  
Q553+5jx, Tanger 90000, Morocco

doi.org/10.51505/ijaemr.2025.1212

URL: <http://dx.doi.org/10.51505/ijaemr.2025.1212>

Received: May 09, 2025

Accepted: May 18, 2025

Online Published: May 30, 2025

### **Abstract**

Intercultural Communicative Competence (ICC) has become indispensable for university students in today's increasingly globalized world. Beyond mere language proficiency, ICC encompasses the ability to communicate and collaborate effectively across cultural boundaries. This study is an empirical attempt to assess Moroccan EFL university students' intercultural communicative competence and to systematically investigate their strengths and areas of deficiency.

It employs a cross-sectional design using the Global Perspective Inventory as a primary quantitative data collection tool. The sample comprises students from five Moroccan universities, with varying participation rates across groups. Specifically, 372 BA (S6) and MA students completed the GPI by (Braskamp et al., 2013). Descriptive analysis was used to determine students' ICC levels, followed by inferential analysis to compare the two groups and identify areas of convergence and divergence in their intercultural skills. The results indicate that Moroccan university students possess a fairly average level of ICC. A significant gap between BA and MA demonstrates the strong impact of academic level on the growth of intercultural communicative skills. The study outlines several implications for students, educators, and curriculum designers. It also proposes valuable recommendations to strengthen ICC among Moroccan EFL university students and to help them thrive in the national and global job market.

**Keywords:** Intercultural communicative competence, Global perspective inventory, EFL Classrooms, Assessment, Moroccan university students

## **1. Introduction**

### *1.1 Background*

Globalisation has greatly expanded the possibilities of contact among cultures in modern times. The emergence of the digital era and the enhancement of human movement across different cultures present new complexities and perspectives to the study of intercultural communication. Several scholars and academics have criticised the role of communicative competence in EFL lesson plans that are designed to help learners achieve native-like performance (Bennet & Bennet, 2008; Byram, 2008; Sercu, 2005). It is believed that setting such a high expectation for EFL students often results in their failure, which negatively impacts language learning. Therefore, intercultural communicative competence can play a significant role to help students develop language skills alongside effective communication abilities across cultures. This shift is also very beneficial in increasing cross-cultural awareness, empathy, and adaptability in various contexts.

the notion of intercultural competence evolved with more attention paid to the individuals' ability to effectively and appropriately interact with individuals from different cultures. It includes the awareness of self-cultural values and the awareness of other people's values. IC has been deemed relevant in the contemporary society especially given the fact that people interact with others from different cultures on a regular basis. Intercultural competence (IC) has been further developed in the form of Intercultural Communicative Competence (ICC) to target the question of language. The concept of ICC includes competencies that are relevant to communication in intercultural situations. It is not only the use of language but also the understanding of culture and the recognition of the other culture. It is the ability to put oneself in another's shoes and to facilitate understanding among individuals.

Several scholars have made immense contribution towards understanding and formulation of ICC. For instance, Michael Byram's (Byram, 1997) model of ICC consists of various skills, including linguistic, sociolinguistic, and discourse competences, intercultural attitudes, knowledge, and skills of interpreting and relating as well as skills of discovery and interaction. Darla Deardorff has developed a process model of ICC which comprises of attitudes, knowledge, skills and internal/external outcomes (Deardorff, 2006). Milton Bennett formulated the Developmental Model of Intercultural Sensitivity, which describes the sequential process of individual's evolution in the aspect of intercultural communication competence (Bennett, 1993). Claire Kramsch (Kramsch, 1993) has described the inter-connectedness between language, culture and identity and has supported the idea of integrating cultural perspectives into language teaching. In addition, King and Baxter Magolda's (2005) model of self-authorship and intercultural maturity focuses on the process of developmental learning that is required in order to attain intercultural competence and underlines the significance of reflective learning process.

### *1.2 Problem statement*

The field of ICC development has gained more attention in response to ongoing changes in education and rapid technological advancement worldwide. It is now widely understood that students need of more than just linguistic skills, such as speaking, reading, listening and writing, to function effectively in a constantly evolving world. The role of intercultural skills as a major factor for an easy and smooth integration in the job market is undeniable. Therefore, a number of studies have examined the challenges and pitfalls Moroccan university students encounter after studying English for a considerable number of years (Alaoui Mahrez, 2022; Barebzi, 2021; Echcharfy, 2019, 2020; Elboubekri, 2017; Lazrak, 2016; Ousiali & Housni, 2023). While these studies have successfully approached ICC-related issues using various tools, they have primarily focused on assessing students' IC skills without providing solid explanations for the factors laying behind the average level observed. Additionally, most have concentrated on a single educational level, which can limit an entire understanding of ICC development in higher education. Therefore, the present empirical attempt aims to fill this gap through assessing Moroccan EFL students' ICC utilizing a different scale for the first time in Moroccan. It also seeks to evaluate that development of these skills by comparing undergraduate (BA) and graduate (MA) students across various English departments in Morocco.

#### **1.2.1 Research Objectives**

Aligned with the research problem stated above, the following research objectives are introduced to guide this study:

1. Investigate the Moroccan EFL university students' perspectives on their intercultural communicative competence (ICC) levels.
2. Examine the progression of students' ICC throughout undergraduate (BA) and postgraduate (MA) levels.

#### **1.2.2 Research Questions**

The following research questions are formulated to address the research problem and to achieve the stated objectives:

1. What are the Moroccan EFL university students' views regarding their Intercultural Communicative Competence (ICC) levels?
2. How do Moroccan EFL students' ICC skills progress throughout the undergraduate (BA) and postgraduate (MA) levels?

#### **1.2.3 Research Hypotheses**

**H1:** Moroccan EFL university students have positive views regarding their intercultural communicative competence levels.

**H2:** The progression of ICC skills among Moroccan EFL university students throughout the undergraduate (BA) and postgraduate (MA) academic levels is significant.

### *1.3 Theoretical Framework*

#### **1.3.1 ICC in EFL Classrooms**

It is undeniable that intercultural communicative competence has become a critical component of foreign language education. Culture and language are inherently interconnected and cannot be taught separately. In EFL classrooms, the goal of language teaching transcends the mere development of linguistic skills and the ability to communicate with others. In fact, it also targets enhancing intercultural abilities to allow individuals to interact successfully with people from diverse backgrounds. In the Moroccan context, English language and culture teaching has undergone various phases and encountered multiple challenges.

FLT methodologies which keep abreast with the intercultural aspect aspire at accomplishing two basic aims. To start with, they try to help students learn the communicative competence essential for adequate communication in speaking or writing; this makes it easy for them to express their minds accurately and appropriately. Second, they aim at instilling students' intercultural competence by enhancing their capacity to carry out mutual understanding among people whose backgrounds are distinct. It basically entails taking their ability to engage with other people to the next level by being speakers with several social identities, while realizing and respecting their uniqueness.

As conventionally accentuated, culture teaching in the context of foreign language education needs to transcend bare transmission of information about the people and general attitudes of the target culture. Instead, EFL teachers should, according to the models Byram and Fantini proposed, prioritize the underneath objectives such as:

1. Simplifying students' understanding of the links between their own culture and others'.
2. Instilling students' curiosity and interest in "otherness" enhancing a consciousness of themselves and their own cultures from alternative standpoints.
3. Supervising students to understand the intercultural interaction dynamics.
4. Underscoring the significance of social identities in all interaction forms.
5. Fostering students' comprehension of the way their perspectives about others and others' of them influence successful communication.
6. Qualifying students navigate and know more about the interlocutors independently.

FL instructors, for the sake of adequately accomplishing the above-mentioned standards, need to tailor adequate tasks so that they can prepare students to interact with intercultural speakers in an open-minded manner and engage with differences, while keeping tolerance in mind.

The interconnected relationship between culture and language teaching, in the context of such globalized world, has advertised the idea of integrating language teaching in the light of intercultural contexts. Johnson and Golombek (2020) accentuate the significance of promoting language teaching education (LTE) pedagogy, stressing the need to prioritize "the social situation of professional development by creating safe structured mediational spaces where L2

teachers are supported as they grow into becoming and being L2 teachers”. Hence, in accordance with Vygotsky’s sociocultural standpoint (K. Johnson, 2015), it is very important for L2 (both ESL and EFL) instructors to consider the learning of L2 teaching, encompassing intercultural communicative teaching, as a social practice, which blossom from their participation in social and dialogic interactions. This qualifies teachers “to defy their unfounded views of culture, ascribed in mainstream communicative-oriented views they have traditionally followed, and to move to a more intercultural communicative-oriented perception that leads them to meet the current educative, social, and cultural demands of an increasingly intertwined world”(Cuartas Álvarez, 2020).

### 1.3.2 ICC Development in the Moroccan Context

In this rapidly evolving global communication scene, the significance of intercultural communicative competence (ICC) has grown to be immensely fundamental, especially within the context of English as a Foreign Language (EFL) education. This connection is intensified in multicultural contexts like Morocco, having EFL students and teachers alike surf a complicated languages and cultures relationship. The studies which are carried out research exploring ICC among Moroccan EFL students have provided important contributions into the multifaceted nature of the said competence. This suggests a holistic comprehension to its present state, evolution process, and the pedagogical strategies which can foster its understanding and acquisition.

To provide a deeper comparative analysis of the studies above, I will delve into specific details and across four areas:

*Objectives:* Generally, research papers aim at evaluating Moroccan EFL learner's ICC, with an emphasis on comprehending their intercultural knowledge, skills, attitudes, and awareness in several situations, encompassing university contexts and particular programs such as the Confucius Institutes. Additionally, other studies seek exploring ICC development with the passage of time or throughout educational dimensions and investigate elements influencing ICC acquisition like pedagogical methods, curriculum input, and teaching routines.

*Results:* Most studies agree on one simple finding which is that Moroccan EFL learners demonstrate a basic ICC level, which enables them to surf among-cultural exchanges appropriately. It is essential to mention though that the level of the skill varies, and there are signs for the demand for progression in certain aspects like cultural sensitivity to be precise.

*Challenges and Opportunities:* Widespread obstacles encompass prerequisites of more promotion and comprehensive intercultural materials in curricula, updated pedagogical approached, and the critical cultural consciousness gap. In contrast, the studies further suggest chances for promoting ICC by means of targeted educational interventions and leveraging digital media.

In short, Moroccan EFL students exhibit a basic level of intercultural competence, whilst there is a vital need for an educational paradigm transition. The latter has to concentrate on instilling a deeper and more reflective comprehension of intercultural disparities, which allow students to delve into an increasingly interrelated world with more effective empathy, mastery, and self-esteem. The present analysis studies the importance of intercultural communicative competence in language teaching and learning, and the call for greater efforts to boost this critical dimension of students' progression. It also explores the causes underlying Moroccan students' specific ICC level and the aspects which demand intervention for enhancing the current levels.

### 1.3.3 Assessment of ICC

While gauging the efficiency of any program, assessment is always regarded as an essential part. A plethora of scholars, within the area of intercultural teaching and learning, lay a lot focus on assessment to the field development. It is, however, very important to mention that assessing Intercultural Communicative Competence (ICC) in Foreign Language Education (FLE) entails some difficulties to overcome obstacles (Deardorff, 2006; Fantini, 2009, 2012). As highlighted by Deardorff (2006) and Fantini (2012) creating an applicable framework for assessment presents the first challenge. This shows up because of many approaches, which target analyzing the elements of ICC, compounded by its difficult and slippery nature among varied walks of research disciplines and situations.

Assessing the evolution of ICC goes hand in hand with emerging changes in higher education. These accentuate the instilling of learners' proficiency via a number of effective qualities in their future careers and their tasks as responsible, socially adept citizens dedicated to ongoing learning. Very few language teachers feel qualified to assess if students are meeting the intercultural learning objectives they have set; while most of them realize the importance of intercultural communication in their syllabi today. With some researchers who go further to question the ability to explicitly test ICC, instructors indeed do not have a clear vision on the way to evaluate ICC (Kramsch, 1993).

In spite of the obstacles which may accompany the assessment of Intercultural Communicative Competence (ICC), it has to be recognized and carried out. While ICC is inevitable in communities and rapidly featured by multiculturalism and an increasing aspiration for equity and social justice, assessing it in foreign language education sets complex challenges. University students, in communities with varied traits, are required to be essentially well-equipped to grow and flourish in distinct situations and contexts. Preparation and competence in interacting, communicating, and living with individuals from diverse cultures are indispensable requirements in such situations. The present work, building on previous which scholars carried out regarding ICC, maintains that assessment has to include three pivotal elements or aspects. These are Cognitive, Interpersonal, and Intrapersonal components.

Here, five of the most scientifically validated and reliable scales to assess ICC are presented. Each one of them approaches the ICC-related issues from a different perspective and offer



unique insights into measuring its different components. Yet, special attention is given to the Global perspective Inventory (GPI), as it is adopted to meet the objectives of this research study. The following are short definitions of each model:

-The Behavioural Assessment Scale for Intercultural Competence (BASIC) suggested by Koester and Olebe (1988), by building on Ruben and Kealey's (1979) basis product in behavioral approaches to intercultural communicative competence (ICC).

-The Intercultural Sensitivity Inventory (ICSI), which is proposed by Bhawuk and Brislin (1992), aims at measuring a learner's potential to adapt behavior in culturally adequate manners while swinging between diverse cultural situations.

-Bennett's Intercultural Sensitivity Model(1993): This model provides a straightforward road map which describes the learner's intercultural competence development through six stages, namely denial, defense, minimization, acceptance, adaptation and integration.

-The Cross-Cultural Adaptability Inventory (CCAI) by Kelley and Meyers, in the early 1990s. Its main focus is to track the progress of intercultural skills among students in different contexts throughout their stays abroad (Kitsantas & Meyers, 2001).

-The Global Perspective Inventory (GPI): the survey tools implemented in this work, is suggested by (Braskamp et al., 2013) and it evaluates the evolution of learners' personal and global perspectives among a trinity of areas. The latter are Cognitive (intercultural awareness), Intrapersonal/affective (intercultural sensitivity), and Interpersonal/behavioral (intercultural effectiveness). Be it cultivated in comprehensive human development (RISE, 2017), GPI's global perspective development is based on two theories, which are cultural development and intercultural communication. All happening under the umbrella across three developmental domains: cognitive, intrapersonal, and interpersonal.

## **2. Methodology**

### *2.1 Research Design*

The present study aims to examine the levels of ICC among Moroccan EFL university students in three domains: cognitive, intrapersonal, and interpersonal through collecting their and university teachers' perspectives on the factors impacting its development across five universities. This is a challenging and complex task. Therefore, a strategic and effective approach to data collection is mandatory taking into consideration the multifaceted nature of the populations that participate in the study and the need to capture a comprehensive snapshot of their skills and viewpoints. In this regard, a cross-sectional design is suggested as the most suitable way to collect data. This design permits researchers to collect data from a wide range of participants at a single point in time and offers a snapshot of the issue being investigated. The sample in a cross-sectional design is selected based on the inclusion and exclusion criteria set for the study.

Cross-sectional design is widely adopted in educational research projects which emphasizes its relevance to the objectives of this study. As Dornyei (2007) observed, cross-sectional studies have become the cornerstone of contemporary applied linguistic research, reflecting a broader

trend within educational research. The choice of this methodological approach smoothly aligns with our objectives and allows for a better investigation of the views and development trajectories of ICC among Moroccan EFL university students. To conduct this study with a large number of students and teachers from various sites is very challenging if not impossible using a longitudinal design.

## *2.2 Site and Participants*

In the present study, five Moroccan universities are identified and selected as they offer a fertile and diverse area for data collection with two primary considerations in mind. To start with, these universities including Mohamed V University in Rabat, Moulay Smail University in Meknes, Abdelmalek Essaadi University in Tetouan, Ibn Tofail University in Kenitra, and Hassan II University in Casablanca are strategically positioned across the Middle and Northern regions of Morocco and close to each other and to the city where the researcher lives. These institutions are situated in suitable urban places and benefit from strong infrastructure and robust transportation. This factor is very essential and helpful during the data collection phase. Besides, these universities offer easy access for the researcher. After reaching out to university professors through emails, phone calls, and personal connections with their acquaintances, a considerable number of them kindly facilitated access to their students in the classrooms and through various social media platforms.

these institutions collectively receive a significant number of students which make up around 48.28% of the students in all Moroccan universities. Enrolment figures for the academic year 2022-2023 showed notable increases across all establishments as shown by the official report released by the Moroccan Ministry of Higher Education, Scientific Research, and Innovation. To be more specific, University Hassan II in Casablanca enrolled 144,275 students, Abdelmalek Essaadi University in Tetouan 127,602, Ibn Tofail University in Kenitra 89,884, Mohamed V University in Rabat 87,320, and Moulay Smail University in Meknes 79,947. These statistics are very significant for this research study as they offer a representative sample of the whole student population in Morocco. Hence, they can increase the potential to produce scientific and valid results with good passivity to generalize them across the academic scope in Morocco.

In this study, the sample of students is stratified according to two educational levels, namely the undergraduate BA (S6) and the postgraduate (MA). All the 386 participants are enrolled in the Departments of English Studies across five universities as mentioned previously. The study uses inferential statistics to target the randomness inherent in both strata and to ensure the representativeness of the sample. The main advantage of mixing stratified sampling and inferential statistics is to maintain the validity and reliability of the results and, ultimately, strengthen the robustness of the conclusions.



### *2.3 Instrumentation*

Quantitative research is an analytical approach to research studies that uses methods and techniques to collect quantifiable and measurable values. Rovai et al. (2014), as cited in (Almalki, 2016) contended that researchers employing a quantitative approach should see the world as external of themselves and the objective reality as independent of any observations or human intervention. Additionally, they explain that the objective reality is divided into simple and manageable components to form comprehensible research objectives and hypotheses. The research exploits the relationship among variables to test hypotheses and generate data employing different quantitative data collection tools.

In the present study, the Global Perspective Inventory (GPI) which is an assessment tool of individual experiences and the development of a global perspective is adopted. The scale was designed by Larry Braskamp, Kelly Carter Merrill, David Braskamp, and Mark Engberg in 2008 and necessary modifications were made to enhance its reliability. In 2013 a final version of the GPI was issued to evaluate individual development across three interrelated domains: cognitive, intrapersonal, and interpersonal. The inventory is protected by U.S. and International Copyright laws. The researcher contacted the Research Institute for Studies in Education (RISE) at Iowa State University, asking for permission to use the GPI. In March 2024, he received an answer from the institute expressing their consent to use it along with a codebook.

The Global Perspective Inventory is a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) to analyze the testees' global perspective across three domains as previously stated. The cognitive domain addresses the individuals' knowledge about and understanding of the world, the ways of getting knowledge, and the significance of the acquired various kinds of knowledge. The intrapersonal domain evaluates individuals' personal values and self-images, whereas the interpersonal domain focuses on assessing the person's ability to accept cultural differences and his/her capacity to and comfort when interacting with individuals from other cultures.

In this research endeavour, the GPI is utilised to explore the views of Moroccan EFL university BA (S6) and MA students about their intercultural communicative competence (ICC) development in order to compare the results with the findings of previous studies before delving deeply into the main focus of the study which is investigating the factors that impact ICC development. As stated by (Braskamp et al., 2013), the GPI offers a structured and standardized means of evaluating individuals' skills and competencies with regard to intercultural communication and simplifying comparison and analyses among different populations and in various contexts.

The three domains of GPI are divided into six subscales for analytical purposes: Cognitive Knowing, Cognitive-Knowledge, Intrapersonal-Identity, Intrapersonal-Affect, Interpersonal-Social Responsibility, and Interpersonal-Social Interaction. Each of the six subscales encompasses a different number of items.

Table 1. The GPI Subscales and Items

| Development Dimensions/ | Sub-categories   | Items                |
|-------------------------|--|----------------------|
| Cognitive               | Knowledge: Understanding and being aware of various cultures and their impact on society               | 8-13-19-25           |
|                         | Knowing: Recognizing the importance of cultural context in judging what is important to know and value | 1-6-7-18-23-24-35    |
| Intrapersonal           | Affect: Respecting and accepting cultural differences and being emotionally aware                      | 10-11-17-20-26-27-29 |
|                         | Identity: Being aware of and accepting one's identity and a sense of purpose.                          | 2-3-9-14-22-33       |
| Interpersonal           | Social interactions: Engaging with others who are different and being culturally sensitive.            | 4-12-15-21-28-30-34  |
|                         | Social responsibility: Being interdependent and having social concern for others.                      | 5-16-31-32           |

#### 2.4 Procedures

The present study went through multiple stages in order to collect and analyse the data. The focus in the is on investigating Moroccan students' views about their ICC levels and to compare the results to previous studies that undertook the same issue. The researcher needed to employ a reliable instrument to achieve this goal. The choice of the GPI was due to various reasons. It is reliable and valid, as shown by Cronbch's Alpha coefficient. It is adopted and used by multiple institutions to undertake various research studies worldwide. The survey is holistic because it involves examining the cognitive, interpersonal, and interpersonal aspects of the individuals' perspectives. Finally, it had never been used previously in any studies about intercultural communicative competence in Morocco. To ensure its relevance to the new context, the researcher conducted a pilot study in advance of its administration to participants.

The rate of participation was different across the three groups of informants. The total number of students who completed the GPI was 386: 169 printed and 203 online via social media, emails, and QR codes. 14 copies were not reliable because the participant skipped some items and others selected two or more of the provided options for the same item. Therefore, the number of the surveys that were considered was 372.

#### 2.5 Data Analysis

This study uses SPSS (Statistical Package for Social Sciences) 26 to analyze the quantitative data. It is apparent and relevant to the research objectives to combine the two primary statistical

methods; descriptive and inferential. The two objectives of the study focus on describing the development of the student's cognitive, intrapersonal, and interpersonal skills and comparing the development of these skills among the two groups of students as they progress from BA (S6) through MA levels. So, a combination of the two statistical methods is mandatory to achieve more reliable and scientific results.

Hence, One-way MANOVA is the considered as a primary method because it allows for the measurement of the development cognitive, interpersonal, and intrapersonal skills as three dependent variables across the academic level (BA (S6) and MA) as the independent variable. This approach is relevant to understand how the three skills evolve over time and differ between the two groups at the two educational levels.

### 3. Findings

#### 3.1 Demographics

As the table below shows, the total number of students who participated in this study is 371. Most of them, exactly 316, are between 20 and 25 years old and make up 84.95% of the total sample. 31 students or 8.33% fall within the age range of 25-30, whereas 13 students, 3.49%, are over 35. Participants between 30 and 35 years old is smallest category with a total number of 12 students, which makes up 3.23% of the sample.

Table 2. Distribution of Student Respondents by Age

|       |         | Frequency | Percent |
|-------|---------|-----------|---------|
| Valid | 20-25   | 316       | 84,95   |
|       | 25-30   | 31        | 8,33    |
|       | 30-35   | 12        | 3,23    |
|       | over 35 | 13        | 3,49    |
|       | Total   | 372       | 100,0   |

According to the pie chart below, the majority of student participants are BA (S6) students, with a total number of 264 out of 372 participants, making up 70.97% of the sample. MA students who participated in the study total 108, which equals 29.03% of the participants. This observation will be further discussed in the following sections to explain the extent to which the university level impacts EFL students' ICC development.

Table 3. Distribution of Student Respondents by University Level

|       |         | Frequency | Percent |
|-------|---------|-----------|---------|
| Valid | BA (S6) | 264       | 71,0    |
|       | MA      | 108       | 29,0    |
|       | Total   | 372       | 100,0   |

Lastly, as shown in the fourth chart, five universities are the site of the present investigation. They differ in the number of participants from each university. The majority of participants are from the University of Moulay Ismail in Meknes, with 91 informants, making up 24.73% of the sample. The second highest number is from Mohamed V University in Rabat, with 81 participants, which equals 21.77%. The third largest group of participants is from Hassan II University in Casablanca, with 78 students, making up 20.97%. The fourth is the University of Ibn Tofail in Kenitra, with 74 students, making up 19.89% of the participants. The lowest number of participants is from Abdelmalek Essaadi University, where only 48 students completed the surveys, making up 12.90% of the total number of informants.

Table 4. Distribution of Student Respondents by University

|   | Frequency | Percent |
|---|-----------|---------|
| University Mohamed V - Rabat            | 81        | 21,8    |
| University Moulay Smail - Meknes        | 91        | 24,5    |
| University Abdelmalek Essaadi - Tetouan | 48        | 12,9    |
| University Ibn Tofail – Kenitra         | 74        | 19,9    |
| University Hassan II - Casablanca       | 78        | 21,0    |
| Total                                   | 372       | 100,0   |

### 3.2 Moroccan EFL University Students' Views Regarding Their ICC Levels

#### 3.2.1 Cognitive Domain

As the results in the table show, Moroccan EFL university students' cognitive skills reveal a generally high level of understanding and acceptance of cultural differences. Item 13, "I understand the reasons and causes of conflict among notions of different cultures" ( $M = 4.05$ ,  $SD = 0.925$ ) exhibits that students have a strong awareness of international issues and conflicts. Additionally, Item 18, "I put my beliefs into action by standing up for my principles" ( $M = 3.84$ ,  $SD = 0.921$ ) and 19, "I consider different cultural perspectives when evaluating global problems" ( $M = 3.63$ ,  $SD = 1.087$ ). indicates that students are aware of different cultural beliefs when thinking about global issues and that with multiple perspectives and that they use their beliefs to support their principles. Students also show high emotional comfort with diverse viewpoints, Item 23 ( $M = 4.04$ ,  $SD = 0.923$ ) and acceptance of religious differences and differences, Item ( $M = 3.86$ ,  $SD = 1.067$ ). Nevertheless, students show notable discrepancies in the sensitivity towards their and other individuals' cultures and the frequency of interactions with people of different races and from other ethnic groups, as indicated in Item 6, "Some people are aware of their culture, and others are not" ( $M = 3.11$ ,  $SD = 1.501$ ) and items 25 and 35 ( $M = 3.63$  and  $3.37$ ,  $SDs = 1.067$  and  $1.145$ ). These results reveal various areas of development but at the same time, various challenges with regard to students' intercultural knowledge.

Table 5. The Development of Cognitive Skills Means of Moroccan EFL Students

| Items   | Mean | Std. D |
|---|------|--------|
| 1. When I notice cultural differences, my culture tends to offer a more favorable approach (I tolerate differences better than others). | 3,37 | 1,055  |
| 8. I am informed of current issues that impact international relations.   | 3,47 | 1,057  |
| 13. I understand the reasons and causes of conflict among nations of different cultures.  | 4,05 | ,925   |
| 19. I consider different cultural perspectives when evaluating global problems.   | 3,63 | 1,087  |
| 25. I am accepting of people with different religious and spiritual traditions.   | 3,86 | 1,067  |
| 6. Some people are aware of their culture and others are not.   | 3,11 | 1,501  |
| 7. In different settings what is right and wrong is simple to determine.  | 4,05 | ,925   |
| 18. I put my beliefs into action by standing up for my principles.  | 3,84 | ,921   |
| 23. I do not feel threatened emotionally when presented with multiple perspectives.   | 4,04 | ,923   |
| 24. I frequently interact with people from a race/ethnic group different from my own.   | 3,63 | 1,067  |
| 35. I frequently interact with people from a country different from my own.   | 3,37 | 1,145  |

### 3.2.2 Intrapersonal Domain

The analysis of items under the intrapersonal domain reveals a complex and unclear snapshot of intercultural sensitivity levels among Moroccan EFL university students. Item 10, "I feel threatened around people from backgrounds different from my own" ( $M=2.58$ ,  $SD=1.220$ ) indicates that they are moderately tolerant and comfortable with diversity. It also shows that being from a different cultural background does not cause any concerns. In addition, they show a willingness to step out of their comfort zone to engage in discussions about cultural dissimilarities with good knowledge, as Item 27 "I can discuss cultural differences from an informed perspective" ( $M=4.05$ ,  $SD=0.925$ ) shows.

However, the high mean and low standard deviation in Item 20, "I rely primarily on authorities to determine what is true in the world" show a notable reliance on authorities to determine what is right and what is wrong. That said, students still lack enough critical thinking and decision-making skills. Even though students tend to actively work for the rights of others, as shown in item 14 ( $M=3.30$ ,  $SD=.987$ ), the moderately very low mean and high standard deviation in Item 26, "I put the needs of others above my own personal wants" ( $M=2.90$ ,  $SD=1.110$ ) indicates that students are not selfless. They usually give priority to their needs over the needs of other people. As for openness and acceptance, students demonstrate an average level because they do not show

objections to people who live differently from them. They generally welcome people with various cultures into their lives as Items 29 "I intentionally involve people from any cultural backgrounds in my life" ( $M = 3.20$ ,  $SD = 1.071$ ) and 33, "I am open to people who strive to live lives very differently from my own lifestyle" ( $M = 3.64$ ,  $SD = 1.043$ ) respectively demonstrate. Item 3 ( $M = 3.94$ ,  $SD = 1.005$ ) reflects good confidence levels among students to discuss their values with other individuals. These data suggest that Moroccan EFL university students are generally at average levels of self-awareness and willingness to interact with diversity; yet, there are some concerns regarding how these skills are practiced across different contexts.

Table 6. The Development of Intrapersonal Skills Means of Moroccan EFL Students

| Items  | Mean | Std. D |
|--|------|--------|
| 10. I feel threatened around people from backgrounds different from my own.              | 2,58 | 1,220  |
| 11. I often get out of my comfort zone to better understand myself.                      | 4,05 | ,925   |
| 17. I understand how various cultures of this world interact socially.                   | 3,60 | 1,085  |
| 20. I rely primarily on authorities to determine what is true in the world               | 4,03 | ,943   |
| 26. I put the needs of others above my own personal wants.                               | 2,90 | 1,110  |
| 27. I can discuss cultural differences from an informed perspective.                     | 4,05 | ,925   |
| 29. I intentionally involve people from any cultural background in my life.              | 3,20 | 1,071  |
| 3. I can explain my personal values to people coming from other different backgrounds.   | 3,94 | 1,005  |
| 9. I know who I am as a person.  | 4,05 | ,925   |
| 14. I work for the rights of others.   | 3,30 | ,987   |
| 22. I am sensitive to those who are discriminated against.                               | 3,53 | 1,039  |
| 33. I am open to people who strive to live lives very differently from my own lifestyle. | 3,64 | 1,043  |

### 3.2.3 Interpersonal Domain

As for interpersonal skills, table 6 presents descriptive statistics of the Moroccan EFL university students' views about the role of these skills in shaping their intercultural communicative competence. Multiple key observations can be drawn from the data analysis. The consistently high mean scores in Items 4 "Most of my friends are from my own ethnic background" ( $M = 4.07$ ,  $SD = 0.829$ ), 12 "I am willing to defend my own views when they differ from others" ( $M = 4.01$ ,  $SD = 0.985$ ), and 15 "I see myself as a global citizen" ( $M = 4.05$ ,  $SD = 0.925$ ) indicate strong identifications with ethnic background since most students agree to have friends from the same origin. They also see themselves as members of a global community rather than the national or local ones. Yet, this does not mean to withdraw when it comes to defending one's opinions in front of other individuals. In contrast, the lower means and high standard deviations in Items 30,



“I rarely question what I have been taught about the world around me” ( $M = 2.98$ ,  $SD = 1.374$ ) and 5, “I think of my life in terms of giving back to society” ( $M = 3.37$ ,  $SD = 1.129$ ) indicate apparent differences in the students’ attitudes towards critical thinking and social contribution. They generally take information for granted and do not question its accuracy. Besides, students did not show a good willingness to sacrifice for the sake of their community. These results show clear discrepancies among students’ attitudes towards global awareness and social responsibility. There are also some variations in terms of openness to different perspectives and critical engagement.

Table 7. The Development of Interpersonal Skills Means of Moroccan EFL Students

| Items  | Mean | Std. D |
|--|------|--------|
| 4. Most of my friends are from my own ethnic background  | 4,07 | ,829   |
| 12. I am willing to defend my own views when they differ from others.                                | 4,01 | ,985   |
| 15. I see myself as a global citizen.  | 4,05 | ,925   |
| 21. I know how to analyze the basic characteristics of a culture.                                    | 3,57 | ,987   |
| 28. I am developing a meaningful philosophy of life.   | 3,64 | ,998   |
| 30. I rarely question what I have been taught about the world around me.                             | 2,98 | 1,374  |
| 34. Volunteering is not an important priority in my life.  | 4,05 | ,925   |
| 5. I think of my life in terms of giving back to society.  | 3,37 | 1,129  |
| 16. I take into account different perspectives before drawing conclusions about the world around me. | 4,01 | ,959   |
| 31. I enjoy when my friends from other cultures teach me about our cultural differences.             | 4,05 | ,925   |
| 32. I consciously behave in terms of making a difference.  | 3,62 | ,974   |

### 3.3 EFL University Students’ ICC Progression Throughout BA and MA Levels

The Box’s test of equality of covariance matrices yields a deeper understanding of how patterns of variability (amount of spread of the scores around the mean) and relationships among cognitive, intrapersonal, and interpersonal domains differ between BA and MA academic levels. Firstly, the significant Box’s  $M$  value of 62.855 and the associated  $F$  statistic ( $F = 2.926$ ) indicate that the covariance matrices of the dependent variables (cognitive, intrapersonal, interpersonal skills) are unequal across university levels. The  $p$ -value, which is below 0.5,  $p < .001$ , supports the rejection of the hypothesis that implies that BA and MA students differ in their average scores across these domains, as identified in One-way MANOVA and in the ways these skills co-vary or relate to each other. To be more specific, these results mean that although both BA and MA groups may show improvements in their intercultural communicative competence as they progress academically, the kind and strength of these improvements may vary between them. In comparison to BA students, MA students exhibit more consistent and correlated development

across cognitive understanding, intrapersonal empathy, and effective social interactions in multicultural settings. Accordingly, it can be concluded that higher academic levels not only deepen individual skills but also foster a more integrated and interconnected approach to intercultural communicative competence. Furthermore, the large sample size reflected in the degrees of freedom ( $df_2 = 164223.871$ ) underscores the robustness of these findings across a substantial dataset, which enhances confidence in the generalizability of the results.

Table 8. Test of Equality Covariance of BA (S6) and MA Students

| Box's Test of Equality of Covariance Matrices   |            |
|---|------------|
| Box's M   | 62,855     |
| F   | 2,926      |
| df1   | 21         |
| df2   | 164223,871 |
| Sig.  | ,000       |
| Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups. |            |
| a. Design : Intercept + @3. UniversityLevel.  |            |

#### 4. Discussion

The cognitive domain includes the knowledge and perception of cultural diversity, global issues, and views of other individuals. Moroccan EFL learners possess a good understanding of the subject and are relatively sensitive to cultural differences. This is consistent with the findings of other research works including Bani Koumachi (2015), who observed that Moroccan EFL learners have an average to high level of cognitive intercultural communicative competence. The cognitive competence is important for students to grasp the cultural differences and manage the interactions in different cultural settings.

In addition, Elhiyani (2020) explained that while students generally showed development in ICC, they had difficulties with cultural awareness. This is consistent with the variability observed in this study. Students may be aware of cultural differences but they lack practical experiences to reinforce the understanding of these differences which calls for more consistent intercultural interactions. This underscores the need for and the importance of integrating intercultural elements that target the cognitive skill as emphasized by Elboubekri (2017) and Echcharfy & Erguig (2020).

More comparison with studies outside the Moroccan context shows similar views. According to Deardorf (2006), intercultural communicative competence implies the capabilities to transfer cultural perspectives and adapt behaviors to cultural differences. Cognitive flexibility is essential for Moroccan students because it enables them to navigate through different cultural settings. Byram (1997) also emphasises the importance of critical cultural awareness which includes

understanding one's own cultural norms and how they influence perceptions and interactions with others.

The intrapersonal skills refer to the individual's self-awareness, emotional comfort with diversity, and openness to different lifestyles. The findings of student surveys demonstrate that Moroccan EFL university students possess a reasonable level of self-awareness and that they are generally comfortable with diversity. These results are consistent with Lazrak (2016) who argues that Moroccan students showed a good level self-reflection and willingness to tolerate the existence of different cultures. Yet, there is a potential area for growth to foster independent critical thinking skills, if addressed effectively. In his study, Echcharfy(2019) explains that lack of awareness and negative attitudes towards intercultural competencies that Moroccan tertiary educators adopt have a negative impact on their performance in the classroom.

Spitzberg and Changnon's (2009) model of intercultural competence also supports the development of intrapersonal skills. They emphasise the role of personal attributes such as curiosity, openness, and resilience to succeed in intercultural interactions. As shown in the analysis, Moroccan students' openness to diverse lifestyles indicates a foundation of these attributes. Yet, there is a need for more intentional efforts to develop independent thinking and emotional resilience.

The interpersonal skills refer to the students' attitudes towards social interactions, cultural identity, and global awareness. The findings of the present study showed that Moroccan EFL students possess a moderately strong identification with their ethnic background and global perspectives, which indicates a balanced sense of cultural identity. Similar to these findings, studies by Elhiyani (2020) and Lazrak (2016) found that students often maintained a strong connection to their cultural roots and are, at the same time, open to global influences. This dual identification is very beneficial to allow students to act effectively in local and global contexts. Nevertheless, the variability in attitudes toward critical thinking and societal contribution, as observed in this study, raises an issue with regard to their performance.

In addition, Bennett's (1993) Developmental Model of Intercultural Sensitivity (DMIS), which outlines stages from ethnocentric to ethnorelative levels of ICC, further supports the significance of interpersonal competence. As Moroccan students' identification with ethnic backgrounds and openness to global perspectives is generally strong, it can be concluded that they are moving towards more ethnorelative stages. However, interventions that support this progression are urgently needed especially in terms of cross-cultural acceptance, critical thinking, and social responsibility. Some suggestions to target these areas can include collaborative community engagement and intercultural exchanges since they are practical experiences to directly address interpersonal abilities.

The comparison of ICC between BA and MA students indicates that MA students are more developed in the cognitive, intrapersonal and interpersonal competencies. This means that, while

escalating the academic levels, not only the specific competencies of a person are developed, but the integrated and interconnected approach to intercultural communication is also developed.

*Cognitive Competence:* At the cognitive level, MA students demonstrated more consciousness of cultural differences, international matters, and different perspectives than their BA peers. The result can be attributed to the fact that at the graduate level, students are exposed to a more challenging academic work and to a wide range of intercultural situations. As stressed by Echcharfy & Erguig (2020), and Elhiyani (2020), advanced academic training is determinant to develop theoretical knowledge and to practice skills vital for successful intercultural communication. MA students' abilities to critically assess and reflect on cultural phenomena show a more sophisticated mode of thinking that can be, undoubtedly, helpful when approaching intercultural communication.

*Intrapersonal Competence:* In intrapersonal process, MA students showed greater self-awareness, emotional resilience, and openness to diversity. This progression can be associated with the fact that graduate programs usually emphasise more on the development of self-reflecting and critical thinking skills.

Analyzing the results of the covariance matrices for the dependent variables, it can be stated that BA and MA students do not differ only in their average scores (means) but also in the covariances of the skills. MA students show more integrated and correlated development across cognitive understanding, interpersonal empathy, and effective social interactions in multicultural contexts than BA students. This progression highlights the need for higher academic training opportunities in the development of overall intercultural communicative competence.

*Interpersonal Competence:* When compared to undergraduate students, MA students are more socially skillful, empathetic, and globally aware. The results indicated that MA students' higher interpersonal competence is related to the developed academic training, which often implies more intercultural discussions, engagement, and interactions. The results of this study align with the research done by Vande Berg et al., (2009) in the Georgetown Consortium Project. The latter showed interventions that systematically improve the students' intercultural learning and development are widely incorporated at the graduate level.

Overall, the progression of ICC across academic levels at tertiary education shows the importance of higher academic training in the development of intercultural communicative competence. The cognitive, intrapersonal and interpersonal competencies of the MA students are found to be higher than those of the BA students. This suggests that higher education does not only enhance individuals' language competencies but also the overall intercultural skills and qualifications. The progression underlines the need to integrate international/intercultural perspectives into the curriculum and to offer students real-life intercultural practice.

## 5. Conclusion

The analysis of the Global Perspective Inventory (GPI) subscales indicated that Moroccan EFL university students have a moderately good level across the cognitive, intrapersonal, and interpersonal domains. Students showed a reasonable level of knowledge, awareness, and tolerance of cultural differences, with MA students outperforming BA (S6) students. The results from the One-way MANOVA betokened a significant difference between the BA and MA-level students in all the three domains of the ICC.

### *5.1 Implications*

Based on the analysis, this study has identified several critical issues and offered numerous implications in the context of Morocco through data analysis. Due to factors such as multiculturalism, globalization, and a competitive job market, advanced ICC has gained a more significant position. Therefore, and based on the findings of this study and the review of relevant literature, a number of implications can be suggested to Moroccan students, educators, and curriculum designers.

Moroccan students are required to make practical improvements taking into account their constant interactivities both online and in real life. In this context, the findings of this study can be effective and beneficial for Moroccan university EFL students in multiple ways. First, there is a need for continuous and active engagement in intercultural learning. This can be achieved by actively involving students in the processes of intercultural learning.

The second significant implication is encouraging self-reflection. Moroccan students should be stimulated regularly to reflect on their cultural premises and stereotypes. The third implication to suggest is investing in new-age technologies that target ICC development. Students should learn how to use digital technologies as a medium of intercultural learning.

The study also suggests some implications that target Moroccan EFL university educators. To begin with, it is necessary to integrate ICC into the teacher professional training programs. The findings reveal that a substantial number of Moroccan teachers do not possess adequate intercultural competencies, which has a considerable negative influence on their classroom outcomes. In addition, teachers should employ activities such as role play, simulation, and group projects because they enhance interaction between EFL learners. These methods can help in establishing a link between the theoretical knowledge and the real-life situations. Moreover, technology has turned into a cornerstone in the field of education, in general, and in the development of ICC skills, in particular. Therefore, teachers are invited to use digital tools to support ICC education through exploiting virtual platforms for cultural exchange or accessing more cultural and authentic materials available on the internet, to state a few.

Based on the results, it crystal clear that making intercultural content an important part of the EFL curriculum is indispensable. Curriculum designers should allocate more attention and effort

to intercultural communicative competence as an essential element by giving it equal weight similar to other language skills rather than isolating it. This can be achieved in many ways such as, including frequent and extensive integration of culture in language classes, adequate planning of activities that enhance intercultural communicative competence, and ensuring that these activities align with broader educational objectives, to mention but a few. In addition, the curriculum should offer teachers more flexibility and space to adapt and alter the content in accordance with their students' needs. This could include designing modules that focus on various and relevant cultural content according to the choice of the institutions.

Curriculum designers should also develop effective assessment strategies for ICC based on frameworks that target the students' intercultural skills. These strategies should reflect both the cognitive and the affective aspects of ICC, and include the cultural knowledge, attitudes, and behaviors. Finally, the curriculum should contain and encourage the implementation of various authentic materials such as books, films, documentaries, and other online resources that express multicultural views. This exposure is vital to help deepen students' understanding of cultural issues and increase their intercultural sensitivity, especially since they can access them at their discretion if encouraged.

### *5.2 Limitations*

First and foremost, the greatest difficulty encountered in this study was the students and the teachers' response rate. In fact, it was challenging to gather data from informants across five universities due to geographical positions and different levels of students' willingness to participate. Sometimes, they refused to respond to the surveys which impacted the data collection negatively. This reluctance among students and teachers might be attributed to a number of reasons such as busy academic schedules, personal commitments, and lack of enthusiasm towards the subject.

The study tried to include a wide range of participants and multiple research sites. Yet, the results may not fully capture the actual and entire experiences of Moroccan university EFL students and teachers. Researchers suggest that specific contexts and characteristics of the selected sites may bring up several limitations to the generalizability and applicability of the obtained results to other universities.

The study also encountered technological constraints, especially during data collection phase. Sometimes, technical issues limited the use of digital tools to collect survey and to conduct interviews easily. Even though surveys were shared on various social media platforms such as WhatsApp groups, many students and teachers declined to respond.

### *5.3 Suggestion for Further Research*

Initially, this scientific investigation employed a cross-sectional design through collecting data from participants at a single point of time. The use of a longitudinal design in future studies can



approach the issue from another perspective and yield different findings. Longitudinal studies track the participants throughout an extended period of time and collect data from different stages. Despite the challenges, longitudinal approaches are scientifically reliable because they allow researchers to observe the progression of ICC over time.

In addition, this study was conducted across five large universities and aimed at reaching a larger and a more significant number of participants. However, the investigation did not take the universities students belong to as a variable. The objective was mainly determining the number of students who were willing to participate in the study and increasing the participation rate. Accordingly, it would be beneficial to conduct comparative studies between different universities and region across Morocco to identify the specific enablers and challenges related to each context. These comparisons could come up with more effectual strategies and methods to broadly target ICC factors.

This research work employed the Global Perspective Inventory (GPI) created by Braskamp, et. al. (2013) exploiting the Developmental Model of Intercultural Maturity by King and Baxter Magolda (2005) as a theoretical framework. This tool aims at exploring the cognitive, intrapersonal, and interpersonal aspects of intercultural communicative competence. However, employing different scales in the Moroccan context might yield more perspectives and views about ICC development and assessment. For instance, Bennett's Developmental Model of Intercultural Sensitivity (DMIS) (1986, 1993) is a perfect framework that tracks the progress of intercultural communicative competence from the initial stages of ethnocentrism to the advanced stages of ethnorelativism.

### **Acknowledgements**

I sincerely thank all the university teachers who contributed to this study for their cooperation and continuous support. They generously provided access to their classes and assisted in distributing surveys to their students through various social media platform. I am also grateful to students who completed the survey for their invaluable participation. Actually, without their collaboration, this study would not have been easily conducted. Special thanks to two distinguished university teachers for their careful examination of questionnaire and their invaluable remarks, which greatly enhanced its accuracy and reliability.

### **References**

- Alaoui Mahrez, F. Z. (2022). Promoting Intercultural Communicative Competence Through The Use Of Audio-Visual Translation In Foreign Language Learning: The Confucius Institutes In Morocco As A Study Case. *Revue Linguistique et Référentiels Interculturels*, Volume 4, N°1.
- Almalki, S. (2016). Integrating Quantitative and Qualitative Data in Mixed Methods Research—Challenges and Benefits. *Journal of Education and Learning*, 5(3), 288–296.

- Barebzi, J. (2021). Intercultural Communicative Competence Teaching: Moroccan High School Teachers' Perceptions and Practices. *International Journal of Advance Study and Research Work*, 4, 9–10.
- Bennet, D., & Bennet, A. (2008). The depth of knowledge: Surface, shallow or deep? *VINE: The Journal of Information and Knowledge Management Systems*, 38, 405–420.
- Bennett, M. (1986). A Developmental Approach to Training for Intercultural Sensitivity. *International Journal of Intercultural Relations*, Vol. 10, 179–196.
- Bennett, M. (1993). Toward Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In R. M. Paige (Ed.), *Education for the Intercultural Experience*, 21–71.
- Bhawuk, D. P., & Brislin, R. (1992). The measurement of intercultural sensitivity using the concepts of individualism and collectivism. *International Journal of Intercultural Relations*, 16(4), 413–436.
- Braskamp, L. A., Braskamp, D. C., & Engberg, M. E. (2013). The Global Perspectives Inventory (GPI): Its Purpose, Construction, Potential Uses, and Psychometric Characteristics. *Global Perspectives Institute*. <https://ucarecdn.com/dfd1a1b3-f63f-4366-bfb6-51253544e245/>
- Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon, UK: Multilingual Matters.
- Byram, M. (2008). *From Foreign Language Education to Education for Intercultural Citizenship: Essays and Reflections*. 10.21832/9781847690807
- Cuartas Álvarez, L. F. (2020). Intercultural communicative competence: In-service EFL teachers building understanding through study groups. *Profile: Issues in Teachers' Professional Development*, 22(1), 75–92.
- Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies in International Education* (10), 241–266.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford University Press.
- Echcharfy, M. (2019). Investigating intercultural teaching competence among Moroccan teachers in tertiary education. *Asian TEFL: Journal of Language Teaching and Applied Linguistics*, 4(2), 53–69.
- Echcharfy, M., & Erguig, R. (2020). The Development of Moroccan EFL Learners' Intercultural Awareness through Academic Reading: The Cognitive Dimension. *Journal of Applied Language and Culture Studies*, 3, 137–164.
- Elboubekri, A. (2017). The Intercultural Communicative Competence and Digital Education: The Case of Moroccan University Students of English in Oujda. *Journal of Educational Technology Systems*. Vol. 45(4), 520–545.
- Elhiyani, K. (2020). *The Development of Intercultural Communicative Competence: The Context of Moroccan Higher Education*. LAP LAMBERT Academic Publishing.
- Fantini, A. E. (2009). Assessing Intercultural Competence: Issues and Tools. *The Sage Handbook of Intercultural Competence*, 456–476.

- Fantini, A. E. (2012). Language: An essential component of intercultural communicative competence. In: Jackson J (Ed.) *The Routledge Handbook of Language and Intercultural Communication*, 263–278.
- Johnson, K. (2015). Behavioral Education in the 21st Century. *Journal of Organizational Behavior Management* 35(1-2), 135–150.
- Johnson, K. E., & Golombek, P. R. (2020). Informing and transforming language teacher education pedagogy. *Language Teaching Research*, 24(1), 116–127.
- King, P. M., & Baxter Magolda, M. B. (2005). A Developmental Model of Intercultural Maturity. *Journal of College Student Development* 46 (6), 571–592.
- Kitsantas, A., & Meyers, J. (2001). *Studying Abroad: Does It Enhance College Student Cross-Cultural Awareness?* (p. 21) [Paper presented at the combined Annual Meeting of the San Diego State University and the U.S. Department of Education Centers for International Business Education and Research (CIBER 2001) (San Diego, CA, March 28-31, 2001)].
- Koester, J., & Olebe, M. (1988). The behavioral assessment scale for intercultural communication effectiveness. *Journal of Intercultural Relations*, 12, 233–246.
- Koumachi, B. (2015). On the assessment of Moroccan EFL university students' intercultural communicative competence: A case study of the Master students of the English Department of Meknes. *International Journal of Educational Research and Development*, 4(4), 54-76.
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press. [https://www.academia.edu/32532198/Context\\_and\\_Culture\\_in\\_Language\\_Teaching\\_and\\_Learning](https://www.academia.edu/32532198/Context_and_Culture_in_Language_Teaching_and_Learning)
- Lazrak, L. (2016). *Investigating Intercultural Communicative Competence among Students*. LAP LAMBERT Academic Publishing.
- Ousiali, L., & Housni, H. (2023). Exploring the Significance of Literary Texts to Enhance Intercultural Communicative Competence in Moroccan EFL Classrooms. *International Journal of Linguistics and Translation Studies* 4(4)., 72–83.
- Sercu, L. (2005). Teaching Foreign Languages in an Intercultural World. In L. Sercu (Ed.), *Foreign Language Teachers and Intercultural Competence: An International Investigation* (Vol. 10, 1–18.
- Spitzberg, B., & Changnon, G. (2009). Conceptualizing Intercultural Competence. *The SAGE Handbook of Intercultural Competence*, 2–52.
- Vande Berg, M., Connor-Linton, J., & Paige, R. M. (2009). The Georgetown Consortium Project: Interventions for Student Learning Abroad. *The Interdisciplinary Journal of Study Abroad* 18, 1–75.