



REVIEWER'S REPORT

Manuscript No.: IJAR- 56636

Title: SCOPING THE IMPACT OF THE FUNCTIONAL-NOTIONAL APPROACH AND THE READING METHOD ON EFL LEARNERS' WRITING PROFICIENCY: A QUASI-EXPERIMENTAL SCHOOL-BASED STUDY.

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. Umeshkumar Hiralal Chavan

1. Overall Evaluation

The manuscript presents a well-structured and methodologically sound quasi-experimental study investigating the impact of the Functional-Notional Approach (FNA) and Reading Method (RM) on EFL learners' writing proficiency. The study addresses a relevant pedagogical issue in EFL contexts, particularly in resource-constrained environments. The integration of quantitative and qualitative data strengthens the validity of the findings. Overall, the manuscript demonstrates clarity, coherence, and academic rigor.

2. Strengths of the Manuscript

- The study addresses a significant gap in EFL pedagogy, especially within the West African context.
- Strong theoretical foundation integrating Communicative Competence Theory, Krashen's Input Hypothesis, and Reading-Writing Connection.
- Appropriate use of quasi-experimental design with control and experimental groups.
- Statistical analysis (t-test, ANCOVA, Cohen's d) is correctly applied and well interpreted.
- Inclusion of mixed methods (questionnaires, classroom observations) enhances data triangulation.
- Clear presentation of results with meaningful interpretation and linkage to existing literature.
- Practical implications for curriculum development and teacher training are well articulated.

3. Minor Revisions Required

- Minor grammatical and typographical errors need careful proofreading (e.g., encoding issues such as "learners'").
- Some figures and tables require clearer labeling and formatting consistency.
- References should be checked for uniform citation style as per journal guidelines.
- A brief limitation regarding generalizability beyond the study context can be slightly elaborated.
- Improve clarity in a few long sentences for better readability.

4. Contribution to the Field

This study makes a valuable contribution to EFL teaching methodology by empirically demonstrating the effectiveness of integrating FNA and RM. It provides practical insights for improving writing proficiency and supports the shift from traditional grammar-based instruction to communicative and input-based approaches. The findings are particularly useful for educators, curriculum designers, and policymakers in similar educational contexts.

5. Final Recommendation

Recommendation: Accept after Minor Revision