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EDITORIAL SUMMARY

The article investigates the influence of Information and Communication Technologies (ICT) on the development of professional competencies among pedagogy and philology students in higher education. Drawing on an up-to-date literature review, empirical research involving students and faculty, and an experimental study, the paper demonstrates that the systematic use of ICT fosters students' adaptation to current technological and professional demands.

While the study presents a solid theoretical foundation and relevant findings, it is recommended that the authors strengthen the critical analysis of methodological limitations and expand the discussion on practical implications for educational policy. Overall, the article makes a significant contribution to the discourse on innovation and digitalization in higher education.

ARTICLE ANALYSIS

INTRODUCTION

The article explores how information and communication tools support the development of professional skills in future educators and philologists. The introduction addresses a timely and relevant topic by situating the use of ICT within the context of higher education, particularly in pedagogy and philology.

- The central argument is coherent and clearly delineated;
- The reasoning is reinforced by a practical approach to the benefits of ICT integration;
- The conceptual framing is robust, current, and well-structured, laying the groundwork for a relevant analysis of how ICT supports competency development in higher education.

CRITICAL ANALYSIS

The article is highly relevant and aligned with contemporary debates on innovation in education. The theoretical foundation is well developed, the methodology is appropriate, and the results are noteworthy. However, certain sections remain overly descriptive and would benefit from stronger argumentative depth.

STRENGTH OF ARGUMENTATION

The manuscript is well supported by recent literature (2020–2024), citing a diverse range of studies on ICT use in higher education. In addition, the empirical data reinforce the importance of ICT in fostering competency development, thereby strengthening the overall argument.

LIMITATIONS AND OPPORTUNITIES

The article addresses multiple dimensions of ICT integration, including didactic resources, teacher training, public policy, curriculum design, and peer assessment. However, there are areas requiring improvement:

- The text often adopts a descriptive tone; the inclusion of critical syntheses identifying gaps or contradictions in the literature would be beneficial;
- Greater attention should be given to a critical assessment of the methodological limitations of the study;
- The article lacks a clear articulation of the study's limitations and suggestions for future research;
- The discussion would benefit from a more explicit exploration of how the findings could inform educational policy or curriculum design.

ENGAGEMENT WITH OTHER SCHOLARS

The authors emphasize that integrating Information and Communication Technologies into education is essential for enhancing teaching effectiveness and preparing professionals to operate in digital environments (Batsurovska et al., 2024). ICT contributes to the development of core competencies such as information retrieval, analysis, and critical evaluation—skills that are indispensable for today's professionals (Castaño-Muñoz, 2021). Comparative studies of international digital competency frameworks guide the development of relevant and up-to-date curricula (Harmse & Wadee, 2020).

Moreover, the advancement of ICT for educational purposes is crucial to ensure that digital transformation and sustainable development goals are aligned with national and global education policies (Aung & Kham, 2023). ICT also enables the adoption of interactive learning methods—such as virtual tours, online discussions, and multimedia presentations—that increase student motivation and promote more effective learning (Guo & Feng, 2021). Finally, the quality of education is directly tied to teachers' methodological and didactic competence; the development of digital literacy among the population depends on the adequate training of these professionals (Biloshchytskyi et al., 2020).

CONTEMPORARY RELEVANCE

The topic is highly pertinent in today's globalized and digitized context. Higher education must foster the development of professional competencies aligned with technological demands. ICT is vital for preparing future teachers and philologists to operate effectively in digital

environments, promoting adaptability, autonomy, and critical thinking. The study contributes to the modernization of academic training and the enhancement of employability.

FINAL ASSESSMENT

The article offers a clear and relevant analysis of the impact of Information and Communication Technologies on the development of professional competencies among future educators and philologists. The theoretical foundation is solid and up to date, supported by recent and comprehensive references that strengthen the argumentation. The methodology is appropriate, and the findings highlight the importance of ICT for students' adaptation to labor market challenges.

Nevertheless, the manuscript contains overly descriptive passages and would benefit from deeper critical analysis, particularly regarding the study's limitations and its practical implications. The engagement with prominent scholars reinforces the relevance of the topic. It is recommended that the authors deepen the critical discussion and more clearly articulate the practical applications of their findings. Overall, the article is a valuable contribution to the field of digital education in higher education.

REQUIRED REVISIONS

Please highlight the following changes in yellow in the manuscript:

- The text adopts a descriptive tone; it is recommended to include critical syntheses that identify gaps or contradictions in the literature;
- A more thorough critical analysis of the methodological limitations of the study is needed;
- The article should explicitly state the study's limitations and offer suggestions for future research;
- The discussion should more clearly demonstrate how the findings can inform educational policy or guide curriculum development.

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