

Review of: "Exploring English Communication Teachers' Perception of TBLT: A Case Study of B. Tech. Classroom Practice in Indian Engineering Colleges"

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Potential competing interests: No potential competing interests to declare.

This author is a knowledgeable person. He/she knows the ELT methods and has a good understanding of CLT, the new theory of a post-methods era. However, there are things that need to be considered to improve the work and to restructure its organization based on research conventions. See the following detailed comments:

Title

Exploring English Communication Teachers' Perception of TBLT: A Case Study of B. Tech. Classroom Practice in Indian Engineering Colleges

Perception, expectations of the teachers, understanding, perception, preference, and understanding etc. are not consistent in their meanings and are alternatingly carelessly used throughout the text. Therefore, I suggest the following as the title if the study aimed at investigating the two variables, Perception and Understanding:

Exploring English Communication Teachers' Perception, Understanding, and Preference of TBLT: A Case Study of B. Tech. Classroom Practice in Indian Engineering Colleges

Then, continue describing perception, understanding, and preference as the study variables and the aim of the study altogether throughout this work, consistently and at the same time.

Abstract

- Introduce the design of the study!
- Write the exact number of technical colleges selected to conduct the study and the method used to select them.
- Describe the method used for selecting participant communication teachers.
- Add the major recommendation of the researcher(s), at least one.

Body of the text

Introduction

- Avoid personal opinions and strengthen your statements about the situation in India with evidence. (This is the conventional way of writing research papers or reports)

- It is better not to heavily rely on giving lists of ideas. In this work, they frequently appeared without distance. It affects the report's layout. Thus, as an experienced researcher, instead of listing ideas straight down as 1, 2, 3 ..., authors should paraphrase them by citing the sources from which they were obtained. This work took the appearance of a manual for something.
- Along with author names cited in the text, write publication dates. If none, put (n.d.) for non-dated works referred.
- Use only last names and dates of publications for in-text citations. Don't use titles (Dr., Prof., etc.) and abbreviated names before and after last names.
- How can a person be popular in some place cited in science magazines like this one without his or her work being referred to in a standard way (without being cited in the text and outside the text)? For example, N. Prabhu and Prabhu's Bangalore Project (page 4); who knows him/her from the international readership except the current author and his countrymen unless his work is being fully cited?
- The sentence "...Task-based language learning makes use of the natural ability of learners to learn a language." What connection or difference does it (TBLL) have when it is compared with the Direct Method (DM)? This needs to be entertained to minimize such confusion and intricacy!
- TBLT is a current issue, and there have been several pieces of literature in the area. But the author tried to refer only to Prabhu (an unacknowledged source), Prabhu (2003), Carless (2004), and Jae Jeon (2005), who stated TBLT concepts and practices in the rest of the part as if they are one's own (see from page 4-5). The citations made by the author are not sufficient given the abundance of literature, as the author described in the literature review, saying that TBLT is "...the most researched field, p.5." So, he/she has to refer to the thoughts gathered from his/her readings of different ELT literatures as much as possible.
- Sections such as:
 - The Grammar Translation Method (GTM)
 - The Direct Method
 - The Audio-Lingual Method, and
 - The Bilingual Method

must be added/taken to the beginning of the literature review section following the first sentence in this section, which is "Language teaching and learning has been an important part of all human civilizations since time immemorial.

"Language Teaching is notorious for methodological pendulum swings, amply documented in published histories of the field." But the discussion on Communicative Language Teaching (CLT) should remain in there without its sub-title/heading (Communicative Language Teaching (CLT)) following the paragraphs familiarizing the article in its introductory section.

- The problem is not well pronounced in terms of the study variables.
- Research questions should be placed immediately after the end of the introduction and just before a literature review section is made.
- "...the approach hasn't been researched much." On page 5, it seems to be the author's subjective judgment, so it needs to be cited or worth mentioning a credible source for the idea in the quotation marks.

- “TBLT has not yet been sufficiently researched or proven empirically in terms of its classroom practice in school foreign language learning contexts (Carless, 2004; In-Jae Jeon, 2005).” This idea may not be strong enough to convince target readers. The sources are old and closer to 20 years ago. I think there are a number of very recent studies on TBLT on the internet. So, it is better to revise using up-to-date information sources.
- A self-contradicting idea is found in the literature review section on page 5, “Teaching is currently the most used approach to teaching a second or foreign language and perhaps the most researched field.” So, the author of this work should pay attention to referring to recent works.
- Generally, the introduction section gave too much emphasis to presenting a succession of teachings used in India’s teaching system applied through time. It was not the preamble of the study. The discussion in this section should have been targeted at a theoretical explanation of TBLT, its strategies to implement, and empirical data (What current studies are revealing) to show the research gap. Local and international studies currently conducted around TBLT can serve to achieve this.

Literature Review

- Avoid redundancy as much as possible, for example, types of gaps.
- “There have been a few studies in India...” page 6. Select the most relevant ones for your purpose and describe them in a conventional way, one by one, in terms of the study focus/objective, its design, setting, study samples, analysis method, major findings, and recommendations for future study.
- The review should also focus on discussing the study variables based on empirical data.
- At least a single paragraph must have been used at the end of this section to introduce the research framework. The author hasn’t given a lens through which to visualize and anticipate the design to be applied, such as how variables are going to be measured, and the results of data analyses.

Research Design and Methodology

- Describe first the research design in the methodology as the first sub-section where it is missed out without being noted first.
- The number of specific research objectives and their meaning needs to be consistent with the number of research questions and their objectives.
- Research objectives and questions should follow the statement of the problem, which is left out without being discussed adequately before the review of literature.
- Restate research question number two (RQ2) as follows:
 - What is the expectation of the teachers towards the implementation of the TBLT method? (It should accord with research objective 2)
- What sampling method was used for selecting the 66 teachers in the study? Mention the technique employed!
- What was the tool used for qualitative data collection?
- How was teachers’ preference for TBLT going to be evaluated?

- Add a third research question, deriving it from the third specific objective of the study.
- Each scale in the questionnaire, from strongly agree (5) to strongly disagree (1), should have been explained in terms of the frequency or rate of experience or occurrence of a behavior. For example, if the teacher does a behavior once a day/a week/a month/a year, circle (thick) 1, and so on. When or in what conditions did the teachers select strongly agree (5) or strongly disagree (1)? Ex: 5= ___ times practicing/experiencing sth or always/firmly held strong belief, or etc.
- From this section (methodology), cancel the following statement:

~~It was assumed that the teachers would have a good understanding of the concepts of TBLT and that they would have a positive attitude towards implementing the TBLT method in their classes to teach English language communication skills. To investigate if these assumptions were true, the questionnaire based on the Task-Based Language Teaching method was administered to 66 teachers at engineering colleges in the NCR.~~

Data Analysis Procedure

- Is attitude an objective of the study? What you say here must agree with the research objectives and questions!
- How was the qualitative data to be analyzed?
- During the analysis of data, use raw scores along with a verbal interpretation of the statistical results in all cases.
- Discussion of the results didn't confirm the new findings by referring to similar findings from current studies in the same area conducted both locally and globally.

References

- Mixed reference styles are used, APA and Chicago. It needs to stick to only one style.
- E-sources should be provided with links in case a cf. (cross-reference) is needed by the publisher.