

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.

The study addresses an important aspect of English language teaching in India, focusing on communication skills of engineering students. The paper adequately describes the research design and methodology, including the profile of respondents, the instrument used (questionnaire), and the data analysis procedure. The presentation of data analysis results is detailed, with mean scores and standard deviations provided for each item related to teachers' understanding and attitude towards TBLT. The paired sample T-test adds statistical rigor to the analysis.

However, while the paper discusses teachers' understanding and attitude, it provides limited insight into potential challenges or barriers faced by teachers in implementing TBLT. A more nuanced discussion of practical challenges would add depth to the findings. The study's findings are based on a specific sample of 66 teachers from a few technical colleges in India. The limited sample size and specific context may restrict the scope and quality of the results. Some sentences are lengthy and complex, impacting the overall readability. A more concise and straightforward writing style could enhance clarity.

The paper focuses on teachers' perceptions, but it could benefit from a discussion on potential impacts on students' learning outcomes resulting from the implementation of TBLT.

The conclusion could be strengthened by summarizing key findings and emphasizing their implications for English language teaching in technical colleges. Addressing the identified weaknesses would further enhance the paper's clarity and impact.

Overall, the paper makes a valuable contribution to the understanding of how English communication teachers in Indian engineering colleges perceive and approach Task-Based Language Teaching.