

Review Form 1.7

Journal Name:	Asian Journal of Education and Social Studies
Manuscript Number:	Ms_ AJESS_98820
Title of the Manuscript:	BENEFITS OF COMMUNICATIVE METHOD OF TEACHING GRAMMAR IN A BHUTANESE HIGHER SECONDARY SCHOOL: A QUALITATIVE STUDY
Type of the Article	

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

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PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
<p>Compulsory REVISION comments</p> <p>1. Is the manuscript important for scientific community? (Please write few sentences on this manuscript)</p> <p>2. Is the title of the article suitable? (If not please suggest an alternative title)</p> <p>3. Is the abstract of the article comprehensive?</p> <p>4. Are subsections and structure of the manuscript appropriate?</p> <p>5. Do you think the manuscript is scientifically correct?</p>	<p>1. This research focuses on the advantages of the Communicative Method of Teaching Grammar (CMTG) in a Thimphu Thromde Higher Secondary School. The case study approach was used in the research, which included a qualitative research design. The benefits of the CMTG examined in the study are mentioned in the results. I believe that the research will be beneficial to the literature as a result of fulfilling the appropriate qualities in terms of qualitative research. I have added my comments about these qualities in the related sections.</p> <p>2. The title of the article is suitable for this research.</p> <p>3. There is enough information on the research provided in the abstract section. It is useful and simple for readers to understand the framework of the research.</p> <p>4. and 5. I submit my responses to the fourth and fifth questions coupled with the explanations I provided under the sections of the article.</p> <p>Introduction</p> <p>The researcher stated that the subject covered in the research Communicative Method of Teaching Grammar has many benefits, but does it have any challenges (disadvantages/ difficulties)? This situation can be discussed in detail with a more comprehensive literature search in this section.</p> <p>Objectives of the study</p> <p>In the purpose part of the research, there is the statement of <i>this study aimed to explore the benefits and challenges of Communicative Method of Teaching Grammar (CMTG) in a Higher Secondary School (HSS) under Thimphu Thromde.</i> However, in the following sections, only the benefits of the applied method are discussed. This situation stated in the purpose of the research does not coincide with the results given in the findings section. Findings should be explained in detail in accordance with the purpose of the research. If no challenges (disadvantages/ difficulties) were encountered regarding the method in the data obtained, then this result should be given in detail and the reader should be informed.</p> <p>Sampling strategies and sample size</p> <p>Determining the sample for qualitative research is very important as it affects the validity and reliability of the research. Qualitative research, on the other hand, has a more complex data pattern than quantitative research data, as it is based on complex and interconnected epistemological assumptions about individual and social phenomena that cannot be reduced to variables limited from the environment and other variables. Therefore, a comprehensive definition is necessary in order to determine the basic characteristics of the participants in qualitative research. In the manuscript it was stated that a certain number of students (12) and teachers (3) were selected in the sampling selection. However, at this point, no explanation was given about which characteristics of the selected participants were included in the study. It is not in line with the nature of qualitative research to describe research participants by providing only quantitative information. In particular, in a comment made in the findings section of the research, the researcher stated that the results obtained may vary depending on the characteristics of the participants: ... <i>the lesson</i></p>	

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<p>6. Are the references sufficient and recent? If you have suggestion of additional references, please mention in the review form.</p> <p><u>(Apart from above mentioned 6 points, reviewers are free to provide additional suggestions/comments)</u></p>	<p>observations revealed that the enhancement of speaking skills was demonstrated by a few talkative and confident students in the class.</p> <p>Since the characteristics of the participants affect the results of this research, the characteristics of the students selected as participants should be described in detail.</p> <p>Data</p> <p>Qualitative data collection techniques such as observation, interview, document and speech analysis are generally used in qualitative research. In this study, observation and interview techniques, which are among these methods, were used. However, not enough information has been given about how the data collection tools were developed. Did the researcher take notes for the observation? or was an observation form developed? It can be stated more clearly why the observation was made and what attention was paid to it. It is not understood whether the questions included in the tools that will provide the data source, which is the most important point in the research (especially in terms of interview technique), are the questions sufficient to provide the data specified in the findings? The questions used in the interview technique should be included in the research. In addition, whether these questions are suitable for their purpose should be supported by expert (especially in the field of language teaching) opinions. There is no information about how reliability is ensured during the data collection phase. Therefore, it is doubtful that the research reflects valid and reliable results.</p> <p>Data analysis</p> <p>The researcher stated that thematic coding analysis was performed in the analysis of the data obtained. Thematic coding is the identification of the similarities and differences of codes with different characteristics, and thus grouping the codes that are related to each other. Internal consistency is an important condition that should be considered while doing thematic coding. Thematic coding should take into account the extent to which the data set upon which the identified themes are based develops a meaningful relationship. It's also essential to consider how well all of the identified themes—known as external consistency—can meaningfully explain the research's results. In other words, the chosen themes should be able to function as a cohesive whole even while they are distinct from one another. After the categories and themes are determined, coding should be done again, and the data should be arranged according to the codes. However, it is understood that the coding in the data analysis part of the research was done by a single researcher and only once has it been done. This situation causes a contradiction in terms of internal consistency and external consistency. In order to ensure internal and external consistency in the analysis of research data, it is absolutely necessary to seek the opinion of another researcher or expert on determining the themes and whether these themes overlap with the nature of the research. However, a value indicating the reliability of the encodings must be specified.</p> <p>Findings</p> <p>Qualitative research examines the problematic in its own context, with an interpretative approach; While interpreting events and facts, it focuses on the meanings that people ascribe to them. It is important to describe, explain, and present data in a language that the reader can understand. At this stage, which generally focuses on the information in the findings section of the research, the researcher does not include his own views and comments and presents the collected information to the reader in a processed form. However, in the findings section of this study, none of the student or teacher statements regarding the interview results were included. The findings consist of interpretations made according to the data not shown in the research. This situation creates doubt in the reader because the findings are not supported by the data.</p> <p>6. References of the article can be increased by using more recent ones, especially in the findings section.</p>	
<p>Minor REVISION comments</p> <p>1. Is language/English quality of the article suitable for scholarly communications?</p>	<p>1. The language of the article is scientifically appropriate. No typo was found in the maintext.</p>	
<p>Optional/General comments</p>	<p>According to the results of my review of the article, I have stated some major revisions. After the researcher completes the relevant revisions within the sections of the article, a decision can be made in terms of publication.</p>	

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PART 2:

	Reviewer's comment	Author's comment <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
Are there ethical issues in this manuscript?	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

Reviewer Details:

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