

## Review Form 1.7

Journal Name:	<a href="#">Asian Journal of Education and Social Studies</a>
Manuscript Number:	Ms_AJESS_99471
Title of the Manuscript:	TASK-BASED LEARNING (TBL) APPROACH: AN EFFECTIVE METHOD FOR IMPROVING ENGLISH LANGUAGE COMMUNICATION SKILLS IN PUBLIC PRIMARY SCHOOLS IN MOROGORO MUNICIPALITY, TANZANIA
Type of the Article	Original Research 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:

(<https://www.journalajess.com/index.php/AJESS/editorial-policy> )

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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><b>Compulsory</b> REVISION comments</p> <ol style="list-style-type: none"> <li>1. <b>Is the manuscript important for scientific community?</b> (Please write few sentences on this manuscript)</li> <li>2. <b>Is the title of the article suitable?</b> (If not please suggest an alternative title)</li> <li>3. <b>Is the abstract of the article comprehensive?</b></li> <li>4. <b>Are subsections and structure of the manuscript appropriate?</b></li> <li>5. <b>Do you think the manuscript is scientifically correct?</b></li> <li>6. <b>Are the references sufficient and recent? If you have suggestion of additional references, please mention in the review form.</b></li> </ol> <p><u>(Apart from above mentioned 6 points, reviewers are free to provide additional suggestions/comments)</u></p>	<p>1. Yes, it is important because a task-based approach offers an alternative for teachers who are interested in creating a more student-centered environment in their classroom. As stated in the research, task-based learning provides pupils with opportunities to collaborate and communicate with their peers. This collaborative approach fosters a supportive and inclusive learning environment where pupils can practice using the language in a non-threatening setting (Murad, 2009). Working together on tasks also allows pupils to learn from each other, exchange ideas, and receive feedback, which helps them develop their language skills and build their confidence in using the language in social interactions. This aspect of making lessons more interesting, motivating and improving language skills is an important contribution. It is based on Vygotsky's social-cultural theory which highlights the role of interactive activities in the learning process (Sergiovanni &amp; Starratt, 1998). According to Vygotsky, learning occurs through social interaction with people, objects, and events in the environment.</p> <p>2. The title is suitable.</p> <p>3. Yes, the abstract is acceptable.</p> <p>4. Generally well structured. It is worth noting that the limitations are normally added in the Discussion section, just before the concluding paragraph.</p> <p>5. -The different studies that were reviewed have shown challenges of teaching the English Language, but none of the studies have shown and tried out any solution to the problems. [This is a very strong claim and needs to be backed up with current citations. Was there any systematic literature review or extensive literature review that allows for such a claim to be made? Did any researcher make such a claim?] -There should be some critical review of task-based learning. This will strengthen the need to find out its effectiveness in this particular context.</p> <p>The analyses were conducted based on the research questions. [It would be better to spell out what these research questions are]</p> <p>2.0 Materials and Methods- this is the section that requires much more information so that we can assess the results better. The research would be of more value if the methodology is described in a way that allows other researchers can replicate or modify. The following details would help to give a better understanding of the methodology: Were the test validated and if validated, by whom? Experts, how many? What was the treatment like? Who designed the materials, lesson plans? How many sessions? Or duration of this experiment? Duration of classes? Were any pilot tests conducted? How was the reliability of the test determined? Was the pre test and post test the same? How many items were there in the test? Any reason for not giving the pre test scores?</p> <p><b>Use of terms</b> The experimental group showed significant improvement in their vocabulary skills after using the TBL method. The number of pupils who scored poorly decreased from 80 (50%) in the pre-test to 52 (32.5%) in the post-test. Overall, the results indicate a significant improvement in the experimental group's pronunciation skills, while the control group's scores showed only slight changes. [ The term significant has deeper implications in statistics. You have set the level of significance at the 0.05 level- that is, if a p-value reported from a t test is less than 0.05, then</p>	

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	<p><i>that result is said to be statistically significant and if a p-value is greater than 0.05, then the result is insignificant-but the scores are not given in relation to the level of significance for the particular skills. Statistical procedures and reporting of statistics will have to be done using established methods.]]</i></p> <p>Analysis of the mean score of the post-test shows that the pupils in the experimental group performed better than their counterparts in the control group. Specifically, the experimental group's mean score was 7.97 higher than that of the control group. This improvement is statistically significant, as the experimental group's mean score increased by 7.46 from the pre-test score.</p> <p>Based on the t-score at a 0.95 confidence interval, the experimental group's post-test mean score increased by 8.97 compared to the control group's post-test mean score. This suggests that the pupils' performance in the experimental group improved significantly after inducing Team-Based Learning (TBL). Therefore, the results support the effectiveness of TBL as a teaching approach to improve pupils' performance.[ statistical reporting and reasoning has to be accurate with details given of the significance level, rather than just a comparison of mean scores]</p> <p>6. - Scaffolding not only produces immediate results but also instils the skills necessary for independent problem-solving in the future.[ The source should be recognized]</p> <p>More recent references should be included. The literature review should also include references of studies conducted in other countries. This will put things in a better perspective and enrich the discussion.</p>	
<p><b>Minor</b> REVISION comments</p> <p>1. Is language/English quality of the article suitable for scholarly communications?</p>	<p>Needs some editing</p> <p>This resulted in their little competence in the language (Mtana, 2013).</p>	
<p><b>Optional/General</b> comments</p>	<p>This research would make an important contribution if more information is added, especially for the methodology.</p>	

**PART 2:**

	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>Are there ethical issues in this manuscript?</p>	<p><i>(If yes, Kindly please write down the ethical issues here in details)</i></p>	

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