

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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A review of Yusuf Mehdi, Zeba Mehdi, Syed Safder Mehdi's article, [Exploring English Communication Teachers' Perception of TBLT: A Case Study of B. Tech. Classroom Practice in Indian Engineering Colleges](#) -

The article is an interesting read. There is considerable background research done that forms a robust plinth on which the empirical survey stands. The authors are well informed about the basis of ESL pedagogy and are clearly intuitive teachers themselves.

However, punctuation is an area of improvement, as is the predominance of 'voice', which could reflect a certain freshness of register if examined from an informal perspective.

Finally, the survey clearly yields the result that while most respondents' are aware of the advantages of Task Based Language Teaching, and are academically inclined to incorporate it in their active teaching schedules, they are a little more than halfway there. The roadblocks were not assessed. Here, one has the feeling of reading a novel without the last page. There is clearly immense scope for a study, further to this paper, in order to understand how TBLT could be taken to the floor more comprehensively.

From my personal experiences, it is perhaps, a fear in the teacher, to not want to commit to an open ended class situation where the management of variables becomes in itself, a 'task'.

The review snapshot of Zeba and Yusuf Mehdi's paper is therefore short : very pertinent as a topic of study, well fleshed out in terms of background research, but needing a little more closure. Suggested tasks by David Nunan (2004) and the teachers' responses in their classroom execution, is a probable path.