

Exploring Professional Communication Teachers' Perception of TBLT w.r.t. Communication Classrooms in Engineering Colleges in NCR, India

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Abstract

The paper attempts at finding out the level of understanding of the communication teachers teaching English language communication courses in B.Tech. colleges of the concepts of the Task-Based Language Teaching (TBLT) method. The research work also tries to see whether their attitude towards implementing TBLT in classrooms is positive or negative. There is hardly any study that investigates the perception of the teachers in Engineering colleges in the NCR, India. Earlier works in this field include the study of the implementation of the TBLT method in Indian classrooms; the effectiveness of the TBLT method; and the impact of TBLT on communication skills. The study attempts at finding the level of understanding that communication teachers at technical colleges have of the TBLT method and their attitude towards implementing TBLT in classrooms for engineering students. Since the level of understanding and attitude of communication teachers at technical colleges have never been studied before, an empirical study was conducted on 66 such teachers at a few technical colleges in India. The study explored majorly two areas - the level of understanding of the teachers, and Teachers' attitude towards implementing TBLT in classrooms. It was found that the level of understanding of TBLT in teachers was quite high and the attitude of the teachers towards implementing TBLT in classrooms was clearly positive. In the Indian context, communication skills teachers at technical colleges know quite a lot about the TBLT method and they are positive about implementing the same in the classrooms to teach the English language to engineering students.

Keywords: Task Based Language Teaching (TBLT); Perception; Professional Communication; SLA; English Language Teaching

**6th International Conference on Modern Research in
Education, Teaching and Learning**



28-30 July 2023

Dublin, Republic of Ireland