

influence the practice of TESOL professionals and contribute to the ongoing conversation about the role of multilingualism in education.

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Sudharshana, N.P., and Mukhopadhyay, L. (Eds.), *Task-Based Language Teaching and Assessment: Contemporary Reflections from Across the World*. Springer Verlag, 2021. ISBN: 978-981-16-4225-8 (hbk), ISBN: 978-981-16-4228-9 (ebk).

Reviewed by Petreshia Maria Joseph

The book compiles contributions from several experts in the field of language teaching, offering diverse perspectives and experiences on Task-Based Language Teaching (TBLT) and Assessment (TBLA). The editors have done an exceptional job in curating this collection. The global perspective provided by the book is one of its many strengths. The authors hailing from various regions of the globe with varied fields of expertise provide perspectives on task-based language teaching and evaluation methods from a range of social, cultural, and educational contexts. The book highlights the need for flexibility and adaptability by acknowledging the impact of cultural and environmental factors on the use and efficacy of task-based methodologies. This diversity has added complexity and depth to the discussions thereby enabling readers to comprehend the topic more thoroughly.

The book is divided into two parts. Part one deals with Task-Based Language Teaching while part two deals with Task-Based Language Assessment. Each chapter in the book focuses on a specific aspect of TBLT and TBLA and is structured in a very logical order, building on one another to give a thorough overview of the subject. Additionally, the first chapter in both parts is by the editors and it provides an introduction to the part as well as the overview of the remaining chapters, thereby aiding an easy navigation of the book for both novice and experienced readers in the field.

The second chapter in the first section by N.S. Prabhu introduces the theoretical foundations for the task-based language education approach and revolves around the idea that a second language can be learned as effortlessly as the first. This is followed by Esther Ramani and Michel Joseph's chapter which identifies the parallels and discrepancies between Prabhu and Vygotsky's thoughts on second language acquisition. Post this comparison, Rod Ellis traces the origin and development of TBLT since 1980. Following this Jane Willis provides a detailed evolution of the framework for TBLT. Roger Gilabert and Aleksandra Malicka state how Needs Analysis plays an important role in the assessment, evaluation, and methodology of a task-based design. This is followed by Gavin Bui and Rhett Yu's differentiation of task repetition and task rehearsal. The section also has a study by Veena Nair and Shruti Sircar that investigates the effect of task complexity and learner proficiency on writing performance using Robinson's framework. This is followed by the chapter by N.P. Sudarshana who focuses on integrating the features of Cognitive grammar 'meaning and form' on communicative tasks and a chapter by Baburam Upadhaya that provides a study as well as a framework for designing tasks aimed at developing metaphoric competency among learners drawing principles from conceptual metaphors and TBLT.

The second section of the book is aimed at not just making the practising teachers aware of the research done in the field of TBLA but also ensuring that they would be able to apply them in the classrooms. Post the introductory chapter by the editors, Chapter 2 of this section by Chihiro Inoue and Fumiyo Nakatsuhara validates task-based tests on the functional progression in dialogical speaking performance. Chapter 3 is a research on using communicative strategies as a tool to assess spoken interaction competence by Pankaj Narke. Chapter 4 identifies the effect of task structure and interactional conditions on oral performance in terms of complexity, accuracy, and fluency paradigm by Sajit Mathews and N.P. Sudarshana. The research by Vasim Tamboli in Chapter 5 aims to identify the effect of using task-based speaking assessment to measure lexical and syntactic knowledge. Post these researches that deal with speaking, in Chapter 6; Vrishali K. Patil assesses reading by applying Robinson's triadic componential framework. The review of grammaticality judgement, truth value judgement, elicited information, dictation, picture description, and narrative retelling tasks in terms of design, administration, or method of scoring to identify its use in the

pedagogical and classroom assessment purposes by Shruti Sircar and Lina Mukhopadhyay in Chapter 7, not just illustrates the study but also the practical implication of the same in classroom situations.

Furthermore, the book combines theoretical analysis of the concepts with real-world examples, making it a useful tool for researchers and practitioners. Along with in-depth descriptions of TBLT activities, the contributors also offer opinions on how to implement and evaluate them. Therefore, the book's relevance and value in real-world situations for teaching languages are improved by this pragmatic approach.

In addition to the most expected theoretical perspectives, practical applications, or assessments in TBLT, the book emphasizes learner motivation and engagement in task-based language education. It goes over how authentic and meaningful tasks can raise intrinsic motivation and learner engagement. The chapters offer helpful advice for developing interesting assignments that encourage language development and active learning. The needs of language teachers in terms of professional development are also covered in the book. It provides insights on educator preparation, encouragement, and reflection to advance pedagogical practices in using task-based learning methodologies. The chapters include recommendations on how teachers can successfully plan and conduct task-based lessons, as well as how they can evaluate learner performance and offer feedback.

Although the book contains a plethora of knowledge and insights, it is vital to remember that depending on the individual reader's needs and interests, some readers may find some chapters to be more pertinent or interesting than others. It is advisable to quickly scan the table of contents to choose chapters that are relevant to one's interests.

In a nutshell, *Task-Based Language Teaching and Assessment: Contemporary Reflections from Across the World* is a helpful reference that offers a strong basis for comprehending and putting task-based language teaching approaches into practice owing to its numerous perspectives, useful examples, and comprehensive content. It is highly recommended for language teachers, researchers, and educators seeking to enhance their knowledge and practice in this field.

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