



Enhancing Career-Oriented English Skills through Task-Based Writing and Speaking Activities

A Classroom-Based Reflection

Presented at the 7th ICESS
9-10 October 2025

Noor Aina Herliana^{1*}, Rizky Amelia², Heppy Mutammimah³, Rini Amelia⁴
^{1,2,3,4} Politeknik Negeri Banjarmasin, Banjarmasin

Presentation Outline

01
Introduction

02
Previous Studies

03
Methods

04
**Results and
Discussion**

05
Conclusion

INTRODUCTION

- English proficiency is essential for undergraduates.
- ESP provides authentic and career-oriented learning.
- Task-Based Language Teaching (TBLT) enhances exposure through real-world tasks.
- Genre-Based Approach (GBA) supports writing and text awareness.

Previous Studies

ESP creates authentic contexts for career preparation.

GBA scaffolds students' writing and revision skills effectively.

TBLT strengthens communicative competence, especially when writing precedes speaking.

Combining TBLT + GBA supports motivation, engagement, and real-world language use.

Method

This study employed a reflective qualitative design through classroom-based self-study, involving a total of 129 participants from the Information Systems, Digital Business, and Accounting Information Systems programs. Data were collected using a series of classroom tasks, including opinion writing, summaries, reports, curriculum vitae, cover letters, and job interviews. The collected data consisted of both written outputs, such as CVs and cover letters, and oral outputs, particularly job interview role-plays.

Results and Discussion



Written Tasks

- Opinion writing: Students expressed ideas but relied on simple sentences.
- Report writing: Limited vocabulary, difficulty organizing information.
- Summary writing: Helped comprehension and coherence.
- CVs and cover letters: Showed structural awareness but lacked precision.



Oral Tasks

- Job interview role-play with lecturer as interviewer.
- Students scored on fluency, gesture, politeness, question handling.
- Well-prepared students performed confidently.
- Others struggled with nervousness, limited vocabulary, poor non-verbal cues.

Integration of Skills



- Writing tasks scaffolded speaking tasks (CVs, summaries → job interview).
- Helped students build vocabulary and self-presentation strategies.



- Challenges: nervousness, lack of preparation, unfamiliarity with formal words.
- TBLT + GBA enhanced engagement, motivation, and collaboration.

Discussion

- TBLT emphasizes authentic, communicative tasks.
- GBA provides scaffolding for writing (BKoF, MoT, JCoT, ICoT).
- Writing supported oral performance and reduced cognitive load.
- Students more engaged and motivated when tasks mirrored real-world context.

Conclusion

- TBLT and GBA improved career-oriented English skills.
- ESP benefits from integrating writing and speaking activities.
- Writing tasks scaffolded speaking (preparation for interviews).
- Recommendations: task sequencing, peer review, reflective activities, video-recorded tasks.



■
Thank you!

