

Enhancing Career-Oriented English Skills through Task-Based Writing and Speaking Activities: A Classroom-Based Reflection

Abstract. Task-Based Language Teaching (TBLT), as a student-centred approach, provides structured opportunities for language acquisition and communicative competence. This study examines the implementation of TBLT with insights from the Genre-Based Approach in the English 2 course at Politeknik Negeri Banjarmasin. The aim was to engage students in authentic workplace communication tasks and develop career-oriented English skills. Using a reflective qualitative design through classroom-based self-study, the research involved 129 students from Information Systems, Digital Business, and Accounting Information Systems. Tasks included guided writing of curriculum vitae and cover letters, followed by job interview practice, designed around students' needs analysis. Data were collected through observation over twelve sessions and analysed through reflective and thematic interpretation. Findings indicate that writing tasks helped students express ideas, practice coherence, and apply a formal tone, while serving as preparation for oral tasks. The sequencing from writing to speaking supported skill progression, though challenges emerged. Students struggled with shifting from formal writing to conversational interview styles, experienced speaking anxiety, and often relied on simple sentences with limited vocabulary. Despite these issues, TBLT effectively bridged classroom learning with workplace-oriented communication, showing how written preparation can strengthen oral performance.

Keywords: Task-based Language Teaching, Classroom-based Reflection, Genre-based Approach

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