

## **A Task Based Approach to Develop Presentation Skills: A Focus on Presentation Competence**

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### **ABSTRACT**

Enhancing English language teaching requires the use of diverse and effective methods that accommodate various learning styles, actively engage learners, and support language acquisition. This research paper explores the use of Interactive Task-Based Language Teaching (TBLT) pedagogy in ESL contexts, focusing on its transformative impact on language learning. This article outlines the theoretical issues underlying TBLT and its practical implementation in ESL environments. It also takes into consideration the challenges and opportunities adopted by such environments where English is not the dominant language. The research paper carried out research to examine the influence of Task Based learning and Teaching on acquiring language among a sample of 64 engineering under graduate students of G. Pulla Reddy Engineering College with English as a second language. A questionnaire was administered to all participants, encompassing questions related to their perceptions of the impact of task focused activities in improving presentation skills.

### **I. Introduction**

Teaching any subject generally involves a study of subject's nature combined with the use of established teaching and learning principles often informed by research and psychological theories related to education. A resulting entity is what has been referred to traditionally as a method or approach to teaching, in which basic principles of teaching and learning are combined with appropriate classroom practices. Language teaching followed the same pattern and since the 1900s, the development of teaching methods has been a particularly dynamic area within the field. The professional status of language teaching was first reached during the twentieth century. In the early years of this century, applied linguists and others began to build on principles and techniques for the construction of teaching methods and materials. Stimulated by developments in linguistics and psychology, there first appeared a succession of theses proposing better and more theoretically sound ways of proceeding. The twentieth century saw unrelenting change, innovation, and sometimes divergent ideologies regarding the best way to teach languages.

Various frameworks for categorizing language teaching syllabi have been proposed including those by Yalden Long and Crookes (1992) and Brown (1995). Brown identifies seven main syllabus types: structural, situational, topical, functional, notional, skill based and task based (Jack C. Richards Theodore S. Rodgers 26). Theoreticians of communicative language teaching stress the use of activities with an "information gap" and "information transfer." Such activities presuppose working together on the same activity but each participant having pieces of information that others necessarily need for completing this activity. The concept of the "task" as a central activity in language teaching has undergone considerable development and refinement since it was first mobilized in the early phases of Communicative Language Teaching. TBLT is a language teaching approach that centers on using tasks as the foundation for planning and conducting lessons. This emphasis on tasks has been further endorsed by researchers in second language acquisition, who aim to create practical teaching strategies grounded in second language acquisition theory (Jack C. Richards Theodore S. Rodgers 2001).

## **The Importance of Presentation Skills within IT Firms:**

IT companies, on many occasions, require their employees to present their ideas to colleagues, clients, and stakeholders. Presentation skills would range from project proposals to technical demonstrations. These could be a deciding factor in the success of the projects undertaken and collaborative ventures. The engineering student acquires these skills more confidently and early for his competitive advantage in order to achieve his goal of delivering information concisely and persuasively. These deficiencies in practical communication skills are often because teaching methods in schools have remained theoretical. Task-based teaching bridges this gap by providing students with hands-on experiences that mirror workplace scenarios.

## **II. Research Framework**

This research used a quantitative approach to evaluate the role of TBLT in improving language and presentation abilities among undergraduate students in engineering. The study intended to test whether the TBLT methodology was effective for teaching communicative skills, specifically in the framework of teaching and learning English as a second language.

### **Study population and respondents**

Sixty-four undergraduate engineering students from G. Pulla Reddy Engineering College could represent a wide variation in proficiency in English because the college is a representative sample for various strata in the society. "These undergraduate students were targeted deliberately since they are in the EFL learning environment, hence the suitable batch to test the effectiveness of TBLT regarding language acquisition and presentation skills." The participants were enrolled in their regular Soft Skills lab which is part engineering curriculum in their III semester which English is used as the medium of instruction for all courses both technical and non-technical.

### **Data Collection Instrument**

In this direction, a structured questionnaire was designed and administered to learn the effectiveness of TBLT in enhancing their presentation skills. The questionnaires were both closed-ended and Likert-scale. The closed-ended questions were used to assess those considered specific to the task-based activity: its contribution to language proficiency, confidence, and presentation abilities. Responses on the Likert scale spanned from strongly disagree to strongly agree offering a clear understanding of participants' attitudes towards the intervention.

### **Procedure**

The intervention was performed in a classroom environment and was incorporated into the students' regular curriculum of language and communication skills. The treatment task-based activities aimed at enhancing presentation skills were conducted for six weeks. Activities included the following:

**Presentation by Individual/Group:** The students prepare and present on both technical and non-technical topics, mirroring the professional settings of such presentations.

**Feedback sessions:** Several issues that needed attention were thereby highlighted through constructive feedback from peers and instructors alike and often refined.

These interactive activities included role-playing, case studies, and collaborative problem-solving activities that enhanced teamwork and active participation.

### **Employing the use of multimedia tools**

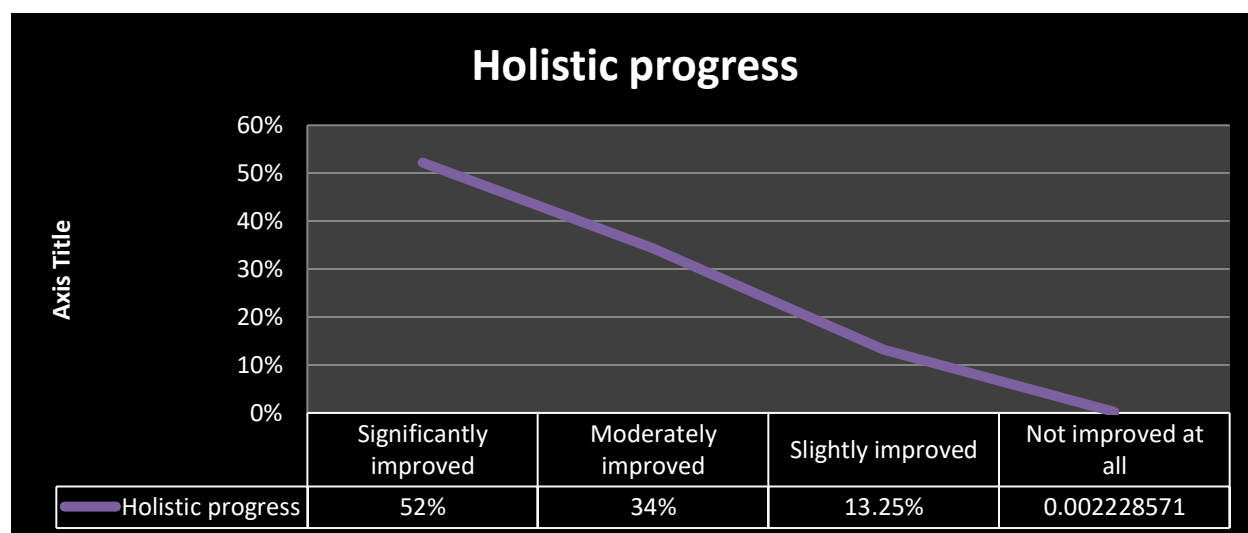
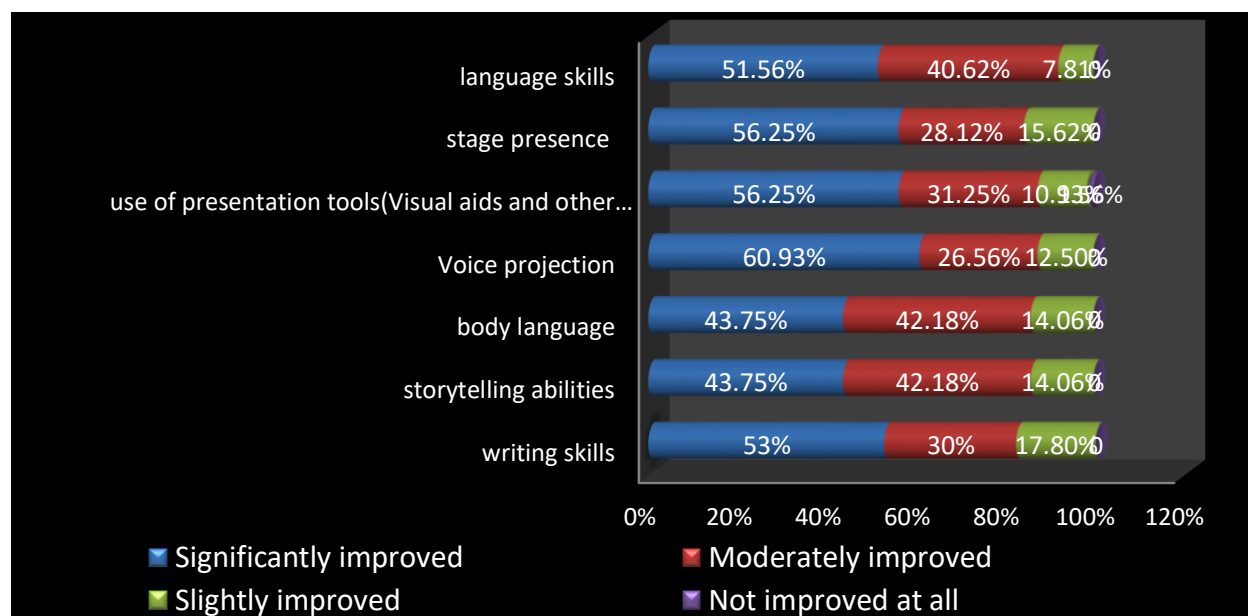
Students utilized visual aids like PowerPoint slides and employed digital tools in making presentations. Following these, the questionnaire was used to ascertain students' perceptions and self-report gains in skills like the use of language, stage presence, voice projection, and storytelling.

### III.

### Data

### Analysis

Descriptive statistics on the data collected were performed, showing the degree of perceived improvement across multiple presentation skills. Specifically, the percentage of students showing large, moderate, or small improvements was calculated and visualized as a series of graphs to highlight the impact of TBLT on their learning outcomes. Subsequently, it compared these results against one another from various skill categories in search of patterns and areas of strength.



### Results:

This study is aimed to examine the impact of TBLT on enhancing presentation skills among engineering students. The data were gathered from 64 respondents through the administration

of a structured questionnaire measuring perceived improvements in their presentation capabilities. These responses were then rated on a four-level scale: "Significantly Improved," "Moderately Improved," "Slightly Improved," and "Not Improved at All." Descriptive statistics computed include the mean, median, mode, range, and standard deviation.

#### Descriptive Statistics

Significantly Better: 50% (32 participants)

Moderately Improved: 34% (22 participants)

Slightly Improved: 13.25% (8 Participants)

Not Improved at All: 0.0022% - (1 participant)

Mean	Median	Mode	Range	Standard deviation
24.81	23.625	50	49.997	23.5

## IV. Findings

### Significant Improvement

Fifty percent of them also responded that TBLT significantly improved their presentation skills, underlining the potential of task-based activities to bring noticeable development in these aspects: language use, stage presence, and confidence.

### Moderate Improvement

A full 34% then reported moderate improvement. Such individuals probably benefited from the activities but perhaps needed more practice or individualized support to achieve the higher levels.

### Slight Improvement

Well, smaller-sized gains were realized by the smaller group of students, 13.25%. It would thus appear that while TBLT activities proved helpful, their effectiveness might vary depending on individual factors such as initial proficiency levels or engagement.

### A minimal lack of improvement

Only one participant reported no improvement, and that accounted for findings equating to 0.0022%, indicating the near success of the intervention for the majority of the cohort.

The results indicate that TBLT is an extremely effective method for improving the presentation skills of engineering students. Since both mean and median values were within a range of moderate to significant benefits, it logically follows that the variation was relatively small. The standard deviation of 23.5% indicates that even though there was some diversity within different levels of perceived improvement, most of the students gained substantially. The reliable positive effects in both categories of "Significantly Improved" and "Moderately Improved" demonstrate the pragmatic and entertaining nature of TBLT, hence making it more focused on the requirements that students are likely to know in a real professional world. These findings point toward the fact that inclusion of task-based methodologies into the practice of language teaching could grant students communicative skills necessary in their future profession.

## Conclusion

The results, therefore, show that TBLT is effective in developing the presentation skills of engineering students. The statistical evidence is solid to support this effect, as the overwhelming majority of participants reported making great progress. Long-term benefits could also be examined in further research on TBLT and its use in various contexts of learning. The research methods followed all ethical protocols and guarantees that no integrity distresses in the study. Participation was strictly voluntary; furthermore, students were informed of the purpose of the research. Anonymity and confidentiality of responses were maintained throughout this study. An instructor made sure these research activities did not interfere with any requirements set forth by

the students' academic needs. This methodology illuminated how TBLT influences ESL learners to develop their presentation skills in the context of engineering education.

## **Limitations**

### **1. Sample Size and Diversity**

Present research is based on a very limited sample of only 64 students from one institution, namely G. Pulla Reddy Engineering College. Such a limited sample may limit the generalizability of the findings from this study to other institutions or contexts. A more inclusive sample would yield broader insights.

### **2. Self-Reported Data**

The main method of data collection was subjective responses through a questionnaire. This approach gives perceptions but does not usually indicate the actual improvement of presentation skills due to several biases such as overestimation and underestimation of progress.

### **3. Absence of control group:**

No control group was included in this study to contrast the effects of TBLT with those of traditional instructional methods.

### **4. Concentrate on Certain Skills**

This study primarily focused on presentation and communication skills; hence, other aspects of language acquisition, such as writing, listening, and reading skills, could not be fully developed.

### **5. Constraints on ESL Context**

The study was conducted in an ESL environment; therefore, generalization of findings is limited to EFL or native-English-speaking settings.

## **References**

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