

Foregrounding Speaking Skills And Softskills Through Task Based Approach For Tertiary Level Learners

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Abstract

The expansion of companies all over the globe has been spurred on by technological advancements and the spread of globalisation. International trade has been an increasingly important part of many corporate organisations' business strategies as they have grown. A global business language has emerged as a result of this. To that end, English has become the de facto international language of business and commerce. Out of the four language abilities—listening, speaking, reading, and writing—the ability to articulate one's thoughts and ideas clearly has become more important in professional settings. However, many employees' public speaking abilities fall short of what the corporates require. It is at the tertiary level that this issue must be addressed. The responsibility for teaching graduate students to effectively communicate so rests with the educational institutions. Naturally, among the most crucial abilities for a language instructor to have is outstanding linguistic proficiency. Paraverbal (tone and rhythm of voice) and nonverbal (facial expressions, posture) communication are equally important for language instructors to transmit information from an emotional perspective. This research paper seeks to compare and contrast lecture-based instruction with student-centered approaches. Changing the pedagogy of instruction is one strategy that the research looks at to improve students' Soft Skills. Colleges that focus on management often include group projects and interview preparation into their curricula. They are also taking part in

a variety of programs designed to boost their self-esteem and enhance their verbal and nonverbal communication abilities. However, the managers are dissatisfied with the recent grads since they believe they are unprepared for the workforce. Using the "Task Based Method" as an example, the study demonstrates how a change in pedagogy might lead to students' increasing employability.

Keywords: Technological advancements, Linguistic Proficiency, Soft Skills, Task Based Method, Pedagogy.

Introduction

Beyond simply imparting theoretical information, the difficulty in today's ever-evolving educational landscape is to adequately educate technical students for the intricacies of the working world. The abilities that applicant has gained through their education and work experience are often listed in job ads rather than the precise area of expertise required for the job. Students that work across disciplines tend to have broader perspectives and more nuanced arguments. Abilities in self-management, analysis, problem-solving, communication, literacy, concept synthesis, and adaptation are among the marketable skills that an interdisciplinary student acquires while in school. Similarly, the Task-Based Approach departs from traditional methods of instruction by placing an emphasis on hands-on activities and solving problems in the actual world. This approach is based on the concepts of experiential learning. Meanwhile, universities are under clear pressure to boost graduates' employability to justify charging higher tuition, which has led to an emphasis on real-world skills and experience. Even though this shifting environment necessitates future employees and global citizens with the skills to work in multidisciplinary teams and approach complex problems from multiple angles, higher education is still primarily structured along traditional disciplinary lines. This research aims to fill a gap between theoretical concepts and their practical applications by examining the role of the task-based approach in multidisciplinary classrooms. The study's importance lies in the fact that it proposes a pedagogical paradigm for multidisciplinary classrooms that incorporates a Task-Based Approach (TBA), which can help students prepare for a variety of careers.

An innovative and dynamic teaching method that aims to promote students' capacity to comprehend, amalgamate, and apply abstract concepts across a spectrum of disciplines is the Task-Based Approach (TBA) in an interdisciplinary classroom. TBA encourages students to work together on projects that draw from a variety of fields, which helps them to understand and appreciate other points of view. Students need to be able to express their ideas clearly to classmates from different academic backgrounds in order to be successful in multidisciplinary projects. As a result, they are able to communicate more effectively, which aids in their understanding of the conceptual assignments. This method of instruction fosters an atmosphere that is conducive to the all-around growth of its students by fortifying the bond between TBA and transdisciplinary study. Improving students' soft skills can be achieved strategically and effectively by incorporating a Task-Based Approach (TBA) into an interdisciplinary classroom. The capacity to communicate effectively, work well with others, adjust to new situations, and build strong relationships are all examples of soft skills that are essential for success in any career path. Students develop their capacity for adaptation and flexibility in the face of challenging problems in transdisciplinary courses. By incorporating TBA into transdisciplinary learning, a robust framework for honing soft skills is created. Students acquire a wide range of skills necessary to adapt to the ever-shifting demands of the job market through hands-on, real-world projects. So far, a lot of studies have looked at how to teach public speaking and made suggestions for improving students' oral communication skills through classroom or laboratory exercises. Even though they made some suggestions, there is still room for more study on how to teach public speaking. Using software and general modes, the research will proceed in an activity and task based way. The researcher is interested in studying how students and instructors at technical schools might improve their public speaking abilities using a contemporary method that is easy to implement.

A well-known aspect of language instruction is the development of students' orators' abilities. As effective verbal communication is foundational to effective interpersonal communication, it is imperative that second language instructors keep up with the latest research in the field while maintaining an emphasis on tried-and-true methods of instruction. Since they have mastered the language's fundamental structures, most professional students are able to

communicate effectively. Nevertheless, individuals should work on improving their public speaking abilities so that they can express themselves more effectively in various contexts. Universities have a responsibility to provide their students with a set of soft skills, which are among the most valuable assets in the modern world. They are the qualities that help people get along with others, do well in school and work, and generally be successful people. Competencies in these areas encompass cooperation, flexibility, adaptation, and proper business protocol. Unique human skills are in high demand by employers worldwide. Teams of researchers from Harvard, Stanford, and the Carnegie Foundation found that employees' "soft skills" explained as much as 85 percent of their productivity success. Colleges and universities should provide their students with both hard and soft skills so that they can succeed in today's globalised and increasingly competitive job market.

It is the responsibility of educational institutions to provide their pupils with the "soft skills" that will be essential for success in the modern world. Characteristics that contribute to harmonious social interactions, high levels of academic achievement, and professional fulfillment are what these terms relate to. Among these are capacities for effective communication, flexibility, cooperation, and proper business protocol. When hiring new employees, companies all over the globe are looking for candidates with special human talents. Teams from Harvard, Stanford, and the Carnegie Foundation found that employees' "soft skills" explained as much as 85 percent of their productivity. Institutions of higher learning have a moral obligation to prepare their students for the globalized and increasingly competitive job market by teaching them both hard and soft skills. When people talk about someone's "soft skills," they usually mean their "EQ," which is a collection of characteristics that define their interactions with other people and include things like their communication style, language proficiency, personal habits, friendliness, leadership abilities, management of people, etc. People skills, or soft skills, are an individual's overall set of abilities that help them succeed in their relationships, at work, and in their career. An interview is the first step in landing a job, although it's generally believed that soft skills are more important for landing and keeping the job. A person's hard skills are their technical knowledge and abilities to carry out certain functional tasks; in contrast, soft

skills are more interpersonal in nature and can be used in a variety of contexts and occupations. Unlike hard talents, which can be taught, many soft skills are more closely linked to an individual's character than to their education or experience. Some examples of personality traits used to characterize soft talents are optimism, honesty, and humor. Traits like leadership, empathy, communication, and sociability are examples of these qualities that can be honed via practice. According to research, students from all academic backgrounds can benefit from task-based learning and Language Lab assistance when it comes to learning a new language. Karim (2020) cites research by Peter Skehan (1996), which shows that task-based learning is an engaging method of delivering knowledge and encourages student participation. The research goes on to say that students employ a wider variety of words when they are given time to prepare for this mechanism, which improves their success on the job. But the amount of time a pupil spends preparing doesn't affect how well they speak. As it promotes the usage of a new language, Karim (2020) argues that it is a prudent choice to allow students time to prepare in task-based learning. The vast majority of students (93%) feel that the allotted time is far more beneficial than unplanned or unprepared time (Karim, 2020). Using "genuine" tasks as lesson plans helps students learn to do more than just take in information for test purposes; it also helps them become better listeners. For example, rather than using content made solely for the class, using a BBC podcast in the classroom allows students to fully grasp the source's original intent. The goal can be better understood with an authentic delivery that stays true to the source in terms of stress, intonation, and emphasis on ideas. Train and airport announcements that clarify the route, arrival time, and cause of any delays are a prime example of this. Students benefit greatly from the Language Labs' hands-on learning experiences when it comes to mastering the four pillars of language acquisition: listening, speaking, reading, and writing. The passive or comprehension skills—listening and reading—are the most important of the four because they allow children to grasp and acquire new ideas. In a most literal sense, what a person knows how to say or write is just what they have read or heard. Active skills, which include the ability to speak and write well, are called production skills. "Active" because the learner is actively involved in the creative process, and "production" because the learner gives something as an output at the end of the process. In contrast to traditional

classrooms, where teachers rely on visual aids like drawings and photographs to guide students through an activity, the Language Lab provides an interactive interface that allows students to see the material, complete the activity independently, and fully grasp the lecture's intended meaning. Using the Language Labs is a great way to show how to pronounce vowels and consonants correctly. A natural speaker will speak the language to each student and they will listen to it on their own console. In a BBC podcast, for example, students can practice their listening skills by listening to the way the host highlights certain points in the story. Similarly, studying sounds like long and short vowels, voiced and non-voiced consonants, and blends of vowel sounds called diphthongs becomes second nature in a language lab. (The 2018 study by Adamu et cetera).

Language lab intervention, task-based learning, and classroom settings have all been the subject of numerous studies by researchers in the field of language acquisition. Benjamin (2018) examined the significance of language lab intervention in the acquisition of English language skills, particularly in the area of spoken communication. People whose first language was not English made up the study's sample population. As a second language, they were acquiring the English language. Results from oral assessments given to participants before and after the intervention formed the basis of this study. Prior to the intervention by the Language Lab, students demonstrated good pronunciation on the pre-oral exam for a few terms. However, they were able to talk accurately on the post-intervention oral test following the training session in the language lab. In this case, they failed the pre-oral test but passed the post-oral test, demonstrating that they had learned the material. A preference survey was sent out to the sample population following the experiment. Based on the findings, it appears that ESL trainers found the spoken skill to be the most challenging, and they highly praised the Language Lab intervention for helping to bridge this gap.

Seniors in high school can greatly benefit from Task-Based Learning when it comes to honing their public speaking abilities. Through the completion of tasks, pupils are able to practice speaking in TBL. It is recommended that students utilize English when carrying out the work, creating the report, and presenting it. Students' speaking abilities can be enhanced through the use of task-based activities in the classroom, which allow them to practice speaking English. Rather than focusing

on grammatical instruction, it highlights the process of producing meaning. Students can practice speaking more fluently because they are not constantly corrected for grammar mistakes. Furthermore, by incorporating real-world tasks into TBL, students might be motivated to speak the target language. A student's speaking ability improves on its own when they are highly driven to do so. So, improving one's speaking skills can be achieved through task-based learning.

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