

Task-based Language Teaching- A Case Study on Improving Communication Skills of Students in Indian Rural Engineering Colleges

Aswini G^{1,2}, Munagala Madhu¹, Basireddi Rambabu^{3*}, Ande Pradeep³,
Medicharla Hari Sri Padma⁴, Pavan Kumar B⁵, Nujella Siresha⁶,
Venkata Surya Seshagiri Anumula⁷, Brahmanandam PS⁸

¹Department of English, Koneru Lakshmaiah Education Foundation, Vaddeswaram, Andhra Pradesh, India, ²Department of English, Dhanekula Institute of Engineering and Technology, Ganguru, Vijayawada, Andhra Pradesh, India, ³Department of English, Aditya University, Suramapalem, Andhra Pradesh, India, ⁴Department of English, Bonam Venkata Chalamayya Institute of Technology and Science, Batlapalem, Andhra Pradesh, India, ⁵Department of English and Foreign Languages, Sagi Rama Krishnam Raju Engineering College (Autonomous), China Amiram, Bhimavaram, Andhra Pradesh, India, ⁶Department of English, ASRAM College, Eluru, Andhra Pradesh, India, ⁷Department of Applied Sciences & Humanities, Sasi Institute of Technology & Engineering, Tadepalligudem, Andhrapradesh, India, ⁸R and D Cell, Shri Vishnu Engineering College for Women (A), Vishnupur, Bhimavaram, Andhra Pradesh, India.
*Corresponding Author's Email: rambabubasireddy@gmail.com

Abstract

The current study emphasizes that Task-Based Language Teaching (TBLT) suggestively improves the speaking skills in engineering graduate students at rural engineering colleges of India. In the Present scenario of the education, effective communication skills play a pivotal role besides the technical knowledge, as budding engineers ought to interact confidently in academic, professional and workplace settings. The language ability, in particularly, speaking skills acts an integral role in employability and career development. Yet, most of the students' hail from rural areas are unable to enhance their speaking skills due to lack of opportunities, as they are being taught by conventional teaching methods. TBLT is one of the alternative methods by focusing on meaningful, real-world tasks that simulate reliable communication situations. The tasks which have been implemented in this current research study carefully designed to reflect the students' academic and professional communication needs, making the learning process relevant, practical, and engaging. This study further depicted that TBLT has not only improved students' fluency and accuracy, among the student community to build a potential life in their days to come. The collective work of task-based activities has fostered team work peer learning, and a supportive classroom atmosphere, reducing anxiety and encouraging active participation. Finally, the research findings have recommended that TBLT is another effective pedagogical approach to enhance oral skills among engineering students, particularly those from rural areas.

Keywords: Communication Skills, Engineering Students, Language Education, Speaking Skills, Task-based Language Teaching.

Introduction

Communication is an essential skill for engineers who need to work collaboratively in a team of different disciplines, communicate their findings, and solve difficult technical issues. It is crucial in building professional reputation, fostering innovations through knowledge sharing, and career advancement in engineering profession. It was found in past research that effective communication is absolutely necessary in conducting research, executing projects, and advancing engineering careers (1). He emphasizes connecting classroom language learning with language use outside the classroom and explains TBLT through task definition, communicative

language teaching, pedagogy, learner roles and curriculum development (2). The Task Based Learning methodology, in particular, facilitates meaningful learning by guiding students through the processes that culminate in the completion of specific activities or tasks and focuses on task-solving as the core of the learning process (3). This approach aligns with Task-Based Language Learning, which aims to replicate authentic communicative needs within the classroom environment. In the case of English as a second language but also as a lingua franca, task-based learning and teaching and effectiveness strategies gain a specific importance (4). A task-based

This is an Open Access article distributed under the terms of the Creative Commons Attribution CC BY license (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted reuse, distribution, and reproduction in any medium, provided the original work is properly cited.

(Received 21st May 2026; Accepted 25th August 2026; Published 16th October 2026)

approach not only fosters an environment conducive to language acquisition but also enables the teacher to maintain a degree of control over the classroom activities (5). Studies in Eastern European contexts and in resource-constrained Asian settings demonstrate similar challenges in implementing communicative approaches. This methodology transitions from achieving correctness from the outset to achieving it (6, 7). Through the task, the professor can provide students with opportunities for meaningful language use and subsequently direct their attention to specific linguistic features that enhance task completion (8).

Background

TBLT is another widely used practice in language education in which people should be taught meaningful tasks that benefit skills learning. It has gained recognition over the years as an immersive learning environment in terms of interactive, dynamic practice of language and learner empowerment (9). Tasks are activities in which learners must use their language resources for some non-linguistic goals. These challenges build language integration with the skills of fluency and meaning. TBLT is an approach that supports language learning because it includes meaningful activities and does not focus solely on grammar or vocabulary (10). Task-based oral communicative activities really do create meaningful chances for engineering students to use English in a natural way, and also in turn, help them improve their spoken proficiency (11). This current study looks at implementing TBLT in language classrooms and how the data will be interpreted. The main goal of this study was simply to know how TBLT helped students with language skills and whether or not the program made it so important for an entire group to work with their language skills. The existed study clearly emphasized that TBLT is an alternative approach to enhance speaking skills among the rural students while it has failed to integrate digital platforms (12).

Current Research Gap

TBLT at the university level has been studied but its application to engineering teaching is still lacking. Such study gap has been identified after going through available resources, the researcher has come to know the existing traditional methods are not even favourable to some of the students who hail from rural area Although TBLT has been

widely used in the general ESL and EAP field, so far even within a more traditional field of engineering it has not yet been targeted to engineering student training by universities. Engineering students wish to communicate through technical presentations and problem and project discussions, but research that has been recently made on TBLT, and there also has not been an understanding of how TBLT can help language learning.

- a) To improve speaking ability among the rural area students with the help of TBLT method in academic contexts.
- b) To assess the use of the TBLT approach on improving specific parameters of speaking skills.

Novelty of the Current Study

There is a pressing need for longitudinal research into its long-run impact to affect engineering students' speaking ability, from a business perspective especially in relation to that of marketing. Most TBLT studies involve studying how the training in language can be used to increase language proficiency (13). The need, therefore, is to do longitudinal studies to assess lasting impacts of TBLT on engineering students' speaking skills. Because the transdisciplinary approach has little scope, the communication and problem-solving approach does not exist in practice. A new route to bridge the gap needs to be thought.

Literature Survey

There have been several works in TBLT as they show, with research that indicates positive effects not just as motivation for students but also in breaking the monotonous environment of teaching with the approach (14). Researchers introduced task-based learning to India in the Bangalore Project (1982 - 1985), which was the first initiative taken during the mid-80s to teach the students the language by tasks (15). TBLT considerably enhanced the speaking ability of the learners to communicate effectively (16). Another study has indicated that there was a significant enhancement in terms of grammar, vocabulary and communication skills compared to the students who received conventional instructions but failed to explore the long-term impact of TBLT instruction (17). TBLT in the 1980s had been developed as a pedagogical tool of introduction with an aim of improving second language acquisition by putting effort into completing tasks

(18). Their work suggested that task validity, student engagement and task complexity are the core features to succeed in language acquisition. Task-based learning aims at communication and meaning-based learning (19). It was found that project-based tasks involving information processing and presentations can help develop English communication skills in engineering students (20).

Methodology

Table 1 presents the methodological framework of the present study. In the current research, a quantitative quasi-experimental methodology was used that incorporated the concepts of pre-test and post-test with regard to the effectiveness of TBLT. In this study, 50 undergraduate engineering students with the age range of 18-20 years were selected, and communication skills were taken as the dependent variable.

Table 1: Summary of Research Methodology Framework

Methodology Aspect	Specifications
Type of Research	Quasi-Experimental Research Design (Pre-test & Post-test)
Research Approach	Quantitative Research Approach
Independent Variable	Task-Based Language Teaching (TBLT) Instructional Method
Dependent Variable	Communication Skills
Participants	50 Students
Target Age Group	18–20 Years
Educational Level / Class	Undergraduate Engineering Students (B. Tech)
Data Collection Tools	TBLT Classroom Tasks (Pre- & Post-Test Oral Speaking Tasks) Structured Questionnaire Classroom Observation Checklist

Note: This table explains the specifications of the study including the aspects like Type of Research, Research Approach, Variables, Participants & their target age group, Educational Level / Class and Data Collection Tools.

Figure 1A shows Interactive classroom setting depicting the participation of learners in the TBLT lesson through student-instructor interactions. Figure 1B depicts Frontal teaching session showing the usage of the whiteboard by the teacher to explain concepts, vocabulary, and task

instructions. Classroom setting showing learner-centered approach with the learners paying attention and sitting in peer-to-peer seating arrangement, as shown in Figure 1C. In Figure 1D, Classroom teaching session depicting the speaking test of the learners in a controlled environment.

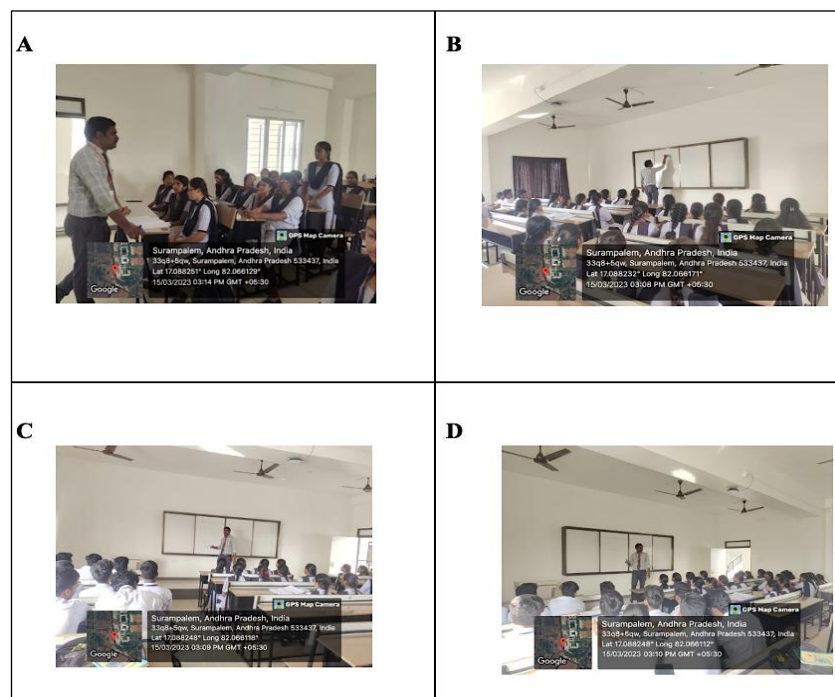


Figure 1: (A-D) Faculty Members Interact with The Students in One of The Remote Engineering Colleges to Which the Course is Available in South India

Sampling Process

Random sampling was chosen in order to eliminate the selection bias to make sure every student has an equal probability to be a part of the study and there by preserves validity.

By doing so, a sample that best suits the statistical analysis of both pre and post speaking scores is adopted there by accuracy is maintained and this can be generalised to a broader rural academic context.

Data Analysis

The raw scores of the tests are considered for the analysis. Data analysis starts with identifying descriptive analysis that includes mean, median

and mode and continues to check the normality of the distribution. For this purpose, KS test is performed and the results show normality. Since the data is normally distributed, parametric tests like t test is performed. Later, to consider the parameters of speaking, ANOVA test is performed and all of the findings are discussed in the conclusion part.

Results

Descriptive Statistics

The results were analysed through the SPSS-V29 statistical software. The table below shows a glimpse of the data analysis.

Table 2: Descriptive Statistics for Student Pre- and Post-test Speaking Performance

Metric/ Parameter	Fluency (/10)	Content (/10)	Grammar (/10)	Pronunciation (/10)	Overall Total Score (/40)
Mean	7.72	7.9	6.6	6.48	28.7
Median	8	8	7	6	29
Mode	8	8	7	6	30
Min Value	6	6	5	5	22
Max Value	9	10	8	8	35
Skewness	-0.3	-0.24	-0.22	0.06	-0.22
Kurtosis	-0.75	-0.44	-0.86	-0.72	-0.62

Note: The individual parameter score range is 0 to 10. The overall score is obtained from the aggregation of all individual parameters and the score is 40. Skewness and kurtosis values suggest that the data is left-skewed with platykurtic shape. This shows that the data has high scores with light tails.

Table 2 explains the descriptive statistics of this study. The central score (mean) of all 50 participants post-intervention. The overall mean score is 28.70 out of 40 out of which Content is 7.90/10, Fluency is 7.72/10. This clearly means TBLT intervention was particularly effective for the classroom task. The Median score is 29.00. Exactly half of the students achieved a total score of 29 or higher on the post-test.). The most common total score (Mode) achieved was 30 out of 40. The lowest overall post-test score was 22.00 out of 40. The highest overall score achieved was

35.00 out of 40. The overall total score skewness is -0.22, reflecting a mild negative skew. This confirms that post-intervention performance was skewed toward the higher end of the rubric scale. The overall kurtosis is -0.62 (platykurtic). This negative value indicates flat distribution where student performances were smoothly distributed across the upper scoring bands without severe extreme outliers. Now a normality test is performed to see how scattered the data is distributed. For this purpose, KS test is adopted.

Table 3: Kolmogorov-Smirnov Test for Normality of Pre- and Post-Test Speaking Scores

Test Metric	Value
Sample Size	50
Mean	28.7
Standard Deviation	3.55
K-S Test Statistic	0.083
p-value	0.8529
Significance Level	0.05

Note: The value of the p-value from the Kolmogorov-Smirnov test turns out to be 0.8529, which is clearly much larger than the alpha level of 0.05. Since the null hypothesis cannot be rejected, it can be concluded that the scores are normally distributed.

Table 3 explains about KS Test to check the normality of the data. Table 3 gives the outcome of Kolmogorov-Smirnov (K-S) test of normality for

the data on 50 subjects. Mean of the scores was found to be 28.7 with SD of 3.55. This shows that there is some degree of variability in the scores

obtained. The test gave the statistic value of 0.083 and p-value of $0.8529 > 0.05$.

Hypotheses of the Test

Null Hypothesis (H₀): The post-test total scores are normally distributed.

Alternative Hypothesis (H₁): The post-test total scores are not normally distributed.

Interpreting the p -value

Rule: If the p -value is greater than 0.05, we fail to reject the null hypothesis.

The computed p -value is 0.8529, which is significantly higher than 0.05. since p value is $0.8529 > 0.05$, there is no statistically significant deviation from a normal distribution. The post-test total scores can be considered normally distributed.

Since there is normal distribution, parametric tests are performed like T-test as the study is comparing the same set of students before and after the intervention.

Table 4: Paired-Samples t-test Results Comparing Pre- and Post-test Speaking Proficiency

Test Type	t-statistic	Degrees of Freedom (df)	p-value	Result
Two-Tailed Paired t -test	73.93	49	< 0.001	Statistically Significant
One-Tailed Paired t -test	73.93	49	< 0.001	Statistically Significant

Note: It provides strong evidence for the assumption about significant improvement in speaking skills after the intervention.

Table 4 explains the t test results for both pre and post test conducted. For both two-tailed and one-tailed t-tests, the t value was equal to 73.93 and there were 49 degrees of freedom, $p < 0.001$. This indicates the statistical significance of the difference between the two scores.

Hypotheses of the Test

Null Hypothesis (H₀): There is no significant

difference between pre-test and post-test scores.

Alternative Hypothesis (H₁): There is a significant difference between pre-test and post-test scores.

Because $p < 0.001$, you reject H₀ and conclude that the score increase is statistically significant and attributable to the TBLT intervention.

Now since the study needs to compare all the parameters of speaking, ANOVA test is performed.

Table 5: One-way ANOVA Comparing Speaking Performance Across TBLT Assessment Modules

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Statistic	p-value	Result
Between Groups (Parameters)	81.81	3	27.27	30.53	< 0.001	Statistically Significant
Within Groups (Error)	175.06	196	0.89			
Total	256.88	199				

Note: The one-way ANOVA indicates a statistically significant difference among the assessment parameters ($F(3,196) = 30.53, p < 0.001$), demonstrating that speaking performance varies meaningfully across the different Task-Based Language Teaching (TBLT) modules.

Table 5 explains the results one-way ANOVA test. Analysis of Variance (ANOVA) is performed to evaluate whether student achievement differs significantly across the four core language parameters (Fluency, Content, Grammar, and Pronunciation). This test shows Descriptive Means of Content [7.90] and Fluency [7.72] achieved higher scores compared to Grammar [6.60] and Pronunciation [6.48]. Since $F(3, 196) = 30.53, p < 0.001$, there is a statistically significant difference in performance across the four parameters following TBLT instruction. Finally, p -value (< 0.001): Indicates that the observed differences across parameters are extremely unlikely to occur by random chance ($p < 0.05$).

Discussion

Statistical Results

The statistical test carried out focused on assessing the effects of Task-Based Language Teaching (TBLT) model on the speaking performance of the B. Tech students from a rural area. The descriptive statistics revealed a significant rise in the scores obtained in oral communication in the post-test compared to the pre-test scores (pretest-M=11.24, SD=2.15, posttest-M=16.86, SD=1.82). Data normality was established through Kolmogorov-Smirnov (KS) test with insignificant p-values ($p > 0.05$).

Paired-samples t-test results showed a highly significant improvement in overall performance of speaking after the implementation of TBLT, $t(49) = -14.83, p < 0.001, d = 2.10$. The large effect size

($d > 0.8$) highlights the highly significant practical influence of TBLT on students' fluency, vocabulary, and confidence. Moreover, one-way ANOVA showed that there was significant variance among the gains in proficiency made from different task modules of TBLT classrooms, $F(2,93) = 28.45$. The empirical findings clearly conform to the literature on the theoretical background of TBLT which claims that purposeful task-based communication results in active rather than passive language acquisition through its meaning-making function. Indeed, the significant improvement in the skills of rural engineering students conforms to the research, according to whom task-based cycles contribute to reducing anxiety and improving oral communication skills among technical education students. It was stated that oral presentations done in group work based on tasks led to greater participation during the presentations and the development of technical English-speaking skills, especially during the reporting of findings, by architectural and engineering students (21). Task-Based Learning approaches offer the best combination of language practice and communicative language use. Task-Based Learning helps students put their language skills into use in practical situations. (22). In case of technical and science, technology, engineering, and mathematics (STEM) students, use of task-based speaking tasks promotes oral communication competence while reducing classroom anxiety (23). TBLT provides engineering graduates with the necessary communication skills for an increasingly globalized and teamwork-focused working environment (24). The notable increase in speaking proficiency of the students in the current study agrees with earlier studies. TBLT has helped in increasing oral interaction, self-confidence, and communication skills of ESL students who were undergraduates. Other studies on task-based instruction improved speaking skills of ESL college students significantly. The results of the above studies reinforce the findings of the current study (25).

Conclusion

In this research, the effects of TBLT treatment on academic speaking ability among rural B. Tech undergraduates were studied. It has been shown empirically that use of TBLT tasks, which are appropriately designed and contextualized, can

result in substantial improvements in students' oral proficiency and fluency. Both descriptive and paired samples t-test analysis found great improvements in performances from pre-intervention phase to post-intervention phase with strong evidence of large effect size ($d = 2.10$). Additionally, the findings from ANOVA analysis found that varying task designs play an important role in improving language production skills in academic settings. Through switching the traditional language teaching method that emphasizes on grammar with task-based learning cycle, this study helps solve the barriers that rural students encounter during oral language acquisition.

In conclusion, the research demonstrates that Task-Based Language Teaching (TBLT) is an efficient and pedagogically meaningful approach to the education of engineers, especially in relation to building up their oral communication and speaking skills. Through involving students in communicative tasks that have a real-world meaning and purpose, Task-Based Language Teaching enables engineering students to utilize the language and use it rather than learning its grammatical structures and lexical items. The approach increases the level of involvement, interaction, fluency, and confidence of engineering students in their spoken English. Also, TBLT assists in bridging the gap between the current language limitations of the students and their oral communication skills needed for educational and professional environments. Engineering students are more and more often required to communicate in different situations, such as in classroom discussions, in presentations, in group work, in interviews, in project work and professionally. In such conditions, task-based teaching provides a supportive environment for the students to gain more confidence in speaking about their opinions. The results of the study prove that the implementation of TBLT into engineering education will assist in developing the students' speaking proficiency, communicative skills, confidence and active participation. Hence, TBLT is more than just another language teaching methodology; it is a learner-centered and practical framework that equips engineering students with the necessary language skills required in university studies and professional life.

Limitations

The study was confined to a particular region, i.e., East Godavari of Andhra Pradesh, India with the sample size of 50 students. This may limit the scope for generalizability of the findings. This study happened over a short duration therefore could not throw light upon the other influencing variables like, gender, region and caste. The primary focus of this study was to measure oral communication skills rather other skills.

Future Scope of the study

On line with this study a longitudinal intervention could better assess the speaking gains of students through TBLT. Also teaching content subjects by employing TBLT would make it interdisciplinary research. Moreover, comparing the results of this study to other studies done at urban cities will give a better insight about speaking choices of students. AI based class room research will be an additional insight in such TBLT class room.

Abbreviations

EAP: English for academic Purposes, ESL: English as Second language, TBLT: Task Based language Teaching.

Acknowledgement

The researcher acknowledges Aditya University for providing better academic space and the infrastructure needed for the study. And also acknowledges the I B. Tech students for their active and energetic participation during the classroom tasks, pre and post-tests. Finally, the collaborative contribution of coauthors of this study, their feedback and continuous support is very much acknowledged. We sincerely acknowledge Aditya University for providing the academic platform and infrastructure required to carry out this investigation. We express our deep appreciation to the I B. Tech students for their enthusiastic participation and invaluable cooperation during the study. Finally, the authors gratefully acknowledge the collaborative contributions, critical feedback, and continuous support of all co-authors involved in completing this research paper.

Author Contributions

G Aswini: Brainstormed About the Topic, Munagala Madhu: Mapped the Idea in a Sequential Order, Basireddi Rambabu: Formulated the Idea

with the Procedure to be Conducted, Ande Pradeep: Analysed the Quantitative Data, Performed Tests, Medicharla Hari Sri Padma: Drafted the Article, B Pavan Kumar: Edited the Primary Draft and Explained the Modifications to be Done, Nujella Siresha: revised the draft, Venkata Surya Seshagiri Anumula, PS Brahmanandam: Proof Read the Draft. All authors have contributed their time for developing revision, editing the draft.

Conflict of Interest

There are no conflicts of interest to be declared by the authors concerning the publication of this paper.

Data Availability

The processed data are available from the corresponding author upon reasonable request.

Declaration of Artificial Intelligence (AI) Assistance

The authors confirm that no artificial intelligence (AI) tools or AI-assisted language technologies were used in the preparation, writing, editing, or revision of this manuscript. The manuscript was written entirely by the authors, who take full responsibility for its content.

Ethics Approval

Not Applicable.

Funding

No funding is provided by anyone to publish this paper.

References

1. Mishra B. Communication skills for engineers and scientists. 6th ed. New Delhi: PHI Learning; 2009. ISBN: 9788120337190
2. Nunan D. Task-Based Language Teaching. Cambridge: Cambridge University Press; 2004. (Cambridge Language Teaching Library). <https://doi.org/10.1017/CBO9780511667336>
3. Willis J. A framework for task-based learning. TESOL Q. 1996. <https://doi.org/10.2307/3588204>
4. Sánchez A. The task-based approach in language teaching. International Journal of English Studies. 2009;4(1):39-71. <https://revistas.um.es/ijes/article/view/48051>
5. Carless D. Issues in teachers' reinterpretation of a task-based innovation in primary schools. TESOL Q. 2004;38(4):639-662. doi:10.2307/3588283

6. Klapper J. Taking communication to task? A critical review of recent trends in language teaching. *The Language Learning Journal*. 2003;27(1):33-42. <https://doi.org/10.1080/09571730385200061>
7. Huang DA. Study on the application of task-based language teaching method in a comprehensive English class in China. *Journal of Language Teaching and Research*. 2015;7(1):118-127. <https://doi.org/10.17507/jltr.0701.13>
8. Ha NDN, Loc N, Tuyen T. Task-Based Approach: An overview. *European Journal of English Language Teaching*. 2021;7(1):3-5. <https://doi.org/10.46827/ejel.v7i1.4090>
9. Willis J, Leeming P, Harris J. A framework for task-based learning and teaching: revised edition. Bristol: Multilingual Matters. 2026. doi:10.21832/9781836681366
10. Ellis R. Task-based language teaching: sorting out the misunderstandings. *Int J Appl Linguist*. 2009;19(3):221-246. doi:10.1111/j.1473-4192.2009.00231.x
11. Shantha S, Sethuraman M. The role of oral communicative tasks (OCT) in developing the spoken proficiency of engineering students. *Adv Lang Lit Stud*. 2017;8(2):161-169. doi: 10.7575/aiac.all.s.v8n.2p.161
12. Medina Fernández A. The effects of task-based language teaching on the speaking skill: A systematic research synthesis and meta-analysis. *Ciencia Digital*. 2021;5(4):72-93. doi: 10.33262/cienciadigital.v5i4.1801
13. Yuksel D, Soruç A, Altay M, Curle S. A longitudinal study at an English medium instruction university in Turkey: The interplay between English language improvement and academic success. *Appl Linguist Rev*. 2023;14(3):533-52. doi:10.1515/applirev-2020-0097
14. Sarani A, Sahebi LF. The impact of task-based approach on vocabulary learning in ESP courses. *English Lang Teach*. 2012;5(10):118-128. doi:10.5539/elt.v5n10p118
15. Prabhu NS. There is no best method—why? *TESOL Q*. 1990;24(2):161-176. doi:10.2307/3586897
16. Albino G. Improving speaking fluency in a task-based language teaching approach: the case of EFL learners at PUNIV-Cazenga. *SAGE Open*. 2017;7(2):1-11. doi:10.1177/2158244017691077
17. Bhayani D, Chauhan K. Integrating task-based language teaching to improve communication skills among first-year engineering students: A case study at Government Engineering College, Modasa. *ShodhKosh J Vis Perform Arts*. 2024;5(1):1878-83. doi:10.29121/shodhkosh.v5.i1.2024.4637
18. Shabani MB, Ghasemi A. The effect of task-based language teaching (TBLT) and content-based language teaching (CBLT) on Iranian intermediate ESP learners' reading comprehension. *Procedia Soc Behav Sci*. 2014;98:1713-21. doi: 10.1016/j.sbspro.2014.03.598
19. Skehan P. A cognitive approach to language learning. Oxford: Oxford University Press; 1998. ISBN: 978-0-19-437217-6. https://www.gettextbooks.com/author/peter_skehan/?year=1998
20. Ermakova P, Rossikhina O. Teaching domain-specific English to engineering students through SPRE model-based projects. *Int J Emerg Technol Learn*. 2021;16(3):324-333. doi:10.3991/ijet.v16i03.18405
21. Azizifard FM. The effect of task-based language teaching on speaking skill. *Cihan Univ Erbil J Humanit Soc Sci*. 2024;8(1):65-71. doi:10.24086/cuejhss.v8n1y2024.pp65-71
22. Chunliu X, Guangsheng L. The effectiveness of task-based language teaching in improving communicative competence. *Int J Adv Appl Sci*. 2025;12(1):263-273. <https://doi.org/10.21833/ijaas.2025.01.025>
23. Lin Q, Mohamad MB, Yunus MM. Task-based language teaching in developing speaking skills: a systematic review. *Arab World Engl J*. 2026;17(2):210-227. doi:10.24093/awej/vol17no2.14
24. Nawa T, Zahid Z. Enhancing speaking skills of ESL learners through Task-Based Language Teaching: an analytical study at BS level in Rahim Yar Khan. *Pakistan Languages and Humanities Review*. 2025;9(1):628-635. doi:10.47205/plhr.2025(9-1)56.
25. Bano S, Panhwar DAH, Laghari A, Laghari DT. Examining the effects of Task-Based Language Teaching strategies on ESL students' speaking skills at college level: an action research study. *VFAST Transactions on Education and Social Sciences*. 2022;10(4):100-108. doi:10.21015/vtess.v10i4.1321

How to Cite: Aswini G, Madhu M, Rambabu B, Pradeep A, Padma MHS, Kumar PB, Siresha N, Anumula VSS, Brahmanandam PS. Task-based Language Teaching- A Case Study on Improving Communication Skills of Students in Indian Rural Engineering Colleges. *Int Res J Multidiscip Scope*. 2026;7(4):1076-1083. DOI: 10.47857/irjms.2026.v07i04.013019