

EFFECTIVE WAYS OF USING A TASK-BASED APPROACH IN TEACHING SPEAKING FOR EFL LEARNERS

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Abstract:

This article explores the effectiveness of employing a task-based approach in teaching speaking skills to English as a Foreign Language (EFL) learners. It discusses the rationale behind the task-based approach and outlines various strategies and techniques that can be utilized to enhance learners' speaking proficiency. The article emphasizes the importance of authentic, meaningful, and interactive tasks in fostering communicative competence among EFL learners. Additionally, it highlights the benefits of incorporating real-world contexts, learner autonomy, and formative assessment in task-based speaking instruction. The findings underscore the significant role of task-based approaches in promoting active engagement, fluency, accuracy, and confidence in EFL speaking classrooms.

Key words: speaking, task-based approach, fluency, accuracy, confidence, engagement.

Exploring foreign languages offers a thrilling journey that unveils new cultures and travel prospects, broadening our perspectives.(2024:7) The integration of educational technologies supports inclusivity and accessibility by providing tools and resources to accommodate diverse learners, including those with disabilities or language barriers.(2024:6) The instruction of speaking skills in EFL environments has transitioned from conventional methods to more communicative and learner-centered approaches. The task-based approach has garnered significant attention for its emphasis on authentic communication and the integration of language skills. This article seeks to examine successful methods for employing a task-based strategy to improve speaking proficiency in EFL learners.[1,225].

Task-Based Language Teaching (TBLT) is an educational methodology that prioritizes significant communication via tasks instead of explicit grammar instruction. Research and classroom practice indicate that Task-Based Language Teaching (TBLT) is exceptionally efficient in enhancing students' speaking abilities for many reasons:

TBLT, in contrast to conventional approaches that emphasize grammatical precision, promotes students' concentration on fluency and meaning during verbal communication. This alleviates anxiety and fosters organic dialogue. Tasks are structured to mirror real-life scenarios, enhancing the relevance and motivation of language use for learners. Participating in activities like role plays, conversations, and problem-solving exercises enhances students' confidence in speaking. TBLT frequently incorporates pair or group activities, which promote interaction. Collaborative task completion among students fosters spontaneous speech, facilitates meaning negotiation, and enhances their capacity for effective concept expression. TBLT primarily emphasizes fluency while also incorporating corrective input seamlessly. Educators and classmates can offer feedback post-task, assisting students in enhancing their grammar and pronunciation without disrupting their verbal fluency.

Assignments necessitate that students engage in critical thinking, strategize, and articulate their viewpoints, so augmenting their capacity to generate substantive discourse. This results in more autonomous and self-assured speakers. Students retain language more effectively when employed in relevant circumstances rather than through rote memorization. The communicative essence of TBLT guarantees that students preserve vocabulary and structures via practical application. Research indicates that students engaged in Task-Based Language Teaching exhibit superior speaking skills relative to those instructed using conventional grammar-focused approaches. Students further indicate increased enthusiasm and less nervousness throughout speaking exercises.[4,38].

TBLT is an efficacious method for enhancing pupils' speaking abilities by rendering language acquisition dynamic, significant, and communicative. Engaging pupils in real-world projects fosters fluency, confidence, and the capacity to utilize language effortlessly across many contexts. Designating learners distinct tasks and scenarios to enact, such as placing food orders in a restaurant, securing hotel reservations, or performing job interviews. This exercise promotes learners' participation in genuine communication and the practice of particular speaking functions.

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Supplying learners with varied information sets or partial texts, such as brochures, maps, or schedules, and facilitating their collaboration in pairs or groups to share information and accomplish the task. This task facilitates information exchange, negotiation, and collaboration.[5, 145].

Engaging learners with authentic challenges or difficulties, such as exploring sustainable solutions for environmental concerns, debating the advantages and disadvantages of technology in society, or generating ideas for community enhancement initiatives. This task promotes critical analysis, debate, and the articulation of viewpoints. Developing virtual environments that replicate authentic situations, such as a job interview, a group gathering, or a press conference. Students adopt designated roles and engage with one another correspondingly, honing their professional communication abilities and language proficiency.

Facilitating debates or discussion panels on contemporary issues or contentious subjects, wherein participants articulate their viewpoints, present arguments, and engage in courteous discourse. This assignment promotes critical thinking, persuasion, and proficient communication. Tasking students with the creation of presentations, movies, or podcasts on subjects of interest, including cultural practices, travel locations, or scientific findings. This work entails investigating, arranging material, and presenting it in a multimedia way, thereby boosting both verbal and computer literacy skills.

Motivating learners to convey personal experiences, interests, or knowledge to their peers via brief presentations, storytelling sessions, or group debates. This work fosters significant contact, cultural exchange, and the establishment of interpersonal bonds. Assigning learners to roles as interviewers and interviewees, allowing them to alternate in posing and responding to inquiries on designated subjects, such preferred literature, travel experiences, or professional ambitions. This task enhances interview skills, listening comprehension, and the capacity to deliver cohesive responses.

In conclusion, utilizing a task-based method in teaching speaking to EFL learners presents numerous advantages. By offering students genuine and significant assignments, promoting active participation, and integrating formative evaluation, educators can cultivate communicative competence, fluency, and confidence in their speaking skills. Task-based speaking education enables learners to engage in authentic communication, equipping them for significant encounters outside the classroom.

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