

## IMPROVING ENGLISH SPEAKING ABILITY THROUGH TASK-BASED LEARNING APPROACH

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**Abstract:** This study aimed to examine the impact of using task-based language teaching strategies in improving speaking skills for preparatory school students. The results showed that the use of Task-based language teaching strategies had a significant impact on improving students' speaking skills. In conclusion, the study recommended that EFL teachers have to update their methods of teaching to be professional English language teachers; they shouldn't limit themselves to teacher guide or textbook activities.

**Keywords:** Task-based language teaching, speaking skills, preparatory stage pupils.

**INTRODUCTION:** Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Bueno & McLaren considered speaking as one of the most difficult skills language-learners have to face [1].

Ellis reports that task-based language teaching (TBLT) is a form of teaching that treats language primarily as a tool of communicating rather than as a subject for study or manipulation. It's clear that if learners are to develop the competence they need in order to use a second language easily and effectively in the kinds of situations they meet outside the classroom, they need to experience how language is used as a tool for communication within it.

### MATERIALS AND METHODS

By using TBLT, learners are able to use their communicative abilities to shift from the first language to target language and present a chance for them to learn cooperatively [2]. The task-based language teaching approach consists of an integrated set of processes that involves the specification of both what and how, in other words, the methodology is highly emphasized in the task-based pedagogy. Designing the task-based approach involves making decisions about what tasks learners will do and then the order in which they will perform the tasks. In task-based approach, learners have to participate, communicate and cooperate when carrying the task. In order for students to work cooperatively, they have to learn the skills of how to learn cooperatively.

### RESULTS AND DISCUSSION

**Strategies for developing speaking skills** Douglas (2017) proposed these speaking strategies so that students are able to communicate in an oral way:

- ❖ Asking for clarification (what)
- ❖ Asking someone to repeat something (pardon me, Excuse me)
- ❖ Using fillers (uh, I mean, well) in order to gain time to process.
- ❖ Using conversation maintenance cues (right, yeah, okay)
- ❖ Getting someone attention (hey, say, so)

Sparkes & Turkey clarified some of the main speaking strategies.

❖ **The predicting strategy** which helps students to stimulate their former knowledge of a framework or topic, letting them merge what they know with the new information.

❖ **Self-questioning strategy** which refers to effective speakers continually think and ask a wide range of questions before, during and after speaking, they use these questions to help them and make meaning.

❖ **Paraphrasing and summarizing strategy:** paraphrasing is a strategy speakers use to restate a spoken text in a way that retains the sense of meaning and provides an explanation for

understanding.

❖ **Comparing and contrasting strategy** in which making comparisons relates strongly to, and it is an extension of, the connecting strategy.

❖ **Inferring strategy** refers to successful speakers as they take meaning from verbal texts, and then add their own ideas to make inferences.

❖ **Synthesizing strategy** is when composing and comprehending text, effective speakers use synthesizing to piece together information from different resources.

**Speaking sub-skills** Chodkiewicz & Trepcznska (2014) stated that Speaking consists of the subsequent sub-skills or competencies. These competencies include the following:

1- **Linguistic competence:** contains the subsequent skills below:

❖ Utilizing clear pronunciation

❖ Pursuing grammatical regulations correctly

❖ Utilizing related, a sufficient and suitable variety of vocabulary

❖ Discourse competence: Contains the following subsequent skills

❖ Organizing discourse logically and consistently

❖ Controlling conversation

2- **Pragmatic competence:** Contains the subsequent skills:

❖ Stating a variety of purposes and properly as indicated by the context and schedule.

❖ Fluency: Implies speaking smoothly showing a logical pace of speech.

**Task-based language teaching** Nunan (2015) stated that TBLT is an approach that enables skills integration. It lets students understand, produce, manipulate, or interact in the classroom. This approach usually requires real tasks in which students have the main roles and use the four skills; this helps them to explore the possibilities of communicating orally and comprehending the text to complete the task.

#### Types of Task:

Ellis (2003) classified tasks into the following types:

**Unfocused tasks** are ones that encourage learners to use English freely without concentrating on just one or two specific forms (i.e., a replication activity). Pedagogical tasks have a psycholinguistics basis in SLA theory and research but do not necessarily reflect real-world tasks. For example, four students are given pictures and must describe them to the rest of the class. The other students ask the four students questions about their pictures, and a student then tries to tell a story.

#### CONCLUSION

In the light of the results and conclusions of this study, the following recommendations are suggested:

1. Curriculum designers, EFL teachers, and school administrators should include more task-based language teaching strategies as a useful method to help pupils to improve their speaking skills.

2. EFL teachers should make use of TBLT and other interesting techniques inside the classroom.

3. Ministry of education should train in-service teachers on the different strategies of task-based language teaching strategies in order to help their pupils to learn speaking skills.

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