Importance of Task-Based Methods in EFL Students Speaking Skills, Ways of Developing Speaking Skill of EFL Students through Task-Based Methods

Abdurasulova Maftuna
Student of UzSWLU

ABSTRACT

Speaking is an essential component of teaching and learning a second language. Speaking should be taught so that students can communicate in real-world settings, not just by having them repeat or remember monologues. In order to avoid forcing students to speak and putting them in a state of intense anxiety, teachers' responses to what students think and believe are crucial. Instead, we encourage students to use any language they choose when participating in oral tasks where they are given a task and must complete it. Teachers should be able to set up scenarios where pupils are given worthwhile assignments that will advance their speaking skills. When students work in groups with their peers to finish a task, this can be realized. Task-Based approach is the alternate to solve the problem where learning is developed through performing a series of activities as steps towards successful task realization.

Introduction:

In order to create meaningful communication, developing interactive teaching strategies is crucial. The traditional methods of teaching languages (Grammar Translation, Direct Method, and Audiolingual Method) attempt to control the language acquisition process by placing a strong emphasis on the teacher-led, controlled practice of language skills. The communicative method, on the other hand, emphasizes language learning as interaction, and meaningful communication takes precedence over the complexity of grammar rules. This method will encourage students to speak more within class and outside of class in a variety of situations, such as talking about themselves, cracking jokes, and sharing ideas, all while having fun while speaking English.

Literature review

According to Willis (1996:35-6) task-based language teaching defines eight purposes:

1. to give learners confidence in trying out whatever language they know;
2. to give learners experience of spontaneous interaction;
3. to give learners the chance to benefit from noticing how others express similar meanings;
4. to give learners chances for negotiating turns to speak;
5. to engage learners in using language purposefully and cooperatively;

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6. to make learners participate in a complete interaction, not just one-off sentences;

7. to give learners chances to try out communication strategies; and

8. to develop learners' confidence that they can achieve communicative goals.

The students need to have adequate linguistic knowledge and non-linguistic knowledge or background knowledge in order to be able to speak. Linguistic knowledge embraces structure, meaning, and use through four types of knowledge: phonological, grammatical, lexical, and discourse organization skill (Burn: 2007). Goh mentions other skills that one need to be competent in speaking such as phonological skill, speech function skill, interaction management skill, and extended discourse organization skill (2007). However, all knowledge cannot be utilized during communication interaction if the students are not involved in different types of speaking performance. Brown suggests five types of speaking performance to facilitate students learning to speak in the classroom (2007) The fifth types performance are (1) imitation, the students learn language by imitating vowel sound and intonation contours, (2) responsive, the students need to replay to the teacher or initiate question, (3) transactional dialog, the students try to exchange information, (4) interpersonal dialog, the students learn to maintain social relationship, (5) extensive, the students try to provide extensive monologues such as oral reports, summaries, and short speech. In the case of students in tertiary education, they need to expand their speaking skill by undergoing more various communicative tasks in pair and group works. These tasks can be effectively carried out through task based learning.

Tasks are activities which require the students to arrive at an outcome from given information through process of thought, and which allow teacher to control and to regulate that process (Van den and others: 2006). Task is crucial for performance (Harmer: 2007). The students will have no idea whether they have problems with their language performance without completing the tasks. To solve the problems, lecturers teaching students in higher education level can adopt task-based learning since this approach relies heavily on a sequence of tasks during the a lesson.

In TBL or Task-Based Learning perspective, task provides focus and context for learning, and the students are motivated to use language while completing the tasks (Ellis: 2003a). As the progress of Communicative Language Teaching (CLT), TBL extends its focus on both form and communication (Larsen-Freeman & Anderson; 20011). The students are stimulated to prioritize a focus on meaning more than on form of language and it is not necessarily to be well-formed in order to be meaningful (Nunan: 2006). Specific vocabulary and grammar can be reviewed as target language for raising students' consciousness of their linguistic knowledge (Willis and Willis: 2007). The complete task-based implementation follows certain phases which are pre-task, during the task, and post-task (Ellis; 2006; 19-20)

The first phase is pre-task in which the lecturer introduces the topic and gives the students instructions for completing the tasks. The lecturer reviews some language that will be used during completing the tasks (Frost: 2004). This phase is followed by 'during the task' in which the students increase their part in learning. The role of the lecturer shifts from an instructor to a facilitator. The students sit in pairs or groups and help them in negotiating the words or phrase,

grammar, and pronunciation. The students may practice small dialogs or short role play using the language (Frost: 2004). The third phase is 'post-task' in which the students report to the whole class in the form of discussion. The lecturer as the advisor gives feedback on form or word meaning from context. The lecturer may ask the students to repeat or develop the previous task.

As task-based learning is suitable to fit into different curricula and different teaching contexts and used to different degrees, the task types performance completed during the task and post task are likely to be varied. For the students at intermediate to advanced level, communicative tasks are appropriate to be carried out in the classroom. Communicative tasks facilitate the students to allow for the exchange and negotiated meaning (Lowen: 2005 in Michel Lessard-Clouston; 2008). Negotiation contributes comprehension and promotes L2 acquisition. The most important properties of task that will work best for acquisition are those that stimulate negotiation and through this provide comprehensible input and feedback and push the students to reformulate their own utterances.

There are various tasks that the students can complete during the pair and group work interactions. Brown suggests that the students can overcome their difficulties in language form by doing activities such as practicing dialogues with partner, simple question and answer exercises, performing certain meaningful substitute, and checking written work with each other (Brown; 2001; 163). Other speaking activities which are suitable for advanced language learners such as conversation, interview, a class survey, discussion, academic presentation, storytelling, jokes, drama, role play and simulation can be conducted in the pattern of student-student interaction as pair work and group activities (Magdalena Alexsandrzak: 2011).

Learners rank speaking as the hardest of the four language skills because it takes a lot of guts and planning to generate the words. Their characteristics significantly influence how well and how quickly they will be able to execute this talent. People who risk-takers who aren't afraid of making errors will typically be more talkative, but they are unaware of the mistakes they are doing. Meanwhile, it may take the cautious, reserved kids some time to talk confidently, but once they do, they'll be more confident and make fewer mistakes. Students will consider which is preferable: speaking frequently with frequent blunders or thinking frequently with better outcomes. When the purpose of speaking, which is to develop meaningful relationships, is made plain, it can be responded. To urge students to discuss as much as possible in this situation more crucial than anything else is being able to communicate the messages. Instead of making students consider the grammar rules they utilize.

When we talk about speaking, we intend the learners to use any languages in the performance of oral tasks where teachers give a task and learners complete the task. Harmer (1988: 87-88) proposed the reason why it is a good idea to give students speaking tasks. They are:

1) Rehearsal: when students have free discussions or conversations inside the classroom they have a chance to rehearse having discussions or conversations outside the classroom;

2) Feedback: engagement in a speaking task which demands for the use of all and any language at the students' command provides feedback for both teacher and students;

3) Engagement: completing a speaking task can be really motivating and give real satisfaction.

Nowadays, it is a common occurrence for students to lack interest in the subject and hence lack the motivation to discuss. In addition, many students must overcome psychological obstacles are equipped to communicate in the other tongue. Some pupils experience unease when they must speak in front of the class since there is always a viewership. Some people would rather remain silent and pass up opportunities to practice. They experience such anxiety when honing their foreign language skills.

Discussion

Regarding the significance of speaking in EFL, Stovall (1998) argues that language learners need to understand that speaking requires knowledge in three different domains.

1. Mechanics: Using the appropriate vocabulary, grammar, and pronunciation the proper words in the right pronunciation order functions (involved in transactions and interactions): understanding when clarity of (Transaction/information exchange) message is crucial, because when interaction and connection building may not require exact comprehension.

2. Social and cultural conventions (such as turn-taking, speech speed, and length pauses between speakers, the members' respective roles):

Methodology

"A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes."[1]

This definition's inclusion of nearly every major issue of controversy in language pedagogy, including emphasis on meaning, participation in grammar, inclusion of pragmatic features, and application of pragmatics, is an intriguing feature. Integrating sincere communication with social interaction off linguistic abilities and their relationship to psycholinguistic mechanisms.

1. Ellis (2003: 16)

In Task-Based approach, learning is developed through performing a series of activities as steps towards successful task realization. By working towards task realization, the language is used immediately in the real-world context of the learner, making learning authentic. This approach puts the task to be completed during the language learning process. Problems are given to learners to be solved using the target language as a task to be completed individually or collaboratively. The teacher facilitates the language needed to succeed the task. In this case traditional teacher-centered approach is thrown away since this approach will let the learners to be active in seeking the appropriate forms and in practicing the language skills so that they will more confident with their own works.

Conclusion.

The benefits of task-based learning for the learner include increased student focus and more meaningful communication. Despite the fact that the instructor could use language in the pre-task, the pupils are eventually free to employ whatever terminology and grammatical structures they choose. They can employ any language they know and are learning because of this. Rather than just the lesson's "target language." Additionally, as the actions that are likely to be recognizable to students (like purchasing a ticket) are more likely to be involved, which could encourage them even more in their learning a language?

There have been criticisms that task-based learning is not appropriate as the foundation of a class for beginning students. Others claim that students are only exposed to certain forms of language, and are being neglected of others, such as discussion or debate. Teachers may want to keep these in mind when designing a task-based learning lesson plan.

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