

Developing student's speaking skills by task-based language teaching methods

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Abstract: Language teaching is not just about teaching languages, it is also about helping students to develop themselves as people. Task-based language teaching (TBLT) proposes the use of tasks as a central component in the language classroom because they provide better contexts for activating learner acquisition processes and promoting second language learning. Speaking skill is one of the crucial parts learning and teaching another language. In the process of the learning speaking skills, the students learn to communicate in real situations. This article discussed the methods which are helpful and effective for the students' speaking skills related to the task-based language. Moreover, there are three phrases of task-based language: pre-task, task and language focus.

Keywords: Teaching and learning language, task-based approach, pre-task, task and focus of language, types of task, CLT

Introduction: Nowadays, person who wants to learn second language pays attention to every detail of the language. To know how to write they learn the letters, after that they learn how to read and for communication and understanding natives they learn pronunciation. The new language for being more understandable, nowadays there are strategies that are very vital in creating meaningful communication. For teaching it, modern teachers use the Task Based Language Teaching (TBLT) which offers students material that they have to actively engage in the processing of in order to achieve a goal or complete a task. TBLT is a traditional approach which there are three types (Grammar Translation, Audiolingual Method and Direct Method). These approaches help to manage the language learning process and being focused. As a coin, everything has two as this point. One side was learning to speak with grammar rules, another side is being focused to language learning as interaction. This approach will lead the students to talk more during the class and outside the class in many activities like to talk about themselves, to have a joke,

to give an idea, without thinking whether the structure is correct or incorrect as they have fun in English class. However, person's personality also plays main and large role on the process, like how correctly or quickly person answer or learn. Additionally, being risk-taker and unafraid of making mistakes makes person talkative and extrovert, but they do not realize their mistakes. Being introvert helps to learn and practice more and they will do fewer mistakes and they try to do not repeat more, and this kind of people will be proud of their language. For them do not doing mistakes and practicing every day because of sounding like natives gives them motivation.

However, nowadays some students give up when they have various problems like lack of motivation or being lazy because of unhealthy lifestyle. Language teachers are in search of finding something that could create a difference in their classroom.

The concept of TBLT was first introduced by Prabhu (1987) in his Bangalore Project in which he focused on communication, not on explicit grammar teaching, by engaging learners in doing „task“. In the past 20

years, task-based language teaching (TBLT) has attracted the attention of second language acquisition (SLA) researchers, curriculum developers, educationalists, trainers and language teachers worldwide. To a great extent, the introduction of TBLT into the world of language education has been a „top-down“ process (Bygate, Skehan & Swain, 2001). The term was coined, and the concept developed, by SLA researchers and language educators, largely in reaction to empirical accounts of teacher-dominated, form-oriented second language classroom practice. Tasks have been widely used as vehicles to elicit language production, interaction, negotiation of meaning, processing of input and focus on form, all of which are believed to foster second language acquisition (Skehan, 1996)

Now I did search and learn deeper the phrase TBLT, the meaning and when and what kind of situation the teachers should use this term. Most people have a question: What is the TBLT? “Task-Based Learning (TBL) is a lesson structure, a method of sequencing activities in your lessons. Sometimes called 'task-based language teaching', in TBL lessons, students solve a task that involves an authentic use of language rather than complete simple questions about grammar or vocabulary.” There are examples of task-based learning, like creating a presentation, making videos, writing a piece of text or acting out a skit. In addition, there are advantages of task-based learning, Students are at the center of learning. Students are working on something that is personal and relevant to them. Students gain practice in collaborating with others and making group decisions. Students spend a lot of time communicating each other. As mentioned before, task-based language structure which includes, pre-task, task (main task) and language focus (post task).

Stage 1: The pre-task. The teacher introduces the new topic and familiarizes students with situations, lexical areas, texts like reading and listening. This engages the pupils with the subject and introduces potentially helpful terminology. After that, the instructor sets up the activity and explains what it is.

Stage 2: Task. Task-based learning is an approach to language learning where learners are given interactive tasks to complete. In order to do this, they need to communicate. Once the task is complete, then the teacher discusses the language used. The learners plan an itinerary for a guest who is coming to stay with their teacher. The task, according to Willis (1996), is a goal-based activity that uses the learners' preexisting linguistic resources to achieve the desired result. Playing games and figuring out puzzles and issues are a couple of examples.

Stage 3: Post task. A more thorough examination of some of the structures or particular characteristics present in the language employed during the task cycle is made possible by the framework's Post-Task phase, or language focus. As previously stated, the teacher has the ability to evaluate the students' progress at various points during the learning process. Students assess their performance during the post-task phase. This could be accomplished by contrasting their task's results with those of a fluent language user. Additionally, the teacher's response and subsequent practice of the language items that arose from the exercise may be included.

In the past, linguists had a research about types of task. According to N. S. Prabhu (who noticed that his students could learn language just as easily with non-linguistic problem as when they were concentrating on linguistic questions while working in Bangalore), there are three main categories of task. There are information-gap, reasoning-gap and opinion-gap.

Information-gap: Activities that include communication between two or more students are referred to as information gap (or information exchange) activities. They require students to verbally communicate various bits of information to one another. It normally calls for the decoding or encoding of information from or into language and entails the transmission of supplied information from one person to another, from one form to another, or from one location to another. One instance is pair work, when one partner tries to verbally communicate a portion of the entire information (for instance, an incomplete picture) to the other partner. Completing a tabular representation using data from a certain text is another example. The task frequently include choosing pertinent material as well, and students may need to fulfill requirements for accuracy and completeness in their transfer.

Reasoning-gap activity: It entails using techniques of inference, deduction, practical reasoning, or the sense of links or patterns to derive some new information from provided information. Making a teacher's schedule based on the class schedules that are provided is one example. Another is determining the optimum course of action (e.g., shortest or least expensive) for a given goal and given restrictions. Like in an information-gap action, the activity inevitably entails understanding and communicating information, but the information that must be communicated differs from that which was first understood. There is a piece of reasoning which connects the two.

Opinion gap activity: Identifying and expressing a personal choice, emotion, or attitude in reaction to a particular circumstance is known as an opinion gap.

Completing a tale is one example; participating in a social problem conversation is another. There is no objective process for proving that an outcome is right or wrong, and there is no reason to expect the same result from various people or on multiple occasions, even when the activity may involve using factual information and creating arguments to support one's opinion.

As TBLT, modern teachers also use communicative language teaching (CLT) that is a method of teaching languages that places a strong emphasis on interaction as the methods and the end aim of learning. The communicative approach is predicated on the notion that effective language acquisition requires the ability to convey genuine meaning. Learners use the communication skills while they study or practice the target language by communicate with their partners, friends or trainers. The ability to communicate in the target language is the aim of language instruction, according to CLT. This contrasts with earlier perspectives that frequently placed a higher value on grammatical proficiency. Also, CLT views the teacher not as an instructor but as a facilitator. Additionally, the technique is a non-methodical methodology that focuses on building strong oral and verbal skills before reading and writing, rather than using a textbook series to teach the target language. CLT instructors select lessons according to what they think will help students improve their conversational skills in the target language (TL). Because oral activities involve active discussion and students' creative, unexpected responses, CLT teachers prefer them to grammar drills or reading and writing exercises. Depending on the language class level, different activities are used. They encourage cooperation, fluency, and TL comfort. In CLT classrooms, the six exercises mentioned and described below are frequently utilized.

New roles for instructors and students in the classroom were also suggested by the kinds of classroom activities suggested in CLT. Students were now required to engage in cooperative learning activities instead of individualistic ones in the classroom method of education. Instead of looking to the teacher as an example, students have to learn how to listen to their peers in group or pair projects. They were supposed to assume more accountability for their own education. Teachers were now required to take on the roles of monitor and facilitator. Instead of serving as a role model for proper writing and speaking and primarily tasked with ensuring that students generate a large number of error-free sentences, the teacher needed to adopt a new perspective on students' mistakes and of her/his personal contribution to language acquisition.

There are different kind of practices in CLT, mechanical,

meaningful and communicative.

Mechanical practice: Students can successfully complete a controlled practice task known as "mechanical practice" even if they don't completely comprehend the language they are using. Repetition drills and substitution drills, which are intended to practice the use of certain grammatical or other items, are examples of this type of activity.

Meaningful practice: Meaningful practice is an activity in which students must make meaningful decisions when practicing, while still receiving language control. To practice using prepositions to describe, for instance locations: students may be provided with a street map that shows the locations of different buildings. Additionally, a list of prepositions such across from, on the corner of, near, on, and next to is provided to them. After that, they must respond to inquiries such "Where is the book shop? "Where is the café?" and so forth. Now that they must react based on where locations are on the map, the exercise has value.

Communicative practice: Communicative practice is defined as activities that emphasize language use in authentic communicative contexts, when actual information is shared and language usage is not entirely predictable. For instance,

students may be required to sketch a map of their neighborhood and respond to questions regarding the locations of various locations, such as the closest café or bus stop.

CONCLUSION

Both teachers and students of English benefit greatly from task-based learning. Teachers must first determine the general structure of the lesson. However, because the major activity of a lesson is mostly subjective and somewhat arbitrary, it can occasionally be challenging to identify. After deciding on a lesson's fundamental framework, it is possible to think about the particular possibilities that should be offered in each lesson sentence. Practically implementing task-based learning requires careful consideration of the many course components, and task-based learning has traditionally relied on group and pair work. Both task-based learning and communicative language instruction will be used in the classroom to assist students retain all of the material.

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