

TASK-BASED INSTRUCTION IN TEACHING SPEAKING SKILL

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Speaking is considered as the most important language skill because speech is used more often than writing in everyday life and it has a great importance in language development of learners' proficiency.

Learners have to obtain four speaking skills in order to use the spoken language effectively:

-Accuracy: Accuracy involves skill of using grammar, vocabulary and pronunciation (intonation, stress, rhythm) correctly to express various ideas.

-Fluency: Fluency refers to the skill of producing a normal speed of speech which prevents from difficulties in communication such as hesitations or false starts.

-Appropriateness: Appropriateness includes the skill of using formal or informal language in order to use it in an appropriate situation.

-Coherence: Coherent speech contains the skill of producing spoken utterances which are connected to each other, such as use of ellipsis, substitutions, pronouns or conjunctions.

When participating in oral discussion, teachers should help learners to build their trust and confidence while speaking because they are often afraid of making mistakes [2; 66].

Teachers also ensure that learners are able to communicate effectively with a proper pronunciation skill, while reminding them to speak English and monitoring their performance during a speaking task, such as walking around, listening to them but avoiding interruptions. Moreover, teachers choose appropriate and purposeful tasks and provide feedback to learners in order to enhance their next speaking performance and help them to develop self-assessment skills [5;68].

Speaking is the natural state of language, as all human beings are born to speak their native languages. It is thus the most distinguishing feature of human beings. This verbal communication involves not only producing meaningful utterances but also receiving others' oral productions. Speaking is thus regarded as a critical skill in learning a second or foreign language by most language learners, and their success in learning a language is measured in terms of their accomplishment in oral communication [1;142].

Speaking tasks are helpful to fulfill the conditions to practice the target language communicatively. Through design of communicative tasks in speaking classes, fluency can be achieved, and accuracy can be promoted through these pedagogic tasks. In designing speaking tasks, an essential point is to estimate the difficulty level of the tasks. Some complexity is seen as necessary to vary the language used in order to have challenging communication.

Once the drawing is complete, the students switch roles. At the end, they will both possess a drawing of their own bedroom or house created by their classmate.

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition [4; 321].

Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it.

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users.

Tasks in Task-Based Instruction are the tools to promote interaction and real language use. Tasks are considered to be the core of language learning curriculum in TBI. The role of tasks is to promote interactive and authentic language use rather than to serve as a framework for practice on particular language forms or functions. Tasks promote the role of speaking in negotiating meaning and collaborative problem solving. TBI has been accepted as an effective language teaching methodology for developing purpose-driven communicative language learning built around the use of real-world tasks. The major aim of the tasks is to encourage learners to use authentic language in order to achieve a clearly defined outcome. On the other hand, many tasks require learners to use language creatively, even though students are not previously trained in acquiring useful language structures to complete the tasks. This situation creates an environment where learners are supposed to negotiate meaning while creating language useful in completing the tasks. For instance, in a program described by Richards [3;238], different communicative tasks were based on five interaction situations: basic interactions, face-to-face informal interactions, telephone conversations, interviews, service meetings. Task types included role-plays, brainstorming, ordering, and problem solving. As can be seen oral communication was central in all five-interaction situations. In order to accomplish the given tasks, it was necessary to build communicative interaction with fellow-students. Since such group or pair activities are built into tasks in TBI, learners are required to engage in oral interaction to complete tasks.

To sum up, communicative tasks, regardless of approach or method, foster oral communication in the target language and help learners acquire the language unconsciously in the course of content mastery, project completion or task accomplishment.

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