



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

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ABSTRACT: This article explores the effective utilization of a task-based approach in teaching speaking Effective skills to English as a Foreign Language (EFL) learners. The IMRAD (Introduction, Methodology, Results, and Discussion) format will be followed to provide an in-depth analysis of the topic. The essay emphasizes the benefits of task-based instruction and outlines practical strategies for its implementation.

KEYWORDS: EFL learners, Task-based approach, Teaching speaking

INTRODUCTION:

The introduction section presents an overview of the task-based approach in teaching speaking to EFL learners. It highlights the limitations of traditional methods and emphasizes the need for a more communicative and learner-centered approach. The section also provides a preview of the essay structure.



METHODS:

The methodology section outlines the effective strategies and techniques for implementing a task-based approach in teaching speaking to EFL learners. It covers the following key aspects:

a. Task Selection: The importance of choosing authentic and meaningful tasks is discussed. Authentic tasks simulate real-life communication situations, while meaningful tasks are relevant to learners' interests and needs.

b. Clear Instructions and Objectives: The significance of providing clear instructions and objectives for each task is addressed. Clear instructions enhance learners' understanding and enable them to apply their linguistic knowledge effectively.

c. Collaboration and Interaction: The benefits of fostering collaboration and interaction among learners are explored. Collaborative tasks encourage active engagement, promote fluency, and develop conversational skills.

d. Integration of Skills and Strategies: The integration of various language skills and learning strategies in speaking tasks is highlighted. This integration enhances holistic language development and prepares learners for real-life communication.

e. Feedback and Reflection: The importance of providing timely and constructive feedback to learners is emphasized. Feedback helps learners monitor their progress and improve their speaking skills. Reflection activities encourage self-evaluation and promote learner autonomy.

RESULTS:

The results section focuses on the positive outcomes of using a task-based approach in teaching speaking to EFL learners. It highlights the following benefits:

a. Improved Fluency: Task-based instruction promotes fluency by providing ample opportunities for learners to practice speaking in meaningful contexts.



b. Enhanced Communicative Competence: Learners develop the ability to communicate effectively and appropriately in real-life situations through task-based activities.

c. Increased Motivation and Engagement: Task-based instruction fosters learner motivation and engagement by making the learning process relevant and enjoyable.

d. Development of Higher-Order Thinking Skills: The integration of problem-solving tasks and critical thinking activities nurtures learners' higher-order thinking skills.

DISCUSSION:

The discussion section provides a comprehensive analysis of the methodology and results presented in the previous sections. It explores the theoretical foundation of task-based instruction, drawing from relevant research and pedagogical principles. The section also addresses potential challenges and limitations of implementing a task-based approach and suggests possible solutions.

CONCLUSION:

The conclusion summarizes the key points discussed in the essay and emphasizes the importance of incorporating a task-based approach in teaching speaking to EFL learners. It highlights the benefits of task-based instruction in promoting fluency, communicative competence, motivation, and higher-order thinking skills. The section concludes by encouraging educators to adopt a task-based approach to enhance their students' speaking abilities and overall language proficiency.



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