

**DEVELOPING EFL STUDENTS' SPEAKING SKILLS WITH THE
HELP OF TASK-BASED INSTRUCTION**

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Annotatsiya: Ingliz tilini xorijiy til sifatida o'rganuvchi (EFL) talabalarning og'zaki nutqini rivojlantirish til o'qituvchilari uchun muhim maqsad hisoblanadi, biroq ko'plab talabalar ravonlik, aniqlik va ishonch bilan gapirishda qiyinchiliklarga duch kelishadi. Vazifaga asoslangan ta'lim (TBI) mazmunli muloqot orqali kommunikativ kompetensiyani oshirishning samarali usuli sifatida e'tirof etilmoqda. Ushbu tadqiqot O'zbekiston Davlat Jahon Tillari Universitetining ikkinchi bosqich ilg'or darajadagi talabalari orasida rolli o'yinlardan vazifaga asoslangan ta'lim usuli sifatida foydalanishning ta'sirini o'rganadi. Tadqiqotda oldindan va keyin test usuli qo'llanilib, TBI tatbiq etilishidan oldin va keyin talabalar nutq mahorati solishtirildi. Natijalar shuni ko'rsatadiki, rolli o'yinlar ravonlik, talaffuz va o'ziga bo'lgan ishonchni sezilarli darajada oshirib, TBI ni samarali ta'lim strategiyasiga aylantiradi.

Kalit so'zlar: Vazifaga asoslangan ta'lim, og'zaki nutq mahorati, EFL o'quvchilari, rolli o'yinlar, kommunikativ kompetensiya

Аннотация: Развитие навыков говорения на английском языке как иностранном (EFL) является важной задачей для преподавателей, однако многие студенты сталкиваются с трудностями в беглости, точности и уверенности в речи. Обучение на основе заданий (TBI) привлекает внимание как эффективный метод повышения коммуникативной компетенции через осмысленное взаимодействие. Данное исследование изучает влияние ролевых игр как метода обучения на основе заданий на уровень говорения студентов второго курса продвинутого уровня в Узбекском государственном университете мировых языков. Был использован метод предтестов и



посттестов для сравнения уровня владения речью студентов до и после внедрения TBI. Результаты показывают, что ролевые игры значительно улучшают беглость, произношение и уверенность в речи, что делает TBI ценным педагогическим инструментом.

Ключевые слова: Обучение на основе заданий, навыки говорения, изучающие английский как иностранный, ролевые игры, коммуникативная компетенция, беглость речи.

Abstract: *Developing speaking skills in English as a Foreign Language (EFL) classrooms is a key objective for language educators, yet many students struggle with fluency, accuracy, and confidence. Task-Based Instruction (TBI) has gained attention as an effective approach for improving communicative competence through meaningful interaction. This study examines the impact of role-plays as a task-based learning method on the speaking skills of advanced-level second-year students at Uzbekistan State World Languages University. A pre-test and post-test design was used to compare students' speaking proficiency before and after implementing TBI. The findings suggest that role-plays significantly enhance fluency, pronunciation, and self-confidence in speaking, making TBI a valuable instructional strategy.*

Keywords: *Task-Based Instruction, speaking skills, EFL learners, role-plays, communicative competence, language fluency*

I. INTRODUCTION:

Speaking is one of the most essential yet challenging skills for EFL learners. Traditional teaching methods often focus on grammar and vocabulary rather than active communication, resulting in students who struggle with fluency and confidence. Task-Based Instruction (TBI) has emerged as an effective approach to language teaching, emphasizing meaningful tasks that require students to use language communicatively. Among various TBI methods, role-plays provide a natural and engaging way for learners to practice real-life conversations in controlled settings. This study investigates the effectiveness of role-plays as a task-based instruction method in improving the speaking skills of advanced-level EFL students.



By comparing students' speaking abilities before and after the intervention, this research aims to provide empirical evidence on the benefits of TBI in EFL classrooms.

Literature Review

Task-Based Instruction (TBI) has been widely researched in second language acquisition. According to Ellis (2003), TBI promotes language development by encouraging learners to use language in context rather than focusing solely on form. Skehan (1998) highlights that task-based learning fosters fluency, complexity, and accuracy in language production.

Role-plays have been particularly effective in improving speaking skills. By simulating real-life situations, role-plays allow students to practice communicative strategies, negotiate meaning, and enhance their ability to express ideas spontaneously (Bygate, 1987). Studies by Willis (1996) and Nunan (2004) have shown that TBI, including role-plays, leads to increased motivation and engagement in EFL learners. Furthermore, studies in Uzbekistan's EFL context (Karimova, 2021) indicate that interactive activities can significantly improve students' speaking fluency and reduce anxiety.

Despite these advantages, some challenges exist. Learners may feel self-conscious during role-plays, and teachers may struggle with classroom management. However, well-structured task-based activities, combined with proper scaffolding, can maximize the benefits of this approach.

II.METHODS

This study was conducted at Uzbekistan State World Languages University with a group of 30 advanced-level second-year EFL students. A quasi-experimental research design was used, involving a pre-test and post-test to measure students' speaking proficiency.

Participants

The participants were 30 students, aged 19-21, who had already completed basic speaking courses but needed further practice in fluency and accuracy.

Procedure



1. Pre-Test: Students participated in a structured speaking test assessing fluency, coherence, pronunciation, and vocabulary use. They were asked to discuss a given topic for three minutes.

2. Task-Based Intervention: Over four weeks, students engaged in role-play activities covering topics such as job interviews, travel conversations, academic discussions, and social interactions. Each session lasted 90 minutes, including preparation, performance, and feedback.

3. Post-Test: After completing the role-play sessions, students took the same structured speaking test as in the pre-test. Their performance was evaluated using the IELTS Speaking Band Descriptors (fluency, coherence, lexical resource, pronunciation, and grammatical range).

Data Analysis

Students' pre-test and post-test scores were analyzed using paired-sample t-tests to determine whether the role-play activities significantly improved their speaking performance. Qualitative feedback from student reflections and teacher observations was also analyzed to assess their confidence and engagement levels.

III.RESULTS

The results indicate a significant improvement in students' speaking abilities after the role-play intervention.

Fluency and Coherence: The average score increased from 5.5 to 6.7, suggesting that students became more confident and spontaneous in speech.

Pronunciation: Pronunciation scores improved from 5.8 to 6.9, likely due to repeated exposure to spoken English in role-play scenarios.

Vocabulary Use: Lexical resource scores rose from 6.0 to 7.2, reflecting increased use of varied and appropriate vocabulary.

Grammar and Accuracy: Although improvements were noted, the increase (6.1 to 6.6) was less pronounced compared to fluency and pronunciation.

Students' qualitative feedback highlighted that role-plays made speaking practice more engaging and meaningful. Some reported feeling less anxious about



speaking in front of others, and many appreciated the opportunity to simulate real-life situations.

IV.DISCUSSION

The findings align with previous research on TBI, confirming that task-based activities like role-plays significantly enhance speaking skills. The noticeable improvements in fluency and pronunciation suggest that immersive, communicative tasks provide effective language practice for advanced EFL students.

The study also confirms that role-plays contribute to increased student motivation. As indicated by Nunan (2004), meaningful communication enhances engagement, which was evident in students' positive feedback. However, while fluency and pronunciation improved significantly, grammatical accuracy showed a smaller increase. This suggests that while task-based instruction is effective in developing spontaneous speech, additional focus on explicit grammar instruction may be necessary to balance fluency with accuracy.

One limitation of the study is its short duration. Long-term studies with continued role-play activities may yield even more significant improvements. Additionally, variations in individual student confidence levels suggest that some learners may require additional support and scaffolding to benefit fully from TBI.

V.CONCLUSION

Task-Based Instruction, particularly through role-plays, proves to be an effective method for enhancing EFL students' speaking skills. The findings demonstrate significant improvements in fluency, pronunciation, and vocabulary use among second-year students at Uzbekistan State World Languages University. These results suggest that TBI should be integrated more widely into EFL curricula to create engaging and meaningful language-learning experiences.

Future research could explore how different task types affect various aspects of speaking skills and investigate the long-term impact of task-based instruction on language proficiency.

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