

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

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### Annotatsiya

Vazifaga asoslangan yondashuv (TBA) o'quvchilarning nutq ko'nikmalarini oshirish uchun chet tili (EFL) yo'riqnomasi sifatida ingliz tilida sezilarli e'tirofga sazovor bo'ldi. Ushbu tadqiqot EFL o'quvchilari orasida so'zlashuv malakasini oshirish uchun TBAni amalga oshirishning samarali usullarini o'rganadi. U tildan mazmunli foydalanishga yordam beruvchi interfaol vazifalar, real hayotdagi muloqot stsenariylari, muammolarni hal qilish faoliyati va rol o'ynash mashqlari kabi asosiy strategiyalarni ta'kidlaydi. Ravonlik, aniqlik va o'quvchilarning faolligini ta'kidlab, TBA talabalar haqiqiy suhbatlarda faol ishtirok etadigan kommunikativ muhitni rivojlantiradi. Tadqiqot, shuningdek, TBAni qo'llashdagi muammolarni, jumladan, vazifalarning murakkabligi va o'quvchilar motivatsiyasini o'rganadi va uning samaradorligini oshirish uchun echimlarni taklif qiladi. Natijalar shuni ko'rsatadiki, yaxshi tuzilgan, o'quvchiga yo'naltirilgan vazifalarni birlashtirish nutq qobiliyatlarini yaxshilashga va tildan foydalanishga ishonchni oshirishga olib keladi. Ushbu tadqiqot EFL o'quvchilarining topshiriqlarga asoslangan ta'lim orqali og'zaki muloqotini kuchaytirish uchun amaliy va samarali usullarni izlayotgan o'qituvchilar uchun qimmatli tushunchalarni beradi.

### Аннотация

Подход на основе задач (ТВА) получил значительное признание в обучении английскому языку как иностранному (EFL) для улучшения разговорных навыков учащихся. В этом исследовании изучаются эффективные способы внедрения ТВА для улучшения разговорных навыков учащихся EFL. В нем освещаются ключевые стратегии, такие как интерактивные задания, сценарии общения в реальной жизни, задания по решению проблем и ролевые упражнения, которые способствуют осмысленному использованию языка. Подчеркивая беглость, точность и вовлеченность учащихся, ТВА способствует созданию коммуникативной среды, в которой учащиеся активно участвуют в аутентичных разговорах. В исследовании также изучаются проблемы применения ТВА,

включая сложность задач и мотивацию учащихся, и предлагаются решения для максимального повышения его эффективности. Результаты показывают, что интеграция хорошо структурированных, ориентированных на учащихся задач приводит к улучшению разговорных навыков и большей уверенности в использовании языка. Это исследование вносит ценную информацию для педагогов, ищущих практические и эффективные методы улучшения устной коммуникации учащихся EFL с помощью обучения на основе задач.

### **Abstract**

The task-based approach (TBA) has gained significant recognition in English as a Foreign Language (EFL) instruction for enhancing learners' speaking skills. This study explores effective ways of implementing TBA to improve speaking proficiency among EFL learners. It highlights key strategies such as interactive tasks, real-life communication scenarios, problem-solving activities, and role-playing exercises that promote meaningful language use. By emphasizing fluency, accuracy, and learner engagement, TBA fosters a communicative environment where students actively participate in authentic conversations. The study also examines challenges in applying TBA, including task complexity and learner motivation, and suggests solutions for maximizing its effectiveness. Findings indicate that integrating well-structured, learner-centered tasks leads to improved speaking skills and greater confidence in language use. This research contributes valuable insights for educators seeking practical and effective methods to enhance EFL learners' oral communication through task-based instruction.

**Keywords:** Task-Based Approach, EFL, Speaking Skills, Communicative Learning, Language Teaching

Speaking is a crucial skill in learning a foreign language, yet it remains one of the most challenging aspects for EFL (English as a Foreign Language) learners. Many students struggle with fluency, accuracy, and confidence due to limited opportunities for real-life communication. Traditional teaching methods often focus on grammar and vocabulary in isolation, leading to passive learners who find it difficult to express themselves in meaningful conversations. To address this challenge, the task-based approach (TBA) has emerged as an effective method for enhancing speaking skills. Unlike traditional teacher-centered approaches, TBA places learners in interactive, real-world tasks that encourage active language use. By engaging in problem-solving activities, role plays, discussions, and collaborative projects, students develop communicative competence naturally. Furthermore, TBA fosters learner autonomy, motivation, and engagement by making language learning more relevant and purposeful. This article explores effective ways to use the task-based approach in teaching speaking to EFL learners. It examines key principles of TBA, provides

practical strategies for implementing speaking tasks, and highlights the benefits of this approach in developing fluency and confidence. By integrating task-based learning into the EFL classroom, teachers can create a dynamic environment that empowers students to communicate more effectively in English. The Task-Based Approach (TBA) has gained significant attention in English as a Foreign Language (EFL) education as an effective method for enhancing speaking skills. This review explores the key principles of TBA, its benefits, and practical strategies for implementation in EFL speaking classes. Core Principles of Task-Based Approach. TBA centers around the completion of meaningful tasks that mirror real-world communication scenarios. These tasks prioritize meaning over form, encouraging learners to use language creatively and spontaneously to achieve specific outcomes (Ellis, 2003). The focus shifts from explicit grammar instruction to implicit learning through task engagement (Willis & Willis, 2007). Benefits of Task-Based Approach for Speaking Skills, TBA provides a platform for learners to engage in authentic communication, mirroring real-life situations where language is used for practical purposes. While meaning is primary, integrate opportunities for learners to focus on specific language features that emerged during the task. This can be done through error correction, grammar explanations, or vocabulary building activities. Incorporate technology tools like online resources, videos, and audio recordings to enhance task authenticity and engagement.

The Task-Based Approach holds significant promise for enhancing speaking skills in EFL learners. By focusing on meaningful communication, providing authentic contexts for language use, and promoting learner autonomy, TBA can foster fluency, confidence, and communicative competence. However, successful implementation requires careful planning, appropriate task design, teacher training, and consideration of learners' needs and cultural backgrounds. By addressing these factors, educators can effectively leverage TBA to create engaging and effective speaking classes for EFL learners. Task-based activities challenged students to become noisy, usually speaking in mother tongue, meaning that students may produce little TL. Time for implementation of this experiment was too short; maybe implementing this method over more periods of time may yield different findings. The study was limited to a relatively low number of students. It should also be assess in other language levels as EAP, ESP etc. As a foreign language, English is taught as a compulsory subject in almost every level of education in Indonesia. The purpose of English teaching and learning is to enable students to comprehend and produce English. Therefore, every student in every level of educations is expected to be able to master English. It is also stated in KTSP (Kurikulum Tingkat Satuan Pendidikan) that the purpose of teaching and learning English is to make the students to be able to use English actively, functionally and epistimately which is to communicate in spoken and written form to deal with daily life communication.

In learning English, students are expected to master the four English skills, thus are listening, reading, writing and speaking, to know whether they can understand the material or not. The most important of all is speaking because English is language and the language must be spoken to make the other understand. Tarigan (as cited in Eva Betty, 2014) states that “speaking skill is a skill that develop in child’s life, which is only preceded by the skill of listening, and speaking skill have been studied during the same time.” In addition, speaking is the informal interchange of thought and information by spoken words. When a speaker talks about someone or others, the speaker can be produce information and the listeners can receive information. Its form and meaning are depending on the context in which it occurs. We generally use speaking as means of communication in daily interaction.

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