

TASK-BASED SPEAKING ACTIVITIES IN THE SECONDARY EFL CLASSROOM

Anvarjonova Muxlisa,

Student, UzSWLU, Tashkent, Uzbekistan

Scientific advisor:

Annotatsiya: Ushbu maqolada o'rta maktabda ingliz tilini chet tili sifatida o'rgatish jarayonida topshiriqqa asoslangan og'zaki faoliyatlarning roli va ahamiyati yoritilgan. Maqolada bunday faoliyatlar o'quvchilarni faollikka jalb qilishi, ularning muloqotga kirishish qobiliyatini oshirishi va til ko'nikmalarini rivojlantirishiga alohida e'tibor qaratilgan.

Kalit so'zlar: topshiriqqa asoslangan o'qitish, og'zaki nutq, til kompetensiyasi, muloqot, o'quvchi faolligi

Abstract: This article discusses the role and importance of task-based speaking activities in the process of teaching English as a foreign language in secondary schools. It focuses on how such activities engage students, enhance their communicative skills, and contribute to the development of language competence.

Key words: task-based teaching, speaking, language competence, communication, student engagement

After many methodological changes in foreign language teaching, the communicative approach has become one of the most widely accepted methods in modern classrooms. Among its practical realizations, task-based learning stands out as one of the most effective ways to develop students' speaking skills. Especially in secondary schools, where students are still building the foundation of their language abilities, providing interactive and meaningful speaking tasks can significantly improve both their confidence and competence. Task-based learning implies that students complete communicative tasks using language as a tool, not just an object of study. These tasks are usually based on real-life scenarios that require learners to

negotiate meaning, solve problems, exchange information or express opinions. Through such tasks, students not only practice vocabulary and grammar, but also develop essential communication strategies such as turn-taking.

One of the core advantages of task-based speaking activities is their capacity to create a real need to use the target language. Unlike mechanical drills or textbook dialogues, tasks require students to think, respond, and interact naturally, which makes language learning more relevant and memorable. For example, an activity where students plan a school event or conduct a survey among classmates creates a genuine purpose for speaking. As students work together to complete the task, they are exposed to new expressions and structures, correct each other, and learn from real-time feedback. Moreover, such tasks help foster learner autonomy and motivation. When students are given responsibility for managing a task, making decisions, and sharing their ideas, they feel more involved in the learning process. This boosts their motivation and encourages them to take risks in using the language. Many researchers have observed that when learners are actively engaged in meaningful speaking activities, they show greater improvement in both fluency and accuracy over time. However, implementing task-based activities in the secondary classroom also presents some challenges. For example, large class sizes and time constraints may limit the teacher's ability to monitor all students effectively. Additionally, some students may feel shy or lack confidence to speak in front of others. In such cases, it is recommended that tasks be carefully scaffolded. Teachers can begin with simpler pair-work activities before progressing to more complex group tasks. Pre-teaching useful vocabulary, modeling expected language, and providing clear instructions are also essential for successful.

Another critical factor is assessment. Since task-based speaking is focused on communication rather than perfect grammar, evaluation should consider both the outcome of the task and the communicative process. Teachers may use rubrics that assess fluency, appropriacy, coherence, and interaction. Peer feedback and self-assessment can also be incorporated to promote reflective learning and continuous improvement. It is also worth noting that task-based speaking activities contribute to

the development of 21st-century skills such as collaboration, creativity, and critical thinking. In real life, language is rarely used in isolation—it serves as a medium to accomplish social and professional tasks. By engaging students in realistic speaking situations, teachers help them prepare for authentic communication.

Task-based speaking activities offer a dynamic and learner-centered approach to language teaching in secondary EFL classrooms. They not only provide opportunities for meaningful language use but also encourage interaction, creativity, and confidence in learners. When carefully planned and effectively implemented, such tasks can significantly enhance students' communicative competence and overall language proficiency.

References

1. Bygate, M. Speaking. – Oxford: Oxford University Press, 1987. – 156 p.
2. Ellis, R. Task-based Language Learning and Teaching. – Oxford: Oxford University Press, 2003. – 387 p.
3. Harmer, J. The Practice of English Language Teaching. – 5th ed. – Harlow: Pearson Education, 2015. – 446 p.
4. Nunan, D. Task-Based Language Teaching. – Cambridge: Cambridge University Press, 2004. – 217 p.
5. Richards, J. C. Communicative Language Teaching Today. – Cambridge: Cambridge University Press, 2006. – 76 p.
6. Willis, J. A Framework for Task-Based Learning. – Harlow: Longman, 1996. – 192 p.