

ENHANCING ENGLISH SPEAKING SKILLS IN SECONDARY SCHOOLS THROUGH TASK-BASED LANGUAGE TEACHING METHOD

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Annotation

This article examines the effectiveness of Task-Based Language Teaching (TBLT) in enhancing English speaking skills among secondary school students. The study highlights the importance of communicative competence in modern language education and discusses the limitations of traditional teacher-centered approaches. Through a review of relevant literature and a quasi-experimental research design, the article investigates the impact of task-based activities such as role-plays, discussions, debates, and problem-solving tasks on students' speaking proficiency. The findings indicate that TBLT significantly improves learners' fluency, vocabulary usage, pronunciation, confidence, and classroom participation. Furthermore, the study demonstrates that meaningful communication tasks increase student motivation and reduce speaking anxiety. The article concludes that TBLT is an effective and practical method for developing English speaking skills in secondary schools and recommends its wider integration into language teaching curricula.

Keywords: Task-Based Language Teaching (TBLT), English speaking skills, secondary school students, communicative competence, language learning, speaking proficiency, classroom interaction, student-centered learning, language acquisition, communicative language teaching.

Annotatsiya

Ushbu maqola maktab o'quvchilarining ingliz tilida so'zlashish ko'nikmalarini rivojlantirishda Vazifa Asosida Til O'qitish (Task-Based Language Teaching, TBLT) usulining samaradorligini o'rganadi. Tadqiqot zamonaviy til ta'limida muloqot qobiliyatining muhimligini ta'kidlaydi va an'anaviy, o'qituvchiga yo'naltirilgan yondashuvlarning cheklovlarini muhokama qiladi. Tegishli adabiyotlarni tahlil qilish va kvazi-eksperimental tadqiqot dizayni orqali maqola rol o'yinlari, muhokamalar, debatlar va muammo yechish kabi vazifa asosidagi faoliyatlarning o'quvchilarning so'zlashish ko'nikmalariga ta'sirini o'rganadi. Natijalar shuni ko'rsatadiki, TBLT o'quvchilarning ravonlik, lug'at boyligi, talaffuz, ishonch va darsdagi faoliyatini sezilarli darajada oshiradi. Shuningdek, mazmunli muloqot vazifalari o'quvchilarning motivatsiyasini oshiradi va so'zlashishdagi tashvishni kamaytiradi. Maqola TBLT maktab o'quvchilarining ingliz tilida so'zlashish ko'nikmalarini rivojlantirish uchun samarali va amaliy usul ekanligini ko'rsatadi va uni til o'qitish dasturlariga kengroq joriy etishni tavsiya qiladi.

Kalit so'zlar: Vazifa Asosida Til O'qitish (TBLT), ingliz tilida so'zlashish ko'nikmalari, o'rta maktab o'quvchilari, muloqot qobiliyati, til o'rganish, so'zlashish mahorati, darsdagi interaktivlik, o'quvchi markazli ta'lim, til o'zlashtirish, kommunikativ til ta'limi.

Аннотация

В данной статье рассматривается эффективность метода обучения языку на основе заданий (Task-Based Language Teaching, TBLT) в развитии навыков устной речи на английском языке у учащихся средней школы. Исследование подчеркивает важность коммуникативной компетенции в современном языковом образовании и обсуждает ограничения традиционных методов обучения, ориентированных на учителя. Через обзор соответствующей литературы и квазиэкспериментальный дизайн исследования анализируется влияние заданий, таких как ролевые игры, обсуждения, дебаты и задачи на решение проблем, на развитие устной речи учащихся. Результаты показывают, что TBLT значительно улучшает беглость речи, использование словарного запаса, произношение, уверенность учеников и их активность на уроках. Кроме того, выполнение значимых коммуникативных заданий повышает мотивацию и снижает тревожность при говорении. Статья заключает, что метод TBLT является эффективным и практичным подходом для развития навыков устной речи на английском языке в средней школе и рекомендует его широкое внедрение в учебные программы по иностранным языкам.

Ключевые слова: Обучение языку на основе заданий (TBLT), навыки устной речи на английском языке, учащиеся средней школы, коммуникативная компетенция, изучение языка, владение устной речью, взаимодействие в классе, обучение, ориентированное на ученика, освоение языка, коммуникативное обучение языку.

Introduction

English proficiency has become a vital skill in today's globalized world, particularly in secondary education where students are transitioning from basic to more advanced communication competencies. Speaking skills, as an essential component of language learning, are often considered challenging for learners due to the lack of practice, limited exposure, and the fear of making mistakes. Traditional teaching methods that focus heavily on grammar, translation, and rote memorization frequently fail to provide students with meaningful opportunities to communicate effectively. Consequently, educators and researchers have increasingly explored innovative approaches to foster communicative competence. One such approach is the Task-Based Language Teaching (TBLT) method, which emphasizes the completion of meaningful tasks as a central unit of instruction. By prioritizing real-life language use over mere theoretical knowledge, TBLT encourages active participation, collaborative learning, and the development of practical speaking skills. This study explores how implementing TBLT can enhance English speaking skills in secondary school students, addressing both the pedagogical benefits and the challenges associated with its integration in classroom settings.

Literature Review

Task-Based Language Teaching (TBLT) has gained prominence as a student-centered approach to language learning that emphasizes interaction, communication, and meaningful use of language. According to Ellis, TBLT focuses on tasks that simulate real-life situations, allowing learners to engage with language purposefully rather than mechanically. These tasks often involve problem-solving, role-playing, discussions, and project-based activities, all of

which contribute to authentic communication practice. Research indicates that TBLT enhances fluency, accuracy, and learner confidence by encouraging repeated practice and peer collaboration. Willis highlights that the effectiveness of TBLT lies in its ability to balance language form and meaning; learners acquire grammatical structures incidentally while concentrating on task completion. Several empirical studies have demonstrated improvements in speaking skills through TBLT. For instance, students involved in task-based activities reported higher motivation levels, increased classroom participation, and reduced anxiety compared to those in traditional lecture-based instruction. Moreover, integrating TBLT into secondary education aligns with contemporary curriculum reforms emphasizing communicative competence over rote learning. However, challenges such as large class sizes, limited teaching materials, and insufficient teacher training have been noted as potential obstacles. According to Nunan, successful implementation of TBLT requires careful task design, continuous monitoring, and scaffolding to ensure that learners are appropriately challenged without being overwhelmed. Overall, the literature suggests that TBLT offers a practical and effective method for enhancing English speaking skills, providing opportunities for interactive learning and real-world language application.

Methodology

This study employed a quasi-experimental design to investigate the impact of TBLT on English speaking skills among secondary school students. Two classes were selected from a public secondary school, with one class assigned as the experimental group and the other as the control group. The experimental group participated in TBLT-based instruction for eight weeks, while the control group followed traditional teaching methods. Pre-tests and post-tests were administered to evaluate students' speaking proficiency, focusing on fluency, accuracy, vocabulary use, and pronunciation. Additionally, classroom observations and student interviews were conducted to assess engagement and motivation. The TBLT activities included role-plays, debates, problem-solving tasks, storytelling, and collaborative projects. Each task was designed to simulate real-life communication scenarios relevant to the students' age and interests. Teachers provided guidance, corrective feedback, and scaffolding to support learners' performance. Data were analyzed using both quantitative and qualitative approaches. Pre-test and post-test scores were statistically compared to determine the effect of TBLT on speaking proficiency, while thematic analysis of observation notes and interview responses provided insights into students' experiences and perceptions. Ethical considerations, including informed consent and confidentiality, were strictly observed throughout the study.

Results

The results revealed a significant improvement in the speaking skills of students in the experimental group compared to the control group. Pre-test scores in the experimental group showed moderate proficiency, with most students struggling with fluency and vocabulary use. Post-test results indicated that students demonstrated enhanced fluency, more accurate grammar usage, and a wider range of vocabulary. Observational data showed higher levels of participation and collaboration during TBLT activities, with students actively engaging in peer discussions and expressing ideas confidently. Interview responses highlighted that learners felt more motivated, less anxious, and more comfortable experimenting with language during task-based sessions. Conversely, the control group exhibited only minor improvements, primarily in

vocabulary recall, but continued to face challenges in spontaneous speech production and interactive communication.

Discussion

The findings support the effectiveness of TBLT in enhancing English speaking skills among secondary school students. By emphasizing meaningful communication, TBLT encourages students to focus on conveying ideas rather than worrying excessively about errors, thereby reducing speaking anxiety. The interactive nature of tasks, such as role-plays and debates, promotes collaboration, peer feedback, and active listening, which are crucial for language development. This aligns with previous research indicating that communicative tasks provide authentic contexts for language practice and contribute to long-term retention of linguistic knowledge. Furthermore, task-based instruction fosters learner autonomy, allowing students to take responsibility for their own learning and experiment with new language forms. However, successful implementation requires careful planning, appropriate task selection, and continuous teacher support. Teachers need to balance task complexity to ensure students remain challenged but not overwhelmed. Additionally, adequate training and resources are essential for maximizing the benefits of TBLT in secondary classrooms. Overall, the study demonstrates that task-based methods offer a more engaging, effective, and student-centered alternative to traditional approaches for developing speaking proficiency.

Conclusion

In conclusion, Task-Based Language Teaching proves to be a highly effective method for enhancing English speaking skills in secondary school students. By providing meaningful, interactive, and real-world communication opportunities, TBLT addresses the limitations of traditional grammar-focused instruction. Students exposed to task-based learning showed significant improvements in fluency, vocabulary use, pronunciation, and overall confidence in speaking. The method also fosters motivation, collaboration, and learner autonomy, which are essential components of successful language acquisition. While challenges such as resource constraints and teacher preparedness exist, careful planning and ongoing support can mitigate these issues. Integrating TBLT into secondary school curricula offers a promising pathway to develop communicative competence, equipping students with practical language skills necessary for academic, social, and professional success in a globalized context.

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