

## DEVELOPING STUDENTS SPEAKING SKILLS THROUGH TASK BASED METHODS. TEACHING SPEAKING TO EFL LEARNERS

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**Abstract:** Speaking is an essential component of teaching and learning a second language. Speaking should be taught so that students can communicate in real-world settings, not just by having them repeat or remember monologues. In order to avoid forcing students to speak and putting them in a state of intense anxiety, teachers' responses to what students think and believe are crucial. Instead, we encourage students to use any language they choose when participating in oral tasks where they are given a task and must complete it. Teachers should be able to set up scenarios where pupils are given worthwhile assignments that will advance their speaking skills. When students work in groups with their peers to finish a task, this can be realized. Task-Based approach is the alternate to solve the problem where learning is developed through performing a series of activities as steps towards successful task realization.

**Key words:** Language learning and teaching, speaking instruction, task- based approach, task

### Introduction

In order to create meaningful communication, developing interactive teaching strategies is crucial. The traditional methods of teaching languages (Grammar Translation, Direct Method, and Audiolingual Method) attempt to control the language acquisition process by placing a strong emphasis on the teacher-led, controlled practice of language skills. The communicative method, on the other hand, emphasizes language learning as interaction, and meaningful communication takes precedence over the complexity of grammar rules. This method will encourage students to speak more within class and outside of class in a variety of situations, such as talking about themselves, cracking jokes, and sharing ideas, all while having fun while speaking English.

Learners rank speaking as the hardest of the four language skills because it takes a lot of guts and planning to generate the words. Their characteristics significantly influence how well and how quickly they will be able to execute this talent. People who risk-takers who aren't afraid of making errors will typically be more talkative, but they are unaware of the mistakes they are doing. Meanwhile, it may take the cautious, reserved kids some time to talk confidently, but once they do, they'll be more confident and make fewer mistakes. Students will consider which is preferable: speaking frequently

with frequent blunders or thinking frequently with better outcomes. When the purpose of speaking, which is to develop meaningful relationships, is made plain, it can be responded. To urge students to discuss as much as possible in this situation more crucial than anything else is being able to communicate the messages. Instead of making students consider the grammar rules they utilize.

When we talk about speaking, we intend the learners to use any languages in the performance of oral tasks where teachers give a task and learners complete the task. Harmer (1988: 87-88) proposed the reason why it is a good idea to give students speaking tasks. They are:

- 1) Rehearsal: when students have free discussions or conversations inside the classroom they have a chance to rehearse having discussions or conversations outside the classroom;
- 2) Feedback: engagement in a speaking task which demands for the use of all and any language at the students' command provides feedback for both teacher and students;
- 3) Engagement: completing a speaking task can be really motivating and give real satisfaction.

Nowadays, it is a common occurrence for students to lack interest in the subject and hence lack the motivation to discuss. In addition, many students must overcome psychological obstacles are equipped to communicate in the other tongue. Some pupils experience unease when they must speak in front of the class since there is always a viewership. Some people would rather remain silent and pass up opportunities to practice. They experience such anxiety when honing their foreign language skills.

### Discussion

Regarding the significance of speaking in EFL, Stovall (1998) argues that language learners need to understand that speaking requires knowledge in three different domains.

1. Mechanics: Using the appropriate vocabulary, grammar, and pronunciation the proper words in the right pronunciation order functions (involved in transactions and interactions): understanding when clarity of (Transaction/information exchange) message is crucial, because when interaction and connection building may not require exact comprehension.
2. Social and cultural conventions (such as turn-taking, speech speed, and length pauses between speakers, the members' respective roles):

### Methodology

“A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or

appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes.”<sup>1</sup>

This definition’s inclusion of nearly every major issue of controversy in language pedagogy, including emphasis on meaning, participation in grammar, inclusion of pragmatic features, and application of pragmatics, is an intriguing feature. Integrating sincere communication with social interaction off linguistic abilities and their relationship to psycholinguistic mechanisms.

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1 Ellis (2003: 16)

In Task-Based approach, learning is developed through performing a series of activities as steps towards successful task realization. By working towards task realization, the language is used immediately in the real-world context of the learner, making learning authentic. This approach puts the task to be completed during the language learning process. Problems are given to learners to be solved using the target language as a task to be completed individually or collaboratively. The teacher facilitates the language needed to succeed the task. In this case traditional teacher-centered approach is thrown away since this approach will let the learners to be active in seeking the appropriate forms and in practicing the language skills so that they will more confident with their own works.

Conclusion.

The benefits of task-based learning for the learner include increased student focus and more meaningful communication. Despite the fact that the instructor could use language in the pre-task, the pupils are eventually free to employ whatever terminology and grammatical structures they choose. They can employ any language they know and are learning because of this. Rather than just the lesson’s “target language.” Additionally, as the actions that are likely to be recognizable to students (like purchasing a ticket) are more likely to be involved, which could encourage them even more in their learning a language.

There have been criticisms that task-based learning is not appropriate as the foundation of a class for beginning students. Others claim that students are only exposed to certain forms of language, and are being neglected of others, such as discussion or debate.

Teachers may want to keep these in mind when designing a task-based learning lesson plan.

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