

Teaching speaking skills through Task Based Approach

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Abstract

The main aim is to depict how methodological principles from Task-Based Language Teaching can be joint successfully in designing activities for face to face contexts. This approach will help a lot to the students and as well as to the all people those who are very interested in learning speaking skills in this English speaking world.

Key Words: Communication, Workplace, Communities, Task based, Foreign Language.

Introduction

Learning to speak is an important goal in itself, for it equips students with a set of skills they can use for the rest of their lives. Speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors. They will have meetings to attend, presentations to make, discussions and arguments to participate in, and groups to work with. If basic instruction and opportunities to practice speaking are available, students position themselves to accomplish a wide range of goals and be useful members of their communities. This paper describes the applications of the task-based approach to teach speaking skills.

The primary objective is to portray how methodological principles from Task-Based Language Teaching can be combined effectively in designing activities for face to face contexts.

This study is an attempt to investigate the effect of using task-based activities on speaking ability. In particular, its purpose is to find better and easier ways for teaching and learning speaking in foreign

language and to make the students motivated and interested in language classrooms. Speaking can undoubtedly be labeled as the most applicable skill in a foreign language environment. Task-based teaching, a rather new trend, has proved to be effective in many contexts. It is a very good idea to put to the test its efficiency in the context of the institutes. It is a widely accepted assumption that speaking is the most emphasized skill in the institutes and even universities. So, it is believed that utilizing task-based activities will firstly motivate the students (because of their flexibility) and also will enable them to communicate easily and deeply or have negotiation of meaning through some simultaneous listening, speaking, and writing activities. Moreover, students will be interested in learning and it causes them to be successful language users.

The need and importance of the problem

While a picture may be worth a thousand words, those words will no doubt come in handy if the picture is distorted or poorly understood. After all, the most effective way to communicate is through speech.

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages:

1. Ability to inform, persuade, and direct. Business managers, educators, military leaders, lawyers, and politicians, among others, seek to develop their speaking skills to such a level that

they are transformed into master communicators. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. Wise is the speaker who gains and then holds the attention of an audience, with well-chosen words in a well-delivered presentation, forming a message that is effective, informative, and understood.

2. Ability to stand out from the rest. When one thinks of speaking skills, one tends to think of it as a common skill. Think again. The ability to stand before others and speak effectively is not an ordinary ability. Many people are deathly afraid of public speaking; others have little ability to form thoughts into sentences and then deliver those words in a believable way. The bad news is that at any given moment the world has precious few with the speaking talents of, say, Winston Churchill or John F. Kennedy. The good news is that a speaker whose skills are honed and developed with constant application and hard work can stand out.

3. Ability to benefit derivatively. Well-developed verbal skills can increase one's negotiation skills. Self-confidence is improved. A growing sense of comfort comes from speaking in front of larger and larger audiences. A reputation for excellence in speaking can accrue over time, thereby imparting a certain credibility to the speaker.

4. Career enhancement. Employers have always valued the ability to speak well. It is, and always will be, an important skill, and well worth the effort in fully developing. In my latest novel *Dare Not Blink*, main character Dave Paige has consistently moved up the corporate ladder due in part to his ability to present his ideas clearly and persuasively.

Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can enhance one's personal life, thereby bringing about the well-rounded growth we should all seek.

2.3 Objectives of the Research

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand simple English.

5. Express themselves orally using simple English.
6. Read and understand simple written English materials.
7. Write simple guided sentences in English.
8. Develop an awareness of the importance of the English language as an international mean of communication
9. Task based learning is useful for moving the focus of the learning process from the teacher to the student.
10. It gives the student a different way of understanding language as a tool instead of as a specific goal.
11. It can take teaching from abstract knowledge to real world application.
12. A Task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes that are interesting and that can address student needs.

2.4 Scope of the Research

This research shall provide ample opportunities for self exploration and self learning to essentially make you "conscious" about yourself and more specifically of your communication style, etc. The focus is inward and outward. It shall facilitate exploring your own personality types and relevant communication styles so that you can adapt them successfully to your own communication situation personally as well as professionally both in academic and non-academic settings. there is a scope to develop the following points

1. clarity of thought on what you want to communicate
2. sequencing the topic logically
3. listen or read carefully while responding so that you know the topic correctly and it shall enable you to give correct response
4. while speaking try to avoid using a: a: or slangs
5. use correct gestures while talking or discussing
6. be attentive in discussions
7. Use correct language
8. Establish eye contact
9. be confident and assertive

2.5 Methodology

A Task-based approach

Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is

determined by what happens as the students complete it. The lesson follows certain stages.

Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

The advantages of TBL

Task-based learning has some clear advantages

- Unlike a PPP approach, the students are free of language control. In all three stages they must use all their language resources rather than just practising one pre-selected item.

- A natural context is developed from the students' experiences with the language that is personalised and relevant to them. With PPP it is necessary to create contexts in which to present the language and sometimes they can be very unnatural.
- The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book.
- It is a strong communicative approach where students spend a lot of time communicating. PPP lessons seem very teacher-centered by comparison. Just watch how much time the students spend communicating during a task-based lesson.
- It is enjoyable and motivating.

The communicative approach

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Example

Practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication.

In the classroom

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be use of authentic materials.

2.6 Limitations

1. Not for beginners
2. Hard to focus on specific language features
3. Some students might be unwilling to speak while others speak too much
4. Inadequate use of authentic materials can damage the course, Theoretical knowledge of teacher needs to be very good in practice

5. The adoption of a communicative approach raises important issues for; Teacher training, Materials development, Testing. Evaluation. So, it is not suitable for every teacher and every class.

9. Task-Based Language Teaching by David Nunan, Cambridge Language Teaching Library.

Conclusion: This is an effort to look into the effect of using task-based actions on speaking ability. In particular, its purpose is to find better and easier ways for teaching and learning speaking in foreign language and to make the students provoked and paying attention in language classrooms. Speaking can certainly be labeled as the most applicable skill in a foreign language environment. Task-based teaching, a rather new trend, has proved to be useful in many contexts. It is a very good idea to put to the test its efficiency in the context of the institutes. It is a widely accepted hypothesis that speaking is the most emphasized ability.

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