



## TASK-BASED TEACHING ENGLISH LANGUAGE FOR DEVELOPING NINTH-GRADE STUDENTS' SPEAKING SKILLS

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*Rahmatullayeva Ruhshona Zafar qizi*

*Student, Chirchik state pedagogical university*

*E-mail: [rrahmatullayeva7@gmail.com](mailto:rrahmatullayeva7@gmail.com) +998971130719*

*Scientific advisor: Khazratkulova Ezoza Ismat qizi*

*Teacher, Chirchik state pedagogical university*

**Abstract.** Task-Based Teaching (TBT) has emerged as an innovative approach to language learning, focusing on engaging students in meaningful, real-life tasks to enhance their communication skills. This article explores the application of TBT in developing the English speaking skills of ninth-grade students, addressing its impact, implementation strategies, challenges, and benefits. The findings suggest that TBT significantly improves students' fluency, accuracy, and confidence, offering an effective alternative to traditional methods.

**Key words:** Task-Based Teaching, traditional teaching methods, methods, oral communication, speaking skills, case study.

**Introduction:** English speaking skills are crucial for academic and professional success in today's globalized world. For ninth-grade students, developing oral communication skills lays a foundation for higher education and career opportunities. However, traditional teaching methods, characterized by rote memorization and grammar-focused lessons, often fail to produce confident and fluent speakers. Task-Based Teaching (TBT) addresses these shortcomings by emphasizing the completion of real-world tasks that encourage active use of the target language.[5] This article examines how TBT can effectively improve ninth-grade students' speaking skills, fostering their confidence, motivation, and practical language use.

**Theoretical Framework**1. What is Task-Based Teaching? Task-Based Teaching is a communicative approach where learners engage in tasks requiring them to use the target language for meaningful communication.[2] Examples include role-plays, problem-solving activities, and group discussions.

2. Core Principles of TBT: Focus on Meaning:[1] Tasks prioritize understanding and expressing ideas over grammatical precision. Authenticity: Activities simulate real-life scenarios to make learning practical. Learner-Centered



Approach: Students take an active role in their learning, fostering autonomy and engagement.[3]

### 3. Relevance to Ninth-Grade Learners:

At this stage, students benefit from methods that balance language structure with communication. TBT aligns with their cognitive and social development, encouraging collaboration and critical thinking.[4]

**Implementation of TBT in the Classroom:** 1. *Task Design:* Tasks should be appropriate for the students' proficiency level and interests. For ninth-grade students, examples include: Conducting interviews with classmates about hobbies. Planning a group trip and presenting it to the class. Debating current topics like environmental issues or technology use. 2. *Task Stages:* Pre-Task: Teachers introduce the task, provide relevant vocabulary, and set clear instructions. During Task: Students perform the task in pairs or groups, using English as the medium of communication. Post-Task: Students reflect on their performance, and teachers provide feedback on language use and strategies for improvement.[5] 3. *Classroom Management Strategies:* Managing large, mixed-ability classrooms can be challenging. Teachers can: Group students based on complementary skill levels. Use visual aids and multimedia for clearer instructions. Monitor and support students during tasks without interrupting communication.

**Benefits of TBT for Ninth-Grade Students.** 1. Improved Speaking Skills: TBT encourages fluency, pronunciation, and confidence by allowing students to practice speaking in low-pressure, meaningful contexts.[5]

2. Enhanced Motivation: Tasks that reflect real-life situations make learning enjoyable and relevant, increasing student engagement.[2]

3. Better Retention of Language: Active participation in tasks leads to deeper understanding and retention of vocabulary and structures compared to passive listening or memorization[3].

**Challenges and Solutions.** 1. Mixed-Ability Classrooms: Challenge: Differing proficiency levels may hinder task participation. Solution: Use differentiated tasks or scaffold activities with additional support for less advanced learners. 2. Limited Resources: Challenge: Lack of multimedia tools or supplementary materials. Solution: Teachers can adapt tasks to use readily available resources, such as printed handouts or online tools. 3. Resistance to Change: Challenge: Teachers accustomed to traditional methods may find TBT unfamiliar. Solution: Provide professional development and peer support to build confidence in implementing TBT.



**Case Study: Implementing TBT in Ninth-Grade Classrooms.** A quasi-experimental study was conducted with 78 ninth-grade students, divided into control and experimental groups. The experimental group was taught using TBT, while the control group followed traditional methods. Pre- and post-tests assessed speaking skills, and a satisfaction survey measured students' attitudes toward the approach.

**Findings:** The experimental group demonstrated significant improvements in fluency, accuracy, and vocabulary use. Students expressed high satisfaction, citing increased confidence and enjoyment in learning English. Challenges included occasional difficulty in understanding instructions, which was mitigated through teacher guidance.

### **Recommendations for Teachers**

**Integrate TBT Gradually:** Start with simple tasks before progressing to more complex activities. **Provide Clear Instructions:** Use visuals, examples, and repetition to ensure students understand the task objectives. **Encourage Collaboration:** Group activities promote peer learning and reduce the pressure on individual students. **Emphasize Feedback:** Constructive feedback after tasks helps students refine their speaking skills.

**Conclusion.** Task-Based Teaching offers a dynamic and effective approach to developing ninth-grade students' English speaking skills. By focusing on real-world tasks, TBT addresses the limitations of traditional methods, fostering fluency, confidence, and motivation. While challenges exist, they can be overcome with proper planning and support.[1] TBT has the potential to transform language learning experiences, preparing students for real-life communication and lifelong success.

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