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A STUDY OF TASK – BASED LANGUAGE TEACHING IN TEACHING SPEAKING SKILLS:

PRACTICAL SUPPLEMENTARY TASKS FOR EFL YOUNG LEARNERS TO QUALIFY SPEAKING SKILLS AT LEVEL A1

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MAIN FOCUSES

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3. METHOD OF THE STUDY
4. DATA ANALYSIS& FINDINGS
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Introduction

- Enhancing students' speaking proficiency is great vital in EFL/ESL programs. Teaching speaking skills to EFL young learners is a new and challenging field in TESOL. One of requirements of National Foreign Language 2020 Project: all learners aged 10 and 11 have to qualify level A1 at CEFR. Movers certificate by University of Cambridge ESOL Examinations has been selected for these learners.

Introduction (cont')

- All students do not practice speaking skills much due to lack of the tasks for practicing speaking skills in textbooks.

- The study aims at investigating the effectiveness of communicative tasks via task-based program designed by researcher to improve young learners' speaking skills. The study recommends procedures of using some practical supplementary tasks in teaching speaking skills to enable young learners to qualify speaking skills at level A1.

Literature Review

- ➤ **Task – based language teaching:**

- Task-based language teaching is an approach seeking to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning (Larsen-Freeman 2000:114)

- ➤ **Definitions of tasks:** Willis (1996: 35-6); (Samuda 2000); Bygate et al. (2001:11); Ellis' (2003:4-5) (Nunan, 2004)

➢ **Components of the task-based teaching Framework** (Willis 1996).

➢ **Speaking skills:**(Nunan, 1989, 32)

➢ **Speaking skills at level A1 of the CEFR**

➢ **Communicative tasks:** Ellis (1994: 595)

• *Classifications of communicative tasks:* (Willis,1996,a: 26) (Klippel, 1984: 59) (Martin, 1997).

➢ **Format of Movers Speaking Test by University of Cambridge ESOL Examinations**

Method of the study
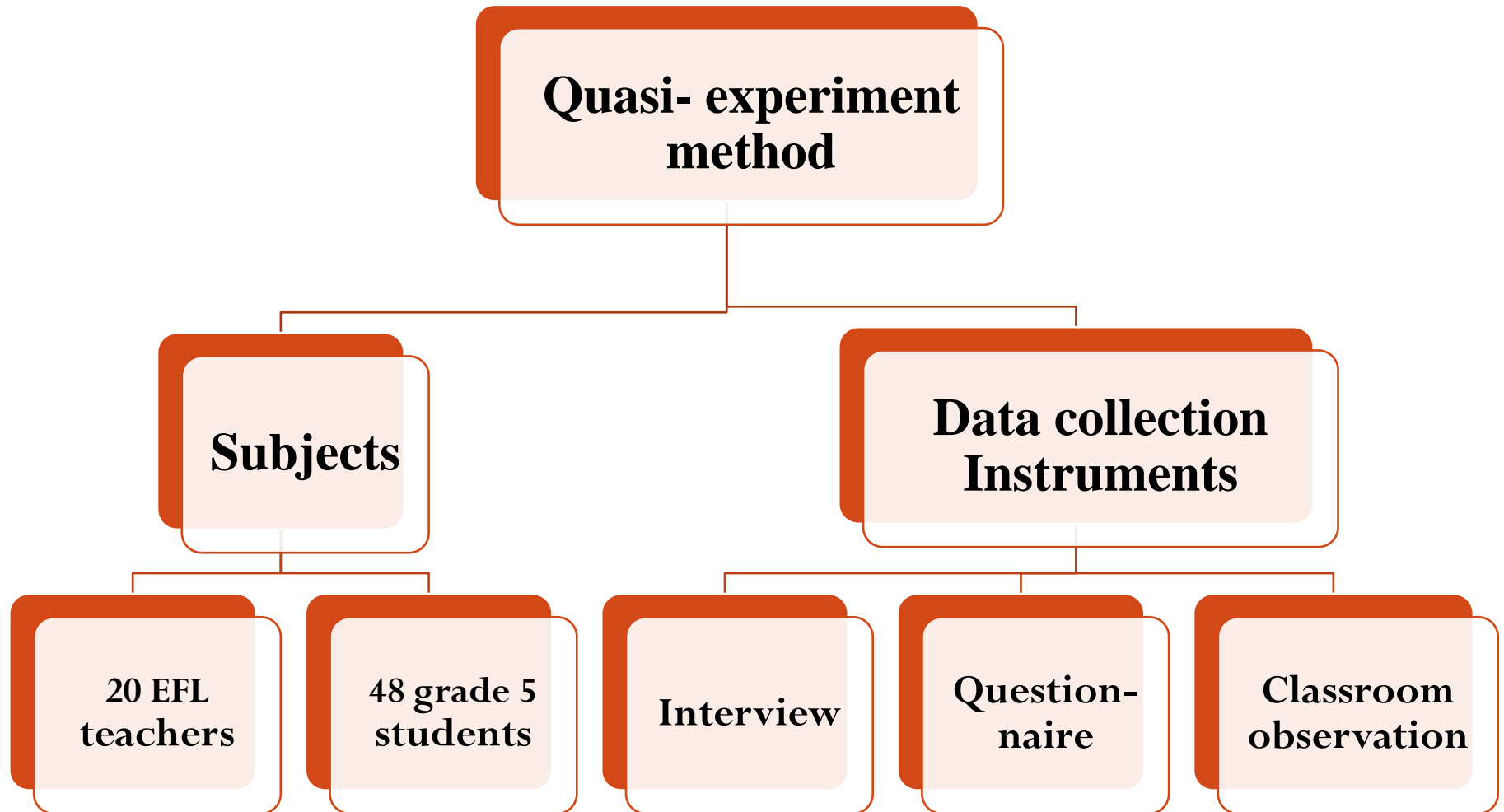
Procedure

- Use pre – speaking test to measure students' levels.
- Investigate their needs for getting Movers certificate.
- Divide them into two groups: 24 students in the experimental group and 24 students in the control group.
- Apply a suggested task-based program with four communicative tasks as practical supplementary tasks.
- Use post- test to assess students' improvement of two groups and confirm the effect of task – based language teaching in improving speaking proficiency.
- The students in the experimental group took part in real Movers test by University of Cambridge ESOL Examinations to check their speaking proficiency.

Data analysis

➢**Table 1: T- test results of the pre - test comparing the control and experimental groups mean scores in overall speaking**

Group	N	M	S.D	T-value	Tα/2
Experimental	24	68.50	4.6		
Control	24	68	4.9	0.37	2.01

T-value < Tα/2: No significant difference. It can be concluded that two groups were almost at the same level in overall speaking.

Data analysis

Table 2: T- test results of the experimental group compared by pre - and post - test mean scores in overall speaking

Exper Group	N	M	Tα/2	|T|-value
Pre-test	24	68.50		
Post-test	24	83.38	2.01	8.82

\|T\|-value >Tα/2. There is a statistically significant difference in the students' overall speaking proficiency before and after the treatment.

Data analysis

Table 3: T- test results of the control group compared by pre - and post - test mean scores in overall speaking

Control Group	N	M	Tα/2	|T|-value
Pre-test	24	68		
Post-test	24	72.62	2.01	3.50

There is a little significant difference and minor improvement in the students' speaking proficiency during four months.

Data analysis

Table 4: T- test results of the post - test comparing the control and experimental groups mean scores in overall speaking

Group	N	M	S.D	T-value	Tα/2
Experimental	24	83.38	6.89		
Control	24	72.62	4.29	6.64	2.02

T-value > Tα/2. There were statistically significant differences on mean scores of post-test between the experimental and the control group .

Data analysis

❖ **Student questionnaire**

➢ *The effectiveness of using communicative tasks:*

▪ Students have more chances to practice speaking English with others and present individually .

▪ Tasks enhance their interest, involvement, confidence and interaction.

▪ They develop their speaking proficiency a lot after four months because they have done communicative tasks.

Data analysis

❖ **Teacher interview**

➢ *The effectiveness of using communicative tasks:*

▪ Students feel more interested, motivated, and confident to complete tasks.

▪ Students have improved their speaking proficiency.

▪ Students are well-equipped for speaking test to get A1 level.

▪ Practical supplementary tasks can be applied effectively in teaching speaking skills.

Research finding

❖ *Effectiveness of using communicative tasks as practical supplementary task in teaching speaking skills to Young learners:*

➢ While completing task-based activities, the learners feel confident in trying out whatever language they know and they need to acquire vocabulary.

➢ When the target language takes on meaning as students try to focus on actual problem solving, which makes students have a reason for learning and increasing positive attitudes towards speaking learning.

Research finding

➢ Tasks can enhance the interactions among students in class, this improves learners' communicative competency and provides students with more opportunities to use English in real time.

➢ The classroom atmosphere is comfortable, cooperative, and purposeful, which makes learners participate in a complete interaction. The different task types stimulated different interactional patterns.

➢ Tasks with group work and pair work increase the amount of learner's talk going on in a limited period of time and motivate lower learners. Thus, tasks enhance student interest, involvement and confidence which promote motivation and student – student interaction in the classroom.

Research finding

➢ Tasks transform the curriculum from one that is teacher-based to one that is learner-centered because If students are allowed to see the task through all of its stages (task completion), without the teacher playing an interventionist role, they can achieve a valuable (and motivating) sense of fulfillment and heightened selfconfidence that comes from understanding, performing, and reflecting on the task by themselves.

➢ Students are more motivated by the tasks which connect to the test and using communicative tasks as parts of speaking test makes them similar to the real test. As a result, students score better results on speaking skills and will able to qualify speaking skills at target level.

Recommendations

Suggested procedures of using four communicative tasks as practical supplementary task in teaching speaking skills to young learners

➡ **Comparing task:** Students are required to define four differences between pictures by using short sentences. (Describing pictures by using short responses).

➡ **Storytelling task**: With the name of the story and the content of the first pictures, students are requested to tell the story by describing other three pictures in turn (Understanding the beginning of a story and continuing it based on a series of the pictures).

Recommendations (cont')

➡ **Finding odd out task**: The students are required to identify one odd picture out in the remaining three sets and give reasons (Suggesting a picture which is different and complaining why)

➡ **Interview task**: Students work in pairs, base - guided topics, then each student answers teacher's questions in turn (Understanding and responding to personal questions)

The teaching strategy for task based instruction is composed of three stages

- *Pre-task stage*：inductive learning activities, consciousnessraising activities, and pre-task planning.

- *During task stage*：During the task stage implies speaking spontaneously focusing on fluency and using whatever language is available.

- *Post task stage*：reflection, consciousness-raising activities, as well as public performance and post-task analysis-oriented activities.

➡ **Organization of the syllabus content**

Conclusions

- Effectiveness of using communicative tasks in improving young learners' speaking proficiency enables them to qualify A1 level. This solves one of ELT teachers' great challenges when they follow the requirement of National Foreign Language 2020 Project.

- Without study suitable teaching procedures and strategies when using communicative tasks in task-based teaching, it is difficult to get great success in using communicative tasks.

- ***Students' speaking skills results on Movers certificate***

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