THE MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

THE UZBEKISTAN STATEWORLD LANGUAGES UNIVERSITY

III ENGLISH PHILOLOGY FACULTY

DEPARTMENT OF APPLIED SCIENCES

QUALIFICATION PAPER

On theme: Effective tasks for developing spoken production

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the 4th course group

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This qualification paper is admitted to defense by the head of the

department protocol №_____of «_____» 201

TASHKENT 2014

ABSTRACT

In attempt reinforce speaking skills of the first-year students at Uzbekistan World Languages University using three communicative tasks, the study deals with three issues: 1) the students' attitude towards teaching English speaking skills using three communicative activities;   2)the impacts of using three communicative tasks (role-playing, debate and oral presentations) in their performance; 3) the role of teachers in developing students' speaking skills through various effective communicative tasks. The sample group consisted of 15 students. To collect the data for the study, several research tools were employed: questionnaire for students and teachers, questionnaire about tasks, and feedback format for the speaking activities. Furthermore, pre-test and post-test design was also utilized. Percentage, mean, mode, standard deviations were applied to analyze the data quantitatively. The research findings were as follows: 1) Having experienced 3 three communicative tasks the students' speaking abilities developed noticeably. 2) The students' task-based learning was actually highly positive in their beliefs about the profits and advantages of implementing these tasks. It was revealed that role-playing, debate and oral presentations were constructive to facilitate the students to enhance their performance in speaking lessons.

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I. STATEMENT OF INTENT

At present, speaking a foreign language represents one of the essential requirements of today´s society. Besides other skills and knowledge, it is considered as one of the most influencing factors while applying for a job or sustaining in a particular work position under the condition of advancing the language level.Owing to the progress of language teaching around the world and the efforts to reinforce the oral skills classes, various effective methods which are presumed to prompt the learners to use their speaking abilities are produced and utilized during English classes.

According to her life and teaching experiences, the researcher found out that majority of learners have troubles with speaking, especially organizing their ideas in an appropriate way, delivering an oral report in front of audience, accuracy and fluency. When they try to express themselves orally, they only pronounce isolated words and disconnected sentences making their production poor and meaningless. Since speaking is required in academic and professional performances, the lack of spoken production skills becomes a serious disadvantage. The main reason for choosing this topic for qualification paper was realizing how important speaking is in academic and professional situations. The researcher decided to concentrate on communicative tasks which might be helpful for both English learners and teachers to enhance speaking skills. The study will focus on using effective tasks to reinforce spoken production in the classroom. By establishing a communicative learning environment, the researcher tries to find a way for students to improve their speaking ability. Certainly, there are some questions, which the researcher came across before starting a study. For

instance, " What is the role of interactive tasks in students' spoken production? " , " How can the learners be motivated ? "

The investigation will be conducted in multilevel class which includes freshmen at Uzbekistan State World Languages University. The researcher has tried to find a lot effective tasks and selected three of them to use in the study : presentation, role play and debate.

The paper will begin literature review which involves theoretical background related to effective communicative tasks for developing spoken production. In the second part, the process of the study was detailed. The third section comprises results and deliberations connecting with the research questions focused on the analysis of the data collected by research tools.

The researcher hopes that the investigation and the results will be profitable for those who are eager to increase their communication skills, and by this way she wishes to attach her proper share to the progress of the teaching system of foreign languages in the country.

II.   LITERATURE REVIEW

Learning a foreign language is very important for personal and social development. At present, new approaches are created for effective language teaching and modern tasks are used in the classroom to develop students' communicative language use. Because nowadays the importance of speaking in a foreign language is considered as the initial demand of language learning. But oral skills have not always been viewed as a central issue in second or foreign language pedagogy. For that reason, it was intended to carry out a research on this issue. The researcher looked through some literature related to the topic of qualification paper to get basic theoretical background. The range of the resources includes distinctive online articles, studies and books. She reviewed all the sources separating five subtitles. In the first section some definitions, peculiarities and significance of speaking were highlighted. Additionally, the researcher classified diversities between spoken production and spoken interaction. Next section includes the features of teaching speaking skills. It discusses how teaching a foreign language should be conducted in the classroom, what kind of obstacles students can face with during the process of learning, principles proposed by different methodologists and the stages of acceptable teaching speaking skills. Then the researcher gave specific information about communicative tasks, their components and characteristics. In final section the researcher presented classifications of communicative tasks categorized by various scientists and definitions of three most eloquent activities which she selected for her study.

Speaking skills

There are many scientists who created their own definitions for speaking. According to Chaney&Gebhard (1988), speaking is one of two productive skills in a language teaching. It is also demystified as a process of producing and allocating meaning via the use of verbal or oral form. Moreover, Nunan (2003) delineates that speaking is made up building systematic verbal utterances to demonstrate meaning (p.48). In order to clarify what speaking is, he finds out some distinctions between speaking and writing. Firstly, speaking must be listened by other people. It is received temporarily and immediately. When we listen to other people, it has special aspects like stress, rhythm, and intonation. While speaking, the interlocutor gives an instant feedback to the speaker directly. By speaking activity, orator or speaker have to pay attention of planning and editing by channel. In comparison writing can be seen by readers. The writer uses punctuation as well to make others clearer in vision or reading the meaning. Written language is perennial and reader can receive the information later than the time it was created. We can spend unlimited amount of time on planning and correct the mistakes in written speech. Unlikely, Luoma (2004) explains the features of spoken discourse in a more precise way. She cites the following aspects:

- Composed of idea units (conjoined short phrases and clauses)
- May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers and hesitation marks
- Contains slips and errors reflecting online processing
- Involves reciprocity (i.e., interactions are jointly constructed)
- Shows variation (e.g., between formal and causal speech), reflecting speaker roles, speaking purpose, and the context.

The researcher preferred the definition suggested by Nunan (2003) due to the fact that he succeeded in giving exact clarification by distinguishing speaking from writing.

Speaking is very important in people's social life. Ramelan (1992) says that people always communicate through speaking although there is no any writing system to record their language. The ability of communicating in a foreign language shows how a learner is buoyant in language mastering. Likewise, Brown (2001, p.267) states speaking a language refers to carrying on a conversation cannily. He cites that people can be treated as a successful learner when they show an ability to get wise goals through an interactive discourse with other language speakers. But in mastering speaking skill can be seen not only from the performance of learners in spoken, but also it is necessary to see from speaking competence, which refers to use the target language in daily conversations.

According to Tarigan (1990, p.15), speaking ability refers to the ability of thinking and it has five aptitudes:

1. Pronunciation.

   Hornby explicates pronunciation as the approach of speaking a language and pronouncing a word (Hornby,1974,p.669) In other words, pronunciation is a vital feature of language , including its aspects like accent, stress and intonation.

2. Grammar.

   Grammar is connected with pronunciation. Learners should also learn how to use structure system of a language besides its sound system. In order to help students to speak fluently, they should be given sufficient information about word order, inflection and derivation into the other meaningful respects of the English language.

3. Vocabulary.

According to Hornby (1974, p.978), vocabulary is a range of words known as or utilized by a person in trade or profession. A good source of vocabulary facilitates students to express their ideas clearly and colourfully.

4. Fluently.

Hornby (1974, p.330) defines fluency as an ability to speak smoothly and easily without hesitation not considering errors in pronunciation and grammar.

5. Self-confidence has an important role in speaking learning process. A student who possesses a good knowledge about language can express his ideas confidently.

But the author mentions the main problems that many students may face with the actual use of the target language in concrete situation. Speaking is more complicated due to the fact that it is a composite skill which covers external and internal aspects. In this way other scientists also mention these complications in their books. Brown (2001, p.270) describes these aspects. As for the intrinsic problems, speech is fluent and students need to learn group words. Furthermore, they have to know informal words and reduced forms including contractions, elisions or reduced vowel. In addition, they have also have to learn how to hesitate, make a pause, backtrack and use fillers. And finally, they have to be familiar with all sort of difficult phonological features. As for extrinsic factors speaking requires much more practice and students' embarrassment and shortage of stimulation may bring negative effects into the learning process. As the target language is considered as a subject only, there is little chance to utilize the L2/FL in the classroom and is not used as a communicative approach. According to Ellis (1994), "formal learning takes place through conscious attention to rules and principles and greater emphasis is placed on mastery of the subject matter that was treated as a decontextualized body of knowledge" (p.214). Lightbown and Spada (2002,)

wrote that the "teacher's goal is to see that students learn the vocabulary and grammatical rules of the target language" and "the goal of learners in such courses is often to pass an examination rather than to use the language for daily communicative interaction." Consequently, learners cannot reinforce their language skills (Ellis, 1994, p.214). The authors explicated that the learner can be naturally emerged to the language at work or in social approach (p.91). Macaro (2001) emphasized the influence of a learner's behavior in language learning. He stated the following:

> Effective speakers do not give up or hesitate for too long when they cannot think of how to say something. Most of the time they find ways to solve the problem or ask the person they are speaking with to help them. In this way they are involved in much more exposure and interaction with the L2. When they are not directly involved in the interaction, successful learners seem to use strategies to help them stay focused in the classroom (p.38).

The author maintains that to know certain ways of reinforcing L2/LF skills would assist to obtain a good ability while communicating in a foreign language. The researcher also have the same opinion with the author and considered that the strong desire and inspiration of learners is the initial factor of a successful language learning.

Differences between spoken production and spoken interaction

On conformity with situations , speaking can be productive and interactive. But majority of linguists divided speaking situations into three types. S. Vilagran (2008) named then as: interactive, partially interactive and non-interactive. She states that interactive speaking includes face-to-face conversations, telephone calls, asking for clarification, repetiotion,etc. Partially interactive speech is giving a oral report to a live audience when the convention is that the audience does not speak. And the last one can be a speech recorded for a radio broadcast, performing a play, reciting a poem, or

singing. We can consider partially and non-interactive speech as spoken production. Because in both situations students prepare their talks beforehand, they find information and organize their ideas. According to CEFR, in spoken interaction learners can express him/herself fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and efficiently for social and professional purposes. Additionally, speaker formulates his/her ideas and opinions with precision and relate to his/her contribution skillfully to those of other speakers. In spoken production learners can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and round with an off appropriate conclusion. In short both types of speaking are very crucial for language learners. However, the researcher selected to carry out a study with spoken production due to the fact that productive speaking help students in English for Academic purpose and prove their own opinions among other people. It gives them a good foundation for leadership skills

Teaching speaking skills

It is usually contemplated that speaking in a second or foreign language is the most awkward among the four language skills .The main factor for this strain is that the learners had not been prepared for spontaneous communication and could not handle all of its simultaneous requirements . So teaching speaking skill needs paying special attention to accomplish development in language learning. Nowadays new methods are replacing old-fashioned strategies of teaching speaking. J.C. Richards (2008) explored some of these changes and their effects for classroom teaching and material designing. Conventional methodology of speaking refers to repeating after teacher, memorizing a dialog, or responding to drills. But in modern teaching language, communicative syllables built on notions, functions, skills, tasks and other non-units of organization are created. Speaking courses aim at improving fluency which can be developed through the use of information

gap and other tasks that require learners to endeavor to real communication, despite the limited proficiency in English. By this way, learners can advance communication strategies and interest in negotiation of meaning, both of which were considered crucial to the reinforcement of oral skills. As English is an international language, a revision of the notion of communicative competence happened to contain the notion of intercultural competence. According to J.C. Richardson (2008), "it is now accepted that models for oral interaction in classroom materials cannot be simply based on the intuitions of textbook writers, but should be informed by the findings of conversational analysis and the analysis of real speech" (p.2).

In order to specify the purpose of teaching speaking, we should know the function of speaking. Brown&Yule distinguished the functions of speaking in human interaction into two types: interactional and transactional. Interactional functions serve to establish and support social relations while transactional functions focus on the exchange of information. Most spoken interactions " can be placed on a continuum from relatively unpredictable" (Nunan,1991, p.42).Conversations are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. In contrast, Nunan states that " transactional encounters of a fairly restricted kind will usually contain highly predictable patterns" (1991, p.42) and emphasizes that speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings. The researcher also agrees with him.Certainly, teaching speaking requires special strategies. Nunan (2003,p 55-56) proposes at least four principles for teaching speaking.

a) Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which

speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

b) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Teachers must be sure that they do not take up most of the time that students may speak in class. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

c) Plan speaking tasks that involve negotiation for meaning. It means that speakers should be comprehended by listeners. This process is called negotiating for meaning. It involves checking to see if the listener understands what someone has said, clarifying the comprehension, and confirming that someone has understood the meaning.

d) Design classroom activities that involve guidance and practice in both transactional and interactional speaking. When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes.

Oral skills classroom play an important role in language leaning. Because it is an initial setting in which students may feel free about learning speaking skills and practice them not being afraid. There are scientists who verified the importance of a language learning classroom in teaching speaking skills. Littlewood (1992, as cited in Zawawi et,al., 2005) emphasized that the classroom provides a remarkable social environment. To make clear, J.C. Richardson and D.Bohkle (2011,p.15) cites that classroom climate means the " affective " side of the classroom, such as the emotions of students to the lesson, the teacher and their groupmates. They suggested that teachers should help students to develop a positive view of their class so that they have hopeful assumptions for the teacher and his lessons. As we see, to create a

good environment in the classroom is very crucial. Some scientists suggest many ways of creating such an effective classroom climate. According to Senior(2006), teachers should respect and care about their students as human beings and establish nondaunting atmosphere. It is better if they give their students some sense of control regarding to the classroom activities. Furthermore, humor aids to set up an informal class atmosphere which eliminates pressure, by establishing communion with the students through discussing common interests and concerns. Additionally, the author discusses that students can feel a safe learning environment where they are not scared to take risks or make mistakes. They need professional credibility, a sense of intent in lessons and appropriate behavior. The content of a lesson also can effect on a classroom climate. Complicated structure of a lesson makes students bored and confused while easy one cannot challenge them sufficiently. Many strategies have been attested efficient in reinforcing L2/LF in the classroom. According to Robin and Oxford (1992), learners may have more opportunities to speak when they take part in communicative tasks and activities , such as paired and small group activities. Moreover, they improve meaningful and interactions. Essberger (2000) and Rubin and Thompson (1982) maintained that the learners take the opportunity to answer the questions asked the teacher and implement all the classroom activities. Meanwhile, Essberger (2000) stated that students should take the chance to communicate with teachers and other learners at school or university because people cannot develop their speaking skills alone. Lewis (1999, p.158-159) suggested "that learners could start out their participation in the classroom by asking information questions, for example asking the teacher's explanation on how to translate a passage, sharing their opinions with their classmates and teachers, for example, by commenting briefly on the topic of discussion, making a connection between the current lesson and the previous ones, reporting the reading predictions, making inferences, making generalizations

and justifying their viewpoints." She further suggested "that learners participate in the classroom by adding information to someone else's points, agreeing or disagreeing, asking for clarification, giving examples from other readings, own experience or of other people's, presenting both sides of an argument and suggesting an untested hypothesis" (p:159). Having been familiar with these ideas, the researcher also supported these strategies of teaching speaking skills and came to the conclusion that the teacher should create as many opportunities as possible for students in the classroom.

As the purpose of speaking is interaction, it is closely associated with listening. The connection between these two skills can be seen in the conversation. Like Nunan, Brown (2001, p.275-276) states that there are seven principles for designing speaking techniques. But the strategies that he mentions cover a wider range of aspects of teaching speaking. These principle are as following:

1. Use techniques that contain the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.

2. Supply intrinsically stimulating approaches.

3. Encourage the use of authentic language in meaningful contexts.

4. Provide appropriate feedback and correction.

5. Capitalize on the natural link between speaking and listening.

6. Give students opportunities to initiate oral communication.

7. Encourage the development of speaking strategies.

The process of teaching speaking itself can be done in several stages. Scott (1981) mentions three stages to complete the teaching of speaking. The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for

brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation. The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are

presented in context. It is very important to make language items clear. To contextualize a language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like. The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the

grammatical accuracy point of view but rather of language appropriateness and acceptability. Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's

role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

An overview of tasks to develop speaking skills

The researcher looked for the definitions of a "task" and found many of them. But not all the definitions relate to language learning and teaching. Finally, she decided to insert a definition offered by Richards, Platt and Weber (1985) into the literature review. They defined task as " an activity or

an action which is carried out as the result of processing or understanding language" (p.289). If a wide range of tasks is used in language teaching, it makes a language more communicative, because it purposes to involve the practice of language. The authors suggest a more pedagogical definition. But in order to get more information and make the definition more clear, a final explain by Breen (1987) has been considered. Task, according to him, is "any structure that language learning endeavor which has particular objective , appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task" (Breen, 1987, p.23). Furthermore, task also refers to an array of work plans that have the overall intention of assisting language learning from the ordinary and brief exercise type to more complicated and long activities such as group problem solving, simulations and decision making". All of these definitions possess a general complexion. They state that   tasks are involved with communication language use. In other words, they are undertakings in which the learners understand, produce and communicate in the target language in the contexts in which they are based on meaning rather than form.

To be more specific, it is necessary to clarify what kind of task develops speaking skills. We should add the word " communicative" to the term. Communicative task is an outcome of up-to-date language teaching methodology which aims to prompt speaking ability. In the past, the nature of tasks is like: " Fill on the correct forms of the past tense in the following exercise " or " Form ten sentences with " if " and make sure that you use the correct tense in the if-sentence". These tasks are " form-oriented" due to the fact that the learners need to demonstrate how they are aware of lexical or grammatical forms of a language. But , in the real world learners have to learn a different type. They must know how to book a room in a hotel, how to get to their destination by asking directions or how to order a meal in a restaurant, etc. In contrast to the conventional method, communicative tasks

are activities that are implemented by learners for a communicative purpose in order to achieve an outcome. There are many definitions of the concept of communicative task in the literature proposed by different educators and researchers. Prabhu (1987, p.24) explains communicative tasks as: " an activity which requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate the process".

Similarly, another definition is given by J.Willis (1996,p.34) as " a goal-oriented with clear purpose. Doing a communicative task involves achieving an outcome, creating a final product that can be appreciated by others. Examples include compiling a list of reasons, features or things that need doing under particular circumstances; comparing two pictures and/or texts to find the differences: and solving a problem or designing a brochure". All the definitions have one thing in common: communication tasks concern communicative language use and these direct the user's attention to the meaning rather than linguistic structure.

Spontaneously, we can face with such questions: "What is the main intention of utilization of communicative activities? How can they be beneficial? ". W. Littlewood (1994) described purposes of communicative activities. Communicative activities can provide not only part-skill of which the performance, but also the total skill, sometimes called "whole task practice". It means that communicative activities help students to use all their language abilities and skills at the same time and to integrate their background about global affairs and linguistics. Simultaneously, such activities can foster the learners to take part in communication with others, which is the ultimate objective of learning a foreign language. Their motivation to learn is more likely to be supported if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success. It is known that the learners have many frustrations related to their own

psychological condition which is beyond pedagogical control. It is likely, in fact that many features of language learning can happen only through natural processes, which utilize when a person is involved in using the language for communication. For that reason, communicative activity is a vital part of the learning procedure. Finally, communicative activities contribute chances for positive personal relationships to reinforce among learners and between learners and teacher. These interconnections can facilitate to humanize the classroom and to create an environment that supports the individual in the efforts to learn.

Communicative task consists of some important appendages. D. Nunan (1989, p11) suggests six components of communication tasks. They are as following:

1. Goal

   Goals make a correlation between the task and the curriculum.

2. Input

   It includes the data that forms the point of departure for communication tasks. They can be letters, newspaper extracts, etc.

3. Activities

   Activities simplify what learners will actually do with the input, which shapes the point of departure for communicative tasks.

4. Leaner roles

   Students are asked to practice and use language when doing communicative tasks. Moreover, learners are the negotiator of the learning process.

5. Teacher roles

   The teacher gives a correct direction in language learning and help students to express their ideas. Teacher contributes his ideas, opinions and relating personal experiences.

6. Setting

   A main setting for communicative tasks is classroom and it also demands to consider whether the task is to be done wholly or partly in the classroom.

Another analysis of task-components proposed by Estaire and Zanon (1994,p.13-14) is made up four elements elements:

1. A specified working procedure
2. Appropriate materials
3. A concrete language learning purpose
4. A concrete learning outcome

Wright (1987) suggests that tasks should include just two elements at least. These are input data provided by materials , teachers, or learners and a primary question which explains what to do with data(activities) .

Additionally, D.Nunan (1989, p.65) distinguishes some characteristics of an effective communicative task. The goals of the task are clear to both teachers and learners. The complex of the task is acceptable. The task fosters learners to apply what they have learnt to the world. The task contributes sufficient stimulation. The input of the task is authentic. The activities are closely related to the goal of the task. There is an information gap which activates a negotiation of meaning. The activities are designed in a way which encourages students to interact meaningfully. There is a range of macro skill integrated into the sequence of tasks. The goal of the task is successfully achieved.

Types of tasks

Nowadays there is a huge amount of speaking activities. So teachers have great difficulties while searching for exercises which make students to

speak. Consequently, specialists need to classify these tasks . L.Varela, M.Pineiro and G.Liste (2007) classified oral tasks to aid teachers to select the most appropriate activities for each learning situation. Their classification prioritizes the wide range of spoken activities. These categories are divided into two sections : macro and micro categories. These macro-categories are: *drama type activities, information-gaps, monologues, opinion exchange, questioning, problem-solving, oral drills and brainstorming activities.* Micro categories make up each macro category. The types of activities in the micro-categories have the same learning objective but take different forms. For instance, the macro-category of *drama-type activities* has as its aim to get students perform a role. However, there are two micro-categories (types of activities) in which students must perform a role: in *simulations* or in *role-plays*.

L.Varela et al.(2007) describe each category in detail as following:

1) Brainstorming activities. (Associations)

These activities are very useful preparation for students before engaging in a discussion. Their main aim is to activate students' previous knowledge on a certain topic.

2) Drama-type activities. (Role-plays, simulation)

The label of this category can be seen as a general term encompassing role-plays and simulations. Both activities are based on the idea of acting in a particular role. While 'role –plays' involve the adoption of another 'persona', students act as themselves in a simulation. In this way, they have the opportunity to behave in situations they are likely to encounter when using English in the real world. On the other hand, they contribute to the development of conversational skills and are suitable to develop students' fluency and interaction.

3) Information gap activities. (Guessing games, spot the difference, picture description)

In this type of activities, there is a knowledge gap between students which can only be bridged by using language. Learners have to interact and exchange the information they have in order to achieve the task outcome. Sometimes this exchange of information is simple and mainly consists of fairly predictable sequences of language.

4) Monologues. (Presentations, Story telling, Show and tell)

As regards these activities, students have to stand in front of their classmates and speak for a sustained period of time. As far as the qualitative aspects are concerned, it seems that they differ depending on the micro-category chosen. Thus, accuracy, range and coherence are fostered in presentations since information has to be given in a logical order, using the appropriate vocabulary and being correct. In contrast, *story telling* and *show and tell* activities (where learners recount stories or their own perceptions) promote coherence and fluency because we believe that ideas have to be expressed in order, at a reasonable pace and without significant breaks in the communication flow.

5) Opinion exchange. (Discussions, Debates)

In these activities, the main component is the active contribution of learners with personal opinions that cannot be predicted beforehand.

6) Questioning activities. (Interviews, surveys and questionnaires)

These communicative activities make students ask and answer different questions based on a topic. Out of the three micro-categories, only interviews contribute to the development of conversational skills. The aspects of spoken language that are demanded here are interaction and fluency in the case of interviews and accuracy and range for questionnaires and surveys.

7) Problem-solving activities. (Planning activities, survival games)

In these activities, there is a problem to be solved; this problem itself is what ultimately creates a communicative purpose. Students are presented with a problem and they must plan or decide the best solution to disentangle it.

8) Oral drills.

These activities involve repetitive practice of language items in conditions where the possibility of making mistakes is minimized. They typically take the form of imitating and repeating words, phrases, and even whole utterances. In this sense 'drilling' is a fluency-enhancing technique. This contrasts with the traditional view that drilling is primarily aimed at developing accuracy.

Differ from the classification above, Willis (1996) grades communicative tasks into six types. They are as following:

• LISTENING: brainstorming, fact-finding

• ORDERING AND SORTING: sequencing, ranking, categorizing, classifying

• COMPARING: matching, finding similarities and differences

• PROBLEM SOLVING: analyzing real or hypothetical situations

• SHARING PERSONAL EXPERIENCES: narrating, describing, exploring and explaining opinions, reactions

• CREATIVE TASKS: brainstorming, fact-finding, ordering and sorting, comparing, problem solving etc.

In accordance Littlewood's framework, there are two categories of communicative tasks. The first one is called "functional communication tasks" which require students to fill the information gap and sort out the problem. The first category of activities is subdivided into four groups: a) sharing information. The second major category of communicative tasks is "social communication tasks" which demand social acceptability and appropriateness of the language. The second category includes simulation, role playing, dialogues, conversation or discussion sessions. All the three

classifications are similar but the division or grouping of activities in these frameworks faintly differentiates. The researcher preferred the categorization proposed by L.Varela et al.(2007), and picked up three effective tasks which are suitable for her study. These activities are presentation, role play and debate.

Oral presentation

According to the information taken from the internet, an oral presentation is a short talk on a set topic given to a tutorial or seminar group. In an oral presentation one (or more) students give a talk to a tutorial group and present views on a topic based on their readings or research. The rest of the group then joins in a discussion of the topic. Many scientists implemented researches on this issue and found out that oral presentation can give students to develop speaking very much. Particularly, the outcome of the research by J.Morgan (2012) need to be paid special attention. She stated that , oral presentations offer rich opportunities for development of the four skills while learners of all levels participate in task-based group work.

Role play

Role-play involves being an imaginary person usually in a hypothetical situation and sometimes in a real one (Venugopal, 1986). Role play is a class activity which contributes the students the opportunities to practice the language aspects of role-behaviour. Role play can help learners to feel freely and naturally in learning process, because it reflects daily conversations and social issues in itself. Role plays can be utilized to foster oral fluency and train for specific situations.

Debate

Harmer (2001,p.348-352) states that a debate is an activity in which students prepare arguments in favour or against various propositions The debate will be started when those who are appointed as ''panel speaker' produce well-

rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the

subject. Debates facilitate students to shape their world out-look and to defense their position in negotiations

To sum up, communicative tasks can be viewed as important techniques of communicative language teaching. These tasks emphasize learners as active participants rather than passive receptors. Communicative tasks are considered as an efficient and profitable approach for language development. They supply students with authentic data and scopes for meaningful language use. More specifically, tasks contributes natural interaction and communicative situations for language learning and teaching process. Moreover, communicative tasks can motivate students greatly in language classroom switching from dry and theoretical lessons to real life situations.

III. RESEARCH PLAN

I. Statement of purpose

A. *Purpose for conducting the study*

The capability of speaking in a foreign language is always viewed as the main goal of learners. For most people, the ability to speak a foreign language has the same meaning with knowing that language because speech is the main approach of human communication. Now English learners cannot accept the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology popular in the past. In contrast, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language. So this study was purposed to search up-to-date new methods, insert them into the oral skills classroom and find out how they are beneficial for students.

1. The goal

The main goal of this research is to advance the speaking skills of learners and get acceptable result. Namely, the researcher intended to achieve good implications with demotivated and introverted students who have lack of confidence and conversational abilities. The researcher aimed to use various methods for stimulating and provide convenient social environment in the classroom. As a result, learners are not afraid to speak and be interested to increase their language skills.

2. Objectives

In order to get expected achievement, the researcher set out a sequence of objectives which can serve as main steps for reaching to the basic goal. The objective of this study is sixfold:

> ➢ To select effective and suitable communicative tasks for the learners and put into practice them in the classroom;

> ➢ To find out which students have trouble with confidence and public speaking;

> ➢ To bring a friendly climate into the classroom;

> ➢ To improve their pair work and group work skills by challenging them to do tasks together and exchange their opinions with each other;

> ➢ To observe how the learners are developing their oral skills;

> ➢ To specify what topics they want to speak about.

B. *The research questions and hypothesis*

Before starting the action research, the investigator possessed some predictions and expectations. As she wanted to make clear what to assume and verify, the researcher highlights several research questions:

1. What is the role of communicative tasks in developing students' spoken production?

2. How might teacher contribute to the development of students' spoken production?

3. How do students perceive the approach of task-based teaching speaking?

By doing this research, it was intended to experiment and verify the hypothesis that the use of effective communication tasks is the most apposite approach because of having a considerable impact on developing the learners' spoken production through the negotiation of meaning. Communication tasks are considered to encourage students maximum participation in the lesson. These tasks motivate students who are reluctant to speak in the classroom. Moreover, learners are dominating the learning process by talking a lot.

II. Methods

A. *The subjects*

The study involved the participation of 16 students of Faculty of English Teaching and Literature at Uzbekistan State World Languages University. They have experienced studying English through communicative tasks for two months. They were first year students including 5 males and 10 females with the age range of 19-23. According to the information given by the home teacher, the researcher found out that the degree of their knowledge was from elementary to upper-intermediate level while their native language was Uzbek. It means the class is multi-level which made the researcher to anticipate some problems with the performance of the tasks.

Specific description

№	Name	Level	Age	Nationality
1	Abdurahmonova Nigina	Pre-intermediate	20	Uzbek
2	Allayorova Gulnoza	Pre-intermediate	19	Uzbek

3	Ahmedov Hamidullo	Upper-intermediate	20	Uzbek
4	Ganieva Nigina	Elementary	21	Uzbek
5	Komilova Xilola	Intermediate	21	Uzbek
6	Mirahmedova Iroda	Upper-intermediate	21	Uzbek
7	Nuriddinova Anora	Intermediate	21	Uzbek
8	Odinaev Dilmurod	Elementary	21	Uzbek
9	Qodirov Otabek	Upper-intermediate	20	Uzbek
10	Sapaeva Iroda	Elementary	21	Uzbek
11	Tursunov Doston	Elementary	20	Uzbek
12	Haydarova Zuhra	Intermediate	23	Uzbek
13	Xolmatova Gulnoza	Pre-intermediate	20	Uzbek
14	Yunusov Shahzod	Elementary	21	Uzbek
15	Yuldasheva Nasiba	Pre-intermediate	22	Uzbek

Majority of students have basic knowledge in English. Moreover, students who have low level also try to learn English and are eager to speak in this language as soon as possible. During the lessons, they use different kinds of up-to-date course books and hand-outs. The researcher arranged with the group and home teacher and began dealing with them according to the curriculum.

B. *Materials and Equipment*

1. Materials

   1) Questionnaire of Needs Analysis for students - it helps to find out the problems, interests and opinions of students concerned with speaking skills;

   2) Questionnaire for Teachers – it facilitates the researcher to know other skillful teachers' methods and their advice which is very useful for conducting the study;

3) Video clips- they show effective and ineffective presentations of some speakers. After watching them, students should find their positive and negative techniques which they used during the presentation;

4) Role Play Worksheets –hand outs in which a situation and useful expressions are given for students to set up a role play;

5) Feedback format- in this format students write their opinions about the communicative tasks;

6) Oral Presentation Evaluation Form – it includes all the criteria which assess students' oral presentations;

7) Evaluation form for debates- it evaluates the participation and speaking skills in discussions of students;

8) Checklist for students- it helps the researcher how the students think about the role of teachers in oral skills classroom.

9) Questionnaire about tasks – there are questions about communicative tasks which were used in the research;

2. The equipments

1) Video camera- it was used to record role plays and presentations;

2) Computer – it was required to deploy clips;

3) Overhead projector and whiteboard - they were used to show Power Point slide shows;

All the materials and equipments are utilized to increase students' communicative competence. They also helped to create a real modern language learning environment in the classroom.

C. *Procedure*

1. The variables

In the study, the researcher observed five variables, some of which were expected and some were not.

Dependent variable was supposed that the researcher planned to include it in the study. Because it a main variable on which the study focused. *Independent variable* was a collection of tests and questionnaires which were expected to have an impact on students. *Moderator variable* was mostly caused by gender and motivation. There is a huge difference between the number of males and females, which makes difficult to choose topics for debates or role plays. And the diversity of students' level led to the problem of motivation. So the researcher tried to select such activities that both high-level and low-level students would not be disappointed. In *control variable* the researcher had to formulate some strict rules and observe each student carefully. Because some high-level students can ignore the tasks and look down on other low-level students. And the last one was *extraneous variable* which the researcher anticipated beforehand and attempted to settle it. For example, students were very nervous when their oral presentation performances and role plays were being recorded. The researcher told them that it is not so frightening and these records would be given for themselves to watch and see weak and successful points of their speech. Moreover, door openings also interrupted the students and caused them to get lost in their speech. So the researcher hung the notice on the door which says that the lessons is going on inside and it is not allowed to enter the room.

2. The specific steps in the experimental process

The experimental process was implemented in three steps:

1. First of all, the researcher decided to specify the perceptions, problems and interests of students about speaking through Needs Analysis. The survey also helped what students were expecting from the study and

what they want to do during lessons. Then she took oral pre-test. In this test students were given topics and two minutes for preparation. Then they had to speak at least three minutes as fluently and accurately as possible. According to the results of Needs Analysis, she selected three appropriate communicative tasks (oral presentation, role play and debate) for subjects.

2. Second step consists of giving necessary input data and necessary guidelines which explain the rules of implementing these tasks. Then the researcher observe the performances of students and fill the evaluation papers for each task.

3. The last step is to assess subjects' speaking performances, analyze how they developed and ask them to fill the feedback forms and write their reflection about the study.

D. *Analysis of the data*

During the study, two kinds of data was collected: the first is the data acquired before starting the research through Needs Analysis, questionnaires for students and teachers and the results of pre-tests. This data helped the researcher to outline the lessons and to choose the methods. The second one is collected during the study according to the results of evaluation of students' implementation of the tasks and their feedbacks, reflections. The results were analyzed and written in tables and graphics. They were compared to each other.

IV. DATA COLLECTION

The study was conducted among 15 students including 5 males and females at Uzbekistan State World Languages University during two months. Participants wholly belonged to the group of the 107b while they were a multi-level class. The researcher kept factual and anecdotal records over two months during the study in order to assess learner output (fluency, accuracy, vocabulary, and content). Various data collection methods were employed such as questionnaires, feedbacks about communicative tasks, reflections, evaluations, recorded videos of students' performances, checklists and the results of pre and post-tests.

Questionnaires

In the study, three kinds of questionnaires were used. First questionnaire aimed to get information from students about their needs and difficulties in speaking. Second one is for teachers to gather necessary ideas and advice which facilitate the researcher to outline the lessons. The last one is about the tasks which were experienced in the classroom.

Questionnaires for students

This research tool assisted the researcher to take necessary information about students' attitude to learning English and speaking skills. She aimed through this questionnaire to know their hardships in oral production. Before starting the action research, the students were asked to answer a survey.

Examples of questions:

❖ Why are you learning English?

Learners gave various answers, mainly males presumed to go abroad, study and work there. Some of them wanted to be a teacher or a guide for tourists.

❖ Do you seek opportunities to use English?

8 students actively searched for chances to utilize English. 5 students said if there is an opportunity, they make use of it. And 2 left students admitted that they do not use any chance to use English.

❖ How important is, in your opinion, speaking in learning English in comparison to other skills (listening, reading, and writing)?

Majority of students considered speaking as the most crucial among other skills and they answered that it is 75% of importance. According to the results of questionnaire, more than 50 % of time was devoted to practicing speaking in their English lessons. Activities help them to deal with accuracy more than 60 % of the time. But somehow it disturbed them. Because thinking about accuracy prevented them from speaking quickly and smoothly. Students mostly preferred fluency practice, which contributed them an opportunity to express their ideas freely.

❖ What is your attitude towards speaking activities? Do you feel secure and self-confident when practicing speaking?

Half of the group enjoyed speaking activities and they did not feel nervous or stressed. But some students did not relish because of the lack of self-assurance and precaution. They were afraid of being embarrassed and humiliated. Furthermore, the researcher clarified that majority of students were eager to speak in groups. It is very stimulating for them.

The researcher also contributed questionnaires to teachers in order to be familiar with their opinions, suggestions and methods about teaching speaking.

Questionnaires for teachers

10 teachers were given a questionnaire. Teachers were selected according to their professional experiences. The questionnaire consists of 15 open-ended questions, which require teachers to be more specific and eplain the reason of their answers. She got very valuable information from the analysis of teachers' replies and used it in her study.

They said that the most challenging problem in teaching speaking has been always motivation. So they advised to use stimulating activities such as poster projects, role-playing, etc. Students have troubles mostly with fluency, public speaking, organizing their ideas and pronunciation. Pair and group work foster students to speak more and more. Teachers recommended her to find such tasks that the learners should search for information and recycle it. By this way, they can develop other language skills and the lessons would be integrated.

7 teachers contemplated fluency practice as the primary issue in the oral skills classroom while the rest of the teachers emphasized to pay a special attention to accuracy. Majority of teachers conveyed that they sometimes have to switch off to native language in case students cannot comprehend the instructions. But this should be eliminated.

Nowadays teacher-centered method is being replaced by learner-centered approach. It means that ht researcher should give any chance of speaking to the learners and during their oral performances she should

observe and correct their errors. Some teachers pointed out the importance of cognitive multimedia which refers to presenting information in a visual or an auditory way.

There is a question about the problems which students mostly face with during the delivery of a speech. 5 teachers stated that students mainly fail to use non-verbal communication skills including gestures, facial expressions and eye contact. Especially, they lose eye contact with the auditory. 3 teachers cited that it is very complicated for the first year students to use correct pronunciation and intonation. Sometimes they use monotone which makes the listeners bored .According to the left 2 teachers, students have difficulty organizing their ideas. In many cases their speech is not so clear and concise.

From the questionnaire to teachers, the researcher concluded that she must be very attentive to learners' feeble sides and attempt to settle these weaknesses.

Pre-tests

At the beginning of the study, the researcher took an oral pre-test from the students in order to check their speaking abilities. The students were asked to choose a card in which a topic is written and get prepared for the test in two minutes. Then they came to the teacher and began speaking about the topic. During the test they should present an argument and verify their opinions by giving examples. For instance, one question was about students working during the study. The speaker should say that he agreed or disagreed followed by proving their position.

6 students were assessed with excellent marks. In spite of some grammatical and phonetic errors, 4 students were able to show that they have a good speaking ability and can communicate with other speakers. Unfortunately, the result s of the pre-test indicated that the left 5 students must work on their speaking skills much more than others owing to having lack of confidence, shyness, poor vocabulary, incorrect pronunciation and disability of expressing their ideas.

While examining students, the researcher took notes about each speaker and write comments. Then she announced their results and give some advice on how to correct their mistakes.

The tasks

The researcher conducted the study focusing on developing speaking skills through the use of three communicative activities (role-playing, debate, and oral production).The characteristics of the activities may have encouraged interaction among the students in the language classroom. This could afford an opportunity for language practice. Teaching English speaking skills using three communicative activities is a learning method based on learner-centered approach. Students worked in small groups divided by their language proficiency including high, medium and low levels. By using this technique, students had an opportunity to work collaboratively providing help to others while performing the activity. The context of the communicative focused on meaning not the form. The researcher disengaged the study into three phases and each phase one activity was practiced. In the first phase learners experienced role-playing. They were divided into four groups and given four worksheets in which a situation and an array of expressions are involved to utilize in the role-lay. They acted freely as if they were in real social cases. Somehow this activity is very fun.

In the second phase the whole group was separated into two team and they chose one topic for debate. The teacher provided the students with instructions how to organize a debate and selected two students as judges and one as a time keeper. The judges should listen to speakers attentively and, find their mistakes and announce who is best speaker. At the end of the debate best speakers were rewarded. Time keeper checked whether the speakers were following time management or not. Students were appraised according to ten criteria as following:

➢ Clear and strong position;

➢ Well-done research and documentation;

➢ Appropriate eye contact;

➢ Reliance on notes;

➢ Being specific to opposing arguments and expressing clearly;

➢ Evidence of good listening skills;

➢ Effectiveness of arguments and statements;

➢ Obeying the rules;

➢ Collective effort of the team.

The winners acquired excellent mark whereas the other team possessed good mark for active participation.

Finally the students were demanded to make oral presentations. At first, the teacher supply the students with necessary guidelines, divide them into pairs and challenged them to choose a topic on global issues. Then she evaluated their performances according to three categories of criteria:

❖ Content (clearness, details, logic, effectiveness, etc);

❖ Method of presentation (suitable aids, speed, preparation, time management, body language, etc);

❖ Language (efficient use of language, sophisticated range of vocabulary, pronunciation, use of tenses, structure of sentences, etc).

The researcher accepted that such communicative activities assisted the learners to train speaking more. They made them to search for data, produce a speech and deliver it in front of an auditory.

Post- tests

The investigator presumed to make sure whether the students developed their speaking skills through the use of effective communicative tasks. She chose the evaluating system of Trinity Collage London exams to check oral proficiency in English and adapted the rating to 50-100 score scale. Assessment of criteria coverage of communicative skills appropriate for the grade, language functions, grammatical, lexical and phonological items, accuracy and appropriacy in language use, fluency and promptness of response. The test includes mainly four tasks such as introductory conversation, topic discussion, interactive task and telephone task. The results revealed that students achieved a considerable progress in a short time thanks to effective communicative tasks.

The process of data collection was successfully finished. The researcher gathered all the information and began analyzing them. Every fact was carefully learned.

V. RESULTS AND DISCUSSION

This part of the qualification paper presents and discusses the findings that arise from the data collected in order to answer the research questions. The researcher began analyzing the outcomes of the study after data collection.

Initially, she decided to take oral pre-test to check the learners' speaking skills and dissected the results.

Table 1. The results of the pre-test.

№	Name	Score
1	Abdurahmonova Nigina	71
2	Allayorova Gulnoza	71
3	Ahmedov Hamidullo	86
4	Ganieva Nigina	60
5	Komilova Xilola	86
6	Mirahmedova Iroda	88
7	Nuriddinova Anora	87
8	Odinaev Dilmurod	62
9	Qodirov Otabek	88

| 10	Sapaeva Iroda	60
11	Tursunov Doston	62
12	Haydarova Zuhra	87
13	Xolmatova Gulnoza	75
14	Yunusov Shahzod	59
15	Yuldasheva Nasiba	71

Then she added all the scores and divided the sum into the number of the subjects to identify the mean:

$$\frac{71 + 71 + 86 + 60 + 86 + 88 + 87 + 62 + 88 + 60 + 62 + 87 + 75 + 59 + 71}{15} = 74.2$$

Table 2. Frequency distribution of the pre-test.

Score value	Frequency
59	1
60	2
62	2
71	3
75	1
86	2
87	2
88	2

Figure 1. Frequency of distribution of the pre-test.
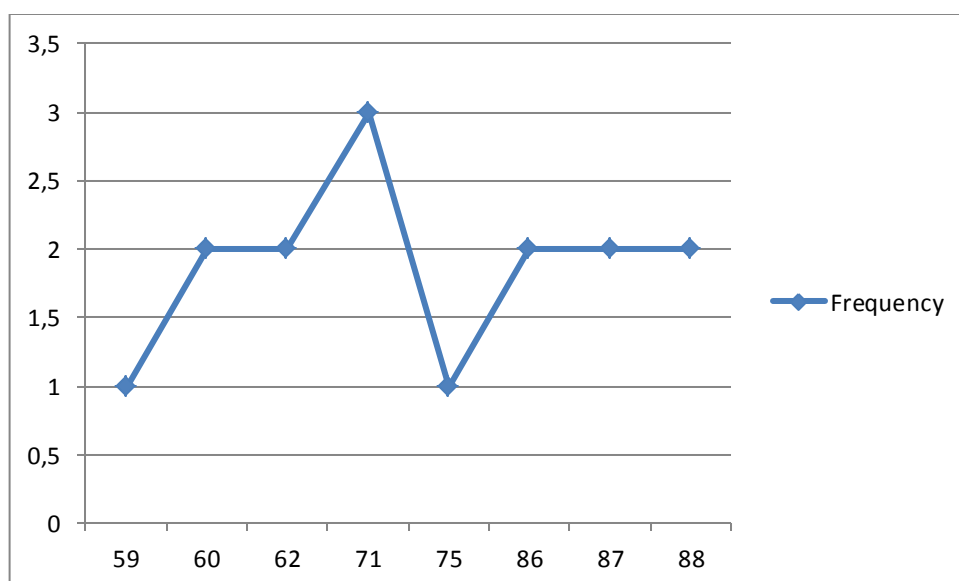
The Figure 1 shows that there is a great diversity of knowledge among students. This disturbed the researcher a little. Because it frustrated the implementation of the communicative tasks due to the lack of motivation and desire of low level students. They were desperately shy about doing the tasks and speaking in front of other speakers. Certainly, the situation also influenced negatively on the mood and inspiration of high level students. But the researcher asked high level students to help their groupmates and somehow it solved this problem.

Table 3. Pre-test exam data.

Central tendency			Dispersion			
Mean	Mode	Median	Low	High	Range	SD
74.2	71	68	59	88	30	

At the beginning of the study she distributed two questionnaires: for students and teachers. The results reveal that majority of students and teachers consider speaking as the most crucial skill comparing to other skills. But there is a great deal of complications which bring a lot of hardships to the language learning classroom. They are shortage of motivation, fear of discrimination

and lack of practice. The researcher concluded that she had to create such environment in the class that all the students should participate in speaking activities and try to increase their language skills through three communicative tasks which aid them to be confident, motivated and communicate with other speakers.

The process of the investigation commenced and all the tasks were performed by the students with great interest and aspiration. They attempted to achieve acceptable progress through the activities. To clarify how they developed in their language learning, the researcher took post- test exam and analyze the outcomes. Although the teaching practice lasted in an short time, the difference between the results of pre-test and post-test is positively discernible.

Table 4. Standard deviation for final exams score

№	Name	Score	Mean	Difference	Difference squared
1	Abdurahmonova Nigina	78	80.8	-2.8	7.84
2	Allayorova Gulnoza	77	80.8	-3.8	14.44
3	Ahmedov Hamidullo	92	80.8	11.2	125.44
4	Ganieva Nigina	71	80.8	-9.8	96.04
5	Komilova Xilola	89	80.8	8.2	67.24
6	Mirahmedova	92	80.8	11.2	125.44

	Iroda				
7	Nuriddinova Anora	90	80.8	9.2	84.64
8	Odinaev Dilmurod	71	80.8	-9.8	96.04
9	Qodirov Otabek	93	80.8	12.2	148.84
10	Sapaeva Iroda	68	80.8	12.8	163.84
11	Tursunov Doston	75	80.8	-5.8	33.64
12	Haydarova Zuhra	92	80.8	11.2	125.44
13	Xolmatova Gulnoza	82	80.8	1.2	1.44
14	Yunusov Shahzod	65	80.8	-15.8	249.64
15	Yuldasheva Nasiba	77	80.8	-3.8	14.44

Again the researcher added all the scores and divided the sum into the number of the learners to count the mean:

$$\frac{78 + 77 + 92 + 71 + 89 + 92 + 90 + 71 + 93 + 68 + 75 + 92 + 82 + 65 + 77 =}{15} \; 80.8$$

The researcher presented **the frequency of distribution** in order to deploy how the performances of the subjects are distinctive or took different scores due to the fact that they are a multi-level class.

Table 5. Frequency distribution of the post-test.

Score value	Frequency
65	1

68	1
71	2
75	1
77	2
78	1
82	1
89	1
90	1
92	3
93	1

Figure 2. Frequency of distribution of the post-test.
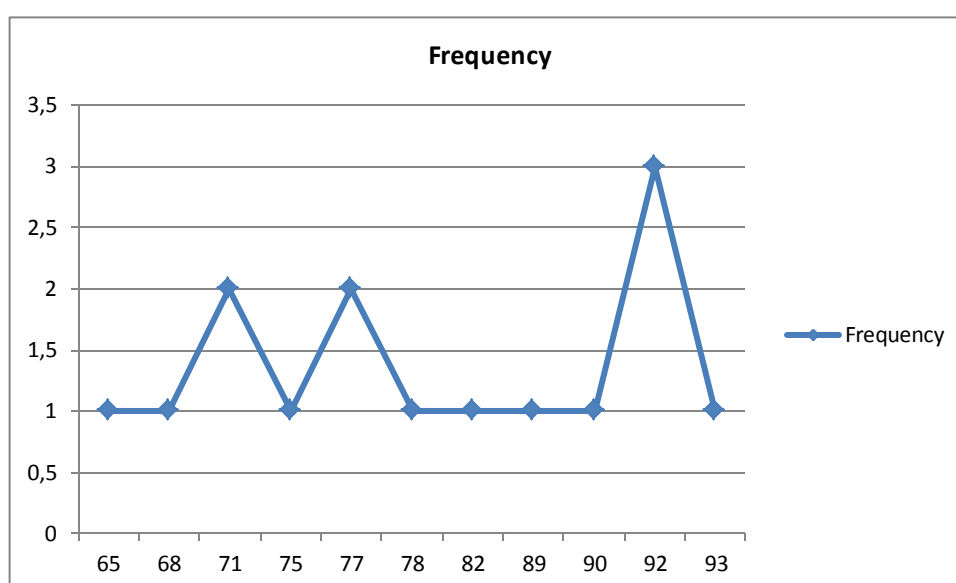
Overall the result of the study can be seen in **Table 7,** which describes the analysis of the outcomes of the post-test.

Table 5. Final Exam Data

Central tendency			Dispersion			
Mean	Mode	Median	Low	High	Range	SD
80.8	92	71	65	93	29	90.293

In a word, the results prove that the three communicative tasks selected by researcher are very beneficial for learners, which was verified by the analysis of the data. The difference between the means of the pre and post tests is 6.6. Of course it is not a large number. But we should consider that the teaching practice lasted in a short time. So it can be said that the research was successfully implemented.

The researcher also analyzed the opinion of students towards communicative tasks which were used in the study. These tasks are role-play, debate and oral presentation. Questionnaire about the tasks served as a research tool in this issue. The questionnaire consisted of 9 items. Each item was looked through and the results was described in the following figures.

**Figure 3. Question 1. Which task do you like most?**
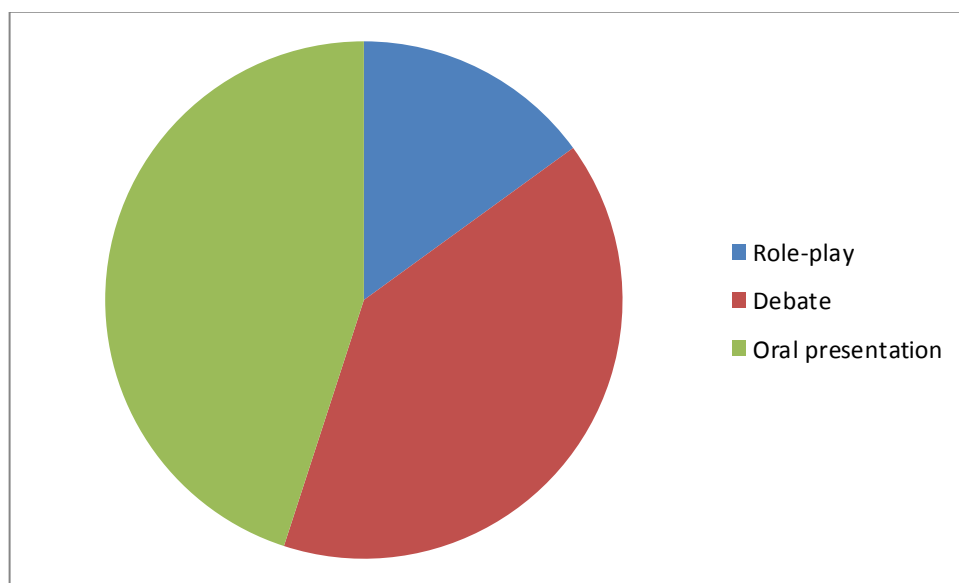
The reason for this choice is that oral presentation gave them an opportunity to work with others and feel a friendly atmosphere in the goup.

Figure 4. Question 2. Which task is the most interesting?
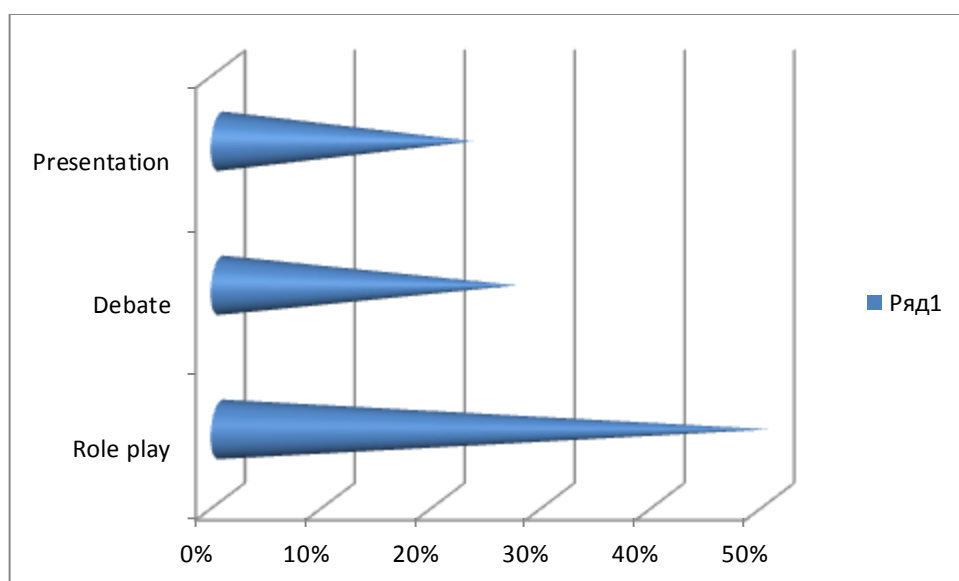
In this task, students showed their artistic talent and it caused some funny situations. So they considered role-play as the most interesting activity among other tasks.

**Figure 5. Question 3. Which task is the easiest ?**
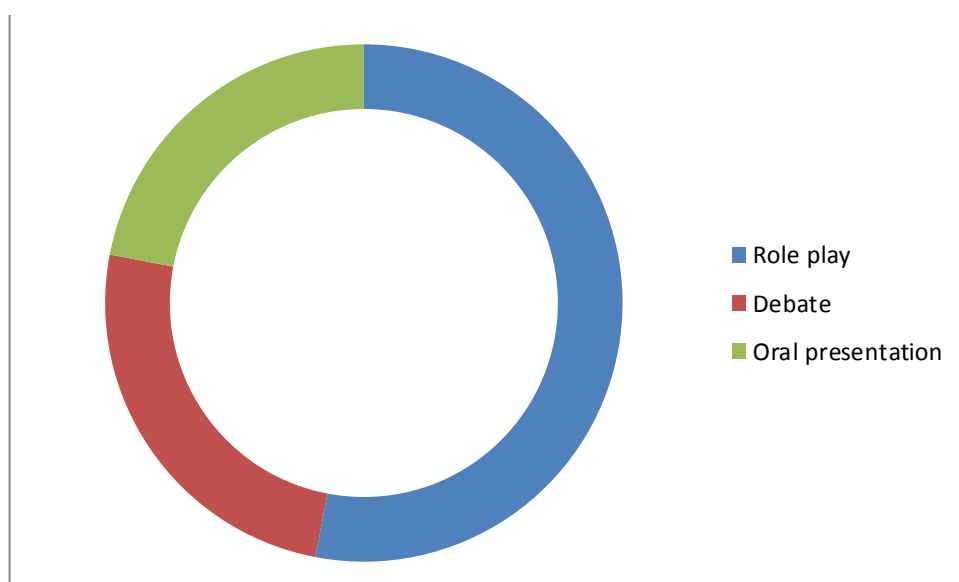
Role-play did not require students to search for data, prove an argument or make some evidences. The teacher brought worksheets for students and they played a role. That is why they had no difficulty in this task.

Figure 6. Question 4. Which task is the most difficult ?
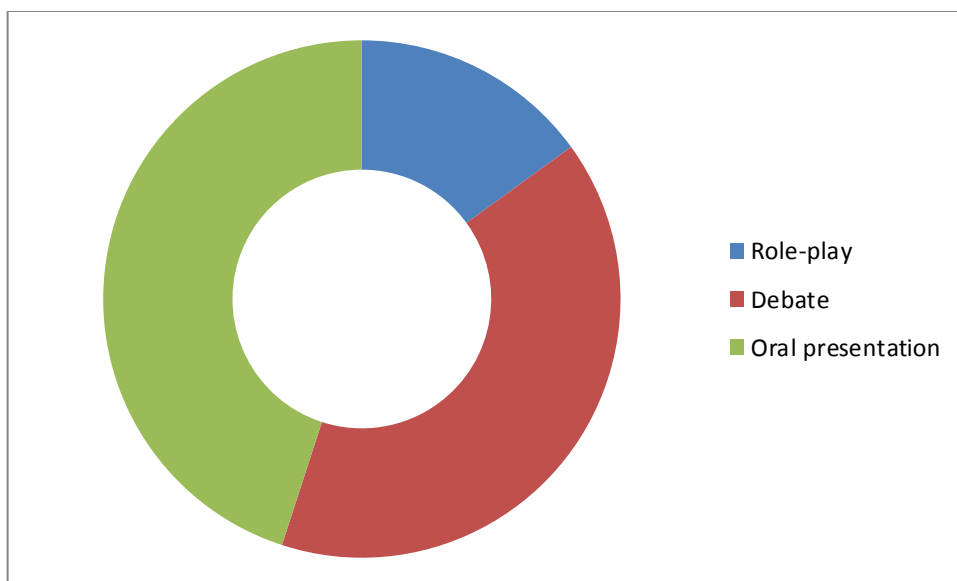
Oral presentation forced students to work hard. They looked for information, read and recycled it, wrote their speech, learned some techniques on how to deliver oral presentation. It was also very complicated for them to overcome public speaking fear.

**Figure 7. Question 5. Which task practices more accuracy ?**
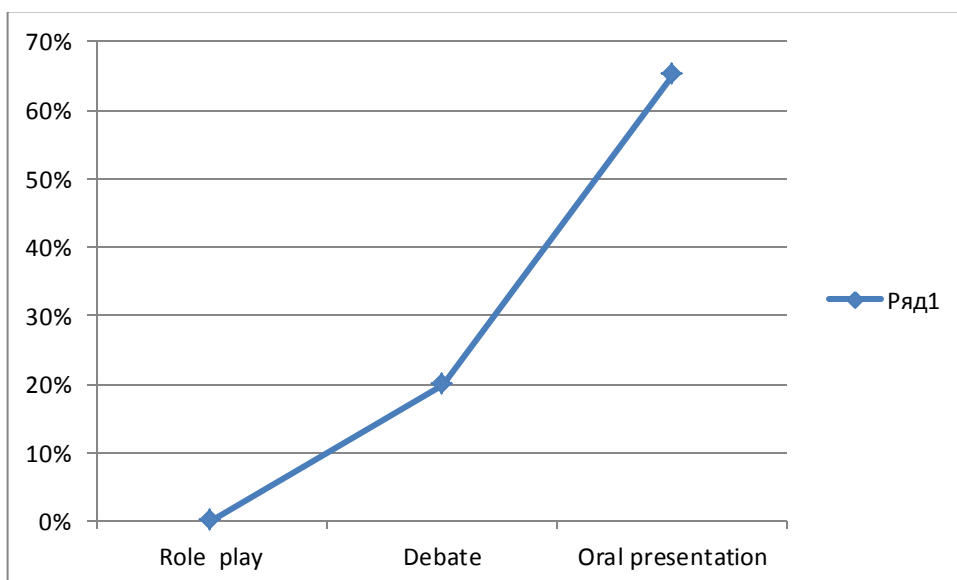
In delivering an oral presentation, the speakers were demanded to use correct pronunciation, use of tense, appropriate sentence structure and acceptable language. So the students contemplated that oral presentation deals more with accuracy than other activities.

Figure 8. Question 6. Which task practices more fluency ?

In this figure, role play takes majority of the percentage. Because this activity contributes to the development of conversational skills, which demands fluency. In daily conversations we have to speak fluently to convey our ideas quickly and smoothly.
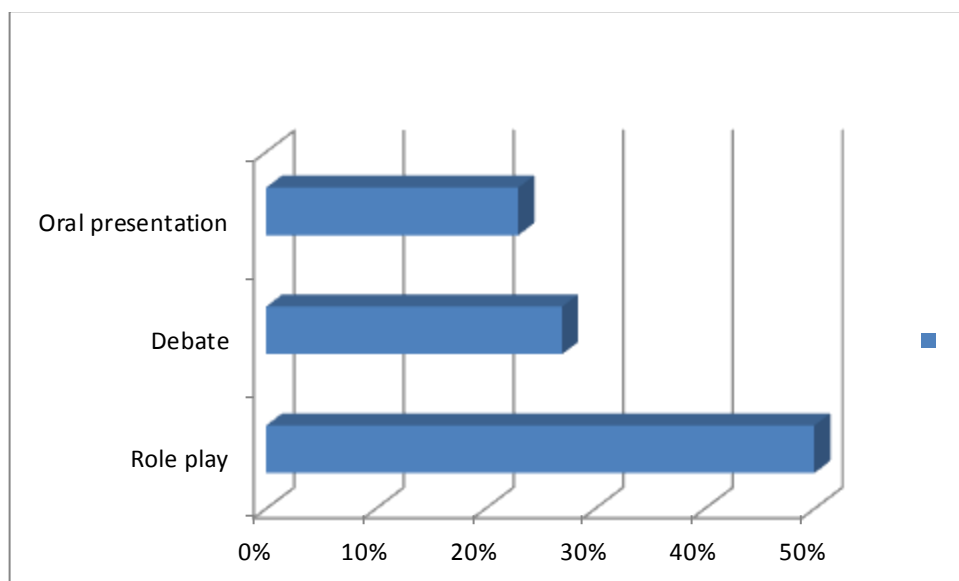

**Figure 9. Question 7. Which task motivated you to speak more ?**
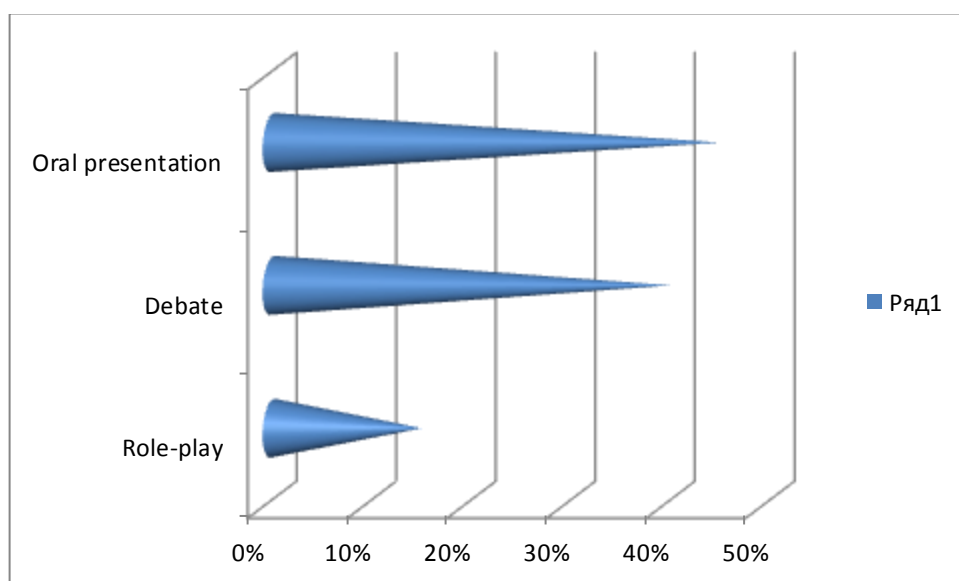
For this question most students answered oral presentation and debate. These activities facilitated the learners how to organize their ideas and express them. Both activities made the students to work in group and pair. They attempted to get good mark and to winners. So each participant of team or pairs were eager to speak more and make aware others about their thoughts and findings that came from their investigation.

Figure 10. Question 8. Which task encouraged you to search for data and work at all your language skills ?
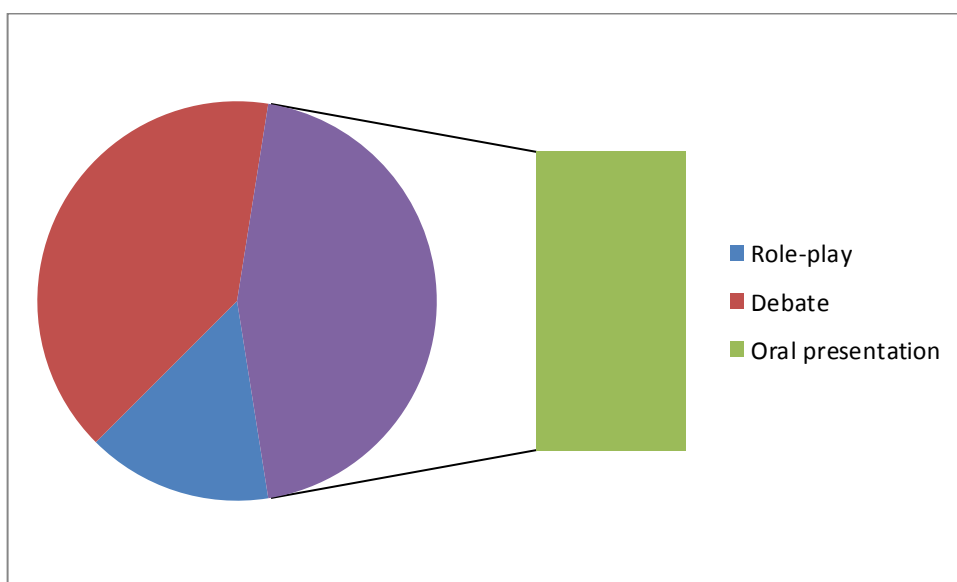
From **Figure 10,** it is clear that oral presentation and debate forced them to do research. They found the information about the given topic, read it, and wrote their speech beforehand. It reinforces their reading and writing skills, too.

Figure 11. Question 9. Which task forced you to communicate with others and work collaborately ?
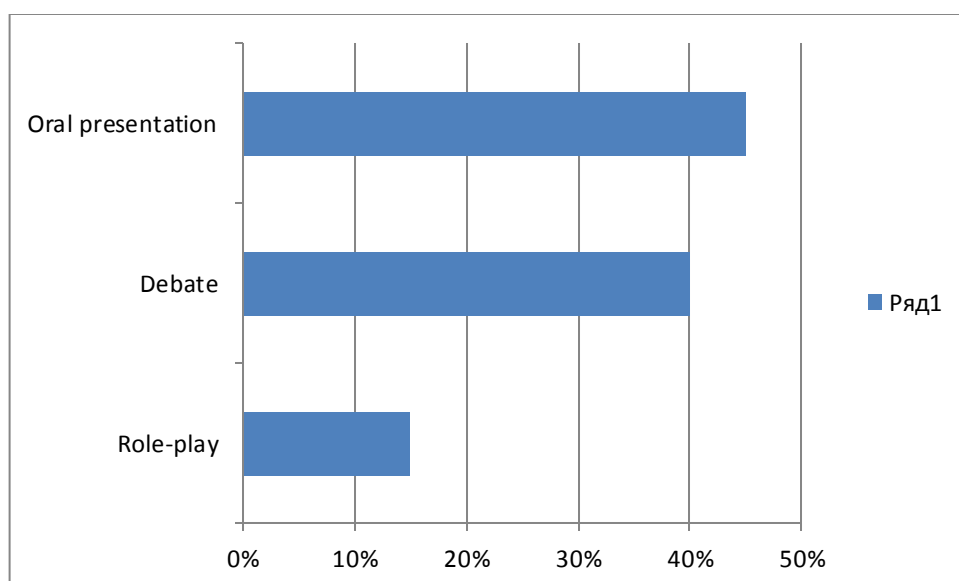
Finally, the questionnaire revealed that oral presentation and debate were very beneficial to prompt the students to interact with each other and work together. As stated above, the researcher divided the group into two teams in doing debate and pairs while performing their oral presentation.

As a conclusion, we can say that the study found appropriate answers to the research questions. The he reaction of students to teaching English using three effective communicative tasks was rated as good. They felt satisfied with their speaking English when implementing three communicative activities. The process of teaching and learning helped establishing enjoyment in speaking in small groups and pairs. In this teaching practice the teacher facilitated the students to learn how to develop their spoken production. She provide them necessary guidelines, data and environment with her methods.

VI. FINAL REFLECTIONS

By doing this research, the investigator possessed a good foundation of experience for her future career in foreign language pedagogy. The study encouraged her to explore new methods which activate the learners to speak more in the classroom. As the main goal of the researcher was to find effective approaches to develop spoken production, three communicative activities were considered to be the most eloquent. But the process of the study was not isolated from some problems. For instance, reluctance of the students to do these tasks. So the researcher tried to use modern equipments and materials to stimulate them. Moreover the topics to speak about were carefully selected in order to challenge the students to join the discussion. During the study some research tool were applied. Among them, questionnaires and speaking tests greatly assisted the researcher to collect the data.

Through this research, she concluded that up-to-date approaches should be inserted into the language learning classroom. Notably, teaching spoken production skills requires much more attention and effort. The reason for this conclusion is that the students' ability to express her or his opinions, thoughts

and ideas to a particular matter by giving speeches or presentations in a correct and fluent way is very essential for academic and professional situations.

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APPENDIX

Appendix A

Questionnaire for students

Name:

Group:

Date:

For each question, circle, please, only **one answer** that is true for your preferences or your learning.

(For a few questions you are asked to write your reasons or preferences down.)

1. Why are you learning English? Give your reasons, please.

....

..............................…

....

..............................…

2. Do you seek opportunities to use English?

a) Yes, I do. I actively seek opportunities to use English.

b) When an opportunity comes up, I make use of it.

c) No, I don't.

3. How important is, in your opinion, speaking in learning English in comparison to other skills (listening, reading, writing)?

a) less than 15% of importance in

b) about 25% of importance   comparison to other skills (L,R and W)

c) 50% of importance d) 75% of importance

5. How much time is devoted to 'practising' speaking in your English lessons?

a) less than 15% of the total

b) 20-25% of the time lessons' time

c) 50% of the time d) more than 50% of the time

6. Do you think the amount of time devoted to speaking is sufficient **?

a) yes   b) no – more time is needed

7. Which type of activities is used in your English lessons more often – accuracy or fluency practice?

a) accuracy practice more than 60% of the time

 b) fluency practice more than 60% of the time devoted to speaking (e.g. drills, question and devoted to speaking (e.g. discussion, role-play, answer practice, dialogue practice…) improvisation, information-gap activities, problem-solving tasks....)

c) accuracy and fluency practice in about the same proportion

8. Which do you prefer - accuracy practice or fluency practice? Which of the two is, in your opinion, more important to communication?

a) I prefer accuracy practice, I consider accuracy practice more important to communication

b) I prefer fluency practice, I consider fluency practice more important to communication

c) I prefer accuracy practice, but I consider fluency practice more important to communication

d) I prefer fluency practice, but I consider accuracy practice more important to communication

9. What is your attitude towards speaking activities? Do you feel secure and self-confident when 'practising' speaking?

a) I like(enjoy) speaking activities + I feel secure and self-confident when 'practising' speaking

b) I like(enjoy) speaking activities + more practice would be needed for me to feel secure and self-confident when practising speaking

c) I do not especially like(enjoy) speaking activities + but I feel secure and self-confident when practising speaking

d) I do not especially like (enjoy) speaking activities + I do not feel secure and self-confident when practising speaking

10. When (in what situation) are you most willing* to speak English?

a) when working(speaking) in groups

 b) when working(speaking) in pairs

c) when working(speaking) on my own

- as an individual

11. How do you feel about your speaking skill? Are you able to communicate in different situations?

a) my speaking skill is excellent – I am able to communicate in a variety of different situations

b) my speaking skill is sufficient – I am able to communicate in a limited number of situations

c) my speaking skill is poor

12. Do you develop your speaking skill outside the classroom as well? How?

a) Yes, I do. b) No, I don't.

Note down how, please :………………..

……………………………………………

……………………………………………

Appendix B

Questionnaire for Teachers

Name: _____

1. What speaking exercises are available for teaching English?

_____
_____
_____
_____

2. Are these exercises adequate for developing students' speaking skills?
_____
_____
_____
_____

3. What is the most challenging problem while teaching speaking?
_____
_____

_____
_____

4. Do you face any difficulties in performing speaking activities?

_____
_____
_____
_____

5.   What is the primary issue in your oral skills classroom? Accuracy or fluency?

_____
_____
_____
_____

6. Do students participate in speaking activities?

_____
_____
_____
_____

7. Are the speaking activities familiar to students?

_____
_____
_____
_____

8. Do you use native language in your lesson? Why?

_____
_____
_____
_____

9. What kind of method is being used in teaching language nowadays?

_____
_____
_____
_____

10. What kind of difficulties do the students face with ?
_____
_____
_____
_____

Appendix C

Questionnaire about tasks

1. Which task do you like?

    A) Role play   B) Debate   C) Oral presentation

    Why?

    _____

    _____

    _____

    _____

2. Which task is the most interesting?

    A)Role play   B) Debate   C) Oral presentation

    Why?

    _____

    _____

_____

_____

3. Which task is the easiest?

   A) Role play   B) Debate   C) Oral presentation

   Why?

   _____

   _____

   _____

   _____

4. Which task is the most difficult ?

   A) Role play   B) Debate   C) Oral presentation

   Why?

   _____

   _____

   _____

   _____

5. Which task practices more accuracy ?

   A)Role play   B) Debate   C) Oral presentation

   Why?

   _____

   _____

   _____

   _____

6. Which task practices more fluency?

A)Role play   B) Debate   C) Oral presentation

Why?

_____

_____

_____

_____

7. Which task motivated you to speak more ?

A)Role play   B) Debate   C) Oral presentation

Why?

_____

_____

_____

_____

8. Which task encouraged you to search data and work at all your language skills?

A)Role play   B) Debate   C) Oral presentation

Why?

_____

_____

_____

_____

9. Which task forced you to communicate with others and work collaborately?

A) Role play   B) Debate   C) Oral presentation

Why?

_____

_____

_____

_____

Appendix D

FEEDBACK FORMAT FOR THE SPEAKING TASKS

Name:

Type of activity:

Fluency:

_____

_____

_____

_____

_____

Pronunciation:_____

_____

_____

_____

_____

Interaction:_____

_____

_____

_____

_____

Vocabulary:_____

_____

_____

_____

_____

Use of

language:_____

_____

_____

_____

_____

Coherence and cohesion

devices:_____

_____

_____

_____

_____

Speed:_____

_____

_____

_____

_____

Suggestions:_____

_____

_____

_____

_____

Appendix E

Oral Presentation Evaluation form

1. Content

	Yes	No	Comment
The presentation answers the research question			
a. Main ideas are clear.			
b. There are enough details/facts/examples to support or illustrate the ideas.			
c. All ideas are directly related to the topic.			
d. The presentation is logically structured.			
e. The presentation flows smoothly.			

	Yes	No	Comment
f. The introduction evokes interests.			
g. The conclusion is effective.			

Other comments:

_____

_____

2. Method of presentation

	Yes	No	Comment
a. The presentation is on the whole interesting.			
b. Suitable aids are used (e.g. audio-visual aids; gestures; blackboard notes...)			
c. The speed is appropriate.			
d. You are well-prepared.			
e. The presentation is timed well.			
f. You maintain sufficient contact with the audience(eyes, poise).			

Other comments:

_____

3. Language

	Yes	No	Comment
a. Effective use of language			
b. Sophisticated range of vocabulary.			
c. Correct or semi-correct pronunciation.			
d. Correct use of tense.			

e. Sentences are well structured.			

Other comments

_____

Appendix F

Effective Presentation Skills Checklist

Is the topic presented clearly and logically?	
Is the presentation clearly organized with an introduction, middle, and conclusion?	
Does the speaker have a thorough knowledge of the subject?	
Did the speaker gather information from a variety of sources?	
Did the speaker use visual aids to support the presentation?	
Did the speaker use appropriate tone and language for a classroom presentation?	
Did the speaker use effective eye contact with the audience?	
Did the speaker talk fluently without false starts?	
Did the speaker vary the volume of speech?	
Did the speaker vary the rate of speech?	
Did the speaker articulate clearly?	

Did the speaker use conjunctions effectively? (e.g., *and*, *then*, *because*)	
Did the speaker explain unfamiliar terms to others?	
Did the speaker talk for the appropriate amount of time?	
Did the speaker avoid unnecessary movements such as shuffling, toe tapping and shaking?	
Did the speaker involve the audience in the presentation?	
Did the speaker engage and inspire the audience?	

☐