



Developing And Using Tasks To Enhance Listening And Speaking Skills In English Of High School Students-An Action Research

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Abstract: This study explores the development and application of Task-Based Language Teaching (TBLT) strategies to enhance listening and speaking skills of high school students' learning English as a second language. Through the implementation of communicative tasks such as role plays, interviews and listening activities, the study evaluates improvement of students in oral and aural proficiency. A mixed-method approach was employed involving pre- and post-tests, teacher observations and student feedback. Results indicate significant improvement in student fluency, pronunciation, comprehension, and confidence, affirming the effectiveness of task-based learning in secondary school English instruction..

Index Terms - Component, formatting, style, styling, insert.

I. INTRODUCTION

In today's globalized world, the ability to communicate effectively in English has become essential, especially for students preparing for higher education and future careers. Among the four core language skills—listening, speaking, reading, and writing—listening and speaking are often considered the most practical and immediate for real-life communication. However, in many high school English classrooms, these skills are frequently underemphasized due to traditional teaching approaches, limited class time, or lack of suitable materials. This action research aims to explore how task-based learning can be strategically developed and implemented to improve students' listening and speaking skills. By designing meaningful, interactive tasks rooted in real-life communication, the study seeks to create a more engaging and effective learning environment for high school students, while addressing the challenges they face in acquiring oral proficiency in English.

1.1 Statement of the Problem

Many students complete secondary education with limited ability to understand spoken English or express themselves fluently, mainly due to inadequate practice and ineffective teaching methods. The lack of interactive, communicative activities in classrooms contributes to low confidence and poor oral proficiency.

1.2 Objectives of the Study

- o To design task-based learning activities aimed at enhancing students' listening and speaking skills.
- o To implement these tasks in real classroom settings.
- o To evaluate the effectiveness of these tasks based on student performance and feedback.

II. LITERATURE SURVEY

2.1 Task-Based Language Teaching (TBLT)

According to Ellis (2003), TBLT promotes natural language acquisition through real-world communication tasks. It focuses on language use in context rather than rote memorization of grammar.

2.2 Importance of Listening and Speaking

Listening provides input essential for language acquisition, while speaking reinforces comprehension and expressive abilities (Brown, 2001). Together, they form the basis of communicative competence.

2.3 Previous Studies

Research by Nunan (2004) and Harmer (2007) supports the integration of tasks such as role plays, storytelling, and discussions to improve student interaction and oral proficiency

III. METHODOLOGY

3.1 Research Design

This study employed a quasi-experimental design using pre- and post-tests to measure the improvement in listening and speaking skills after the intervention. Qualitative data were also collected through student surveys and teacher observations.

3.2 Participants

The participants were 60 students from two Grade 10 English classes at a public high school. One class (n=30) was the experimental group and the other (n=30) served as the control group.

3.3 Intervention

The experimental group was taught using task-based activities for eight weeks, while the control group followed a traditional curriculum. Tasks included:

- Listening to audio recordings followed by summarizing.
- Group discussions on familiar topics.
- Role plays simulating real-life situations.
- Storytelling and peer interviews.

3.4 Data Collection Tools

- Listening and speaking proficiency tests (pre-test and post-test)
- Observation checklists
- Student self-assessment surveys.

IV. RESULT

4.1 Quantitative Results

The experimental group showed significant improvement in both listening and speaking skills. The mean post-test score for speaking increased from 58.6 to 78.2, while listening scores improved from 61.3 to 80.4. In contrast, the control group showed minimal improvement.

Table1: Speaking and Listening Test Scores

Groups	Pre-Test (Speaking)	Post-Test (Speaking)	Pre-Test (Listening)	Post-Test (Listening)
Experimental	58.6	78.2	61.3	80.4
Control	57.9	62.4	60.1	64.2

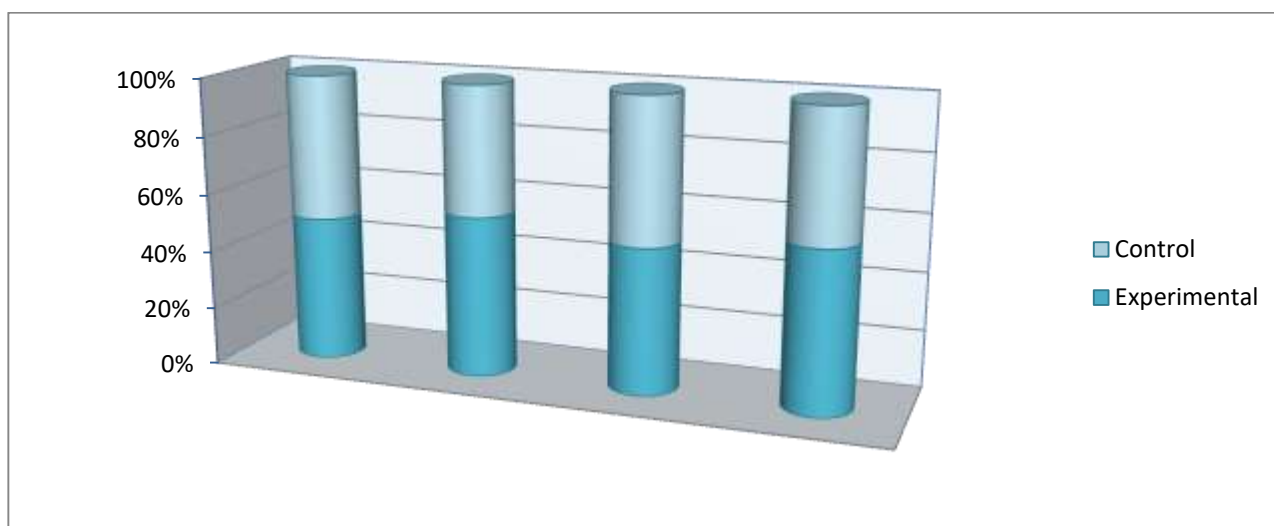


Fig 1: Experimental vs. Control Groups Test Scores

4.2 Qualitative Results

- Student Feedback: Most students reported increased confidence and enjoyment when using English in interactive tasks.
- Teacher Observations: Greater student participation, improved pronunciation, and more willingness to initiate conversations were noted.
- Self-Assessments: Students expressed satisfaction with their speaking fluency and listening comprehension development.

V. DISCUSSION

The findings align with previous research that supports task-based learning as an effective method for enhancing oral skills. By engaging students in meaningful communication, TBLT creates an immersive learning environment that mirrors real-life situations. The success of this study demonstrates the value of integrating such tasks into the regular high school English curriculum.

VI. CONCLUSION

Task-based learning provides a practical and effective strategy for developing listening and speaking skills in high school students. It not only improves linguistic competence but also boosts learners' confidence and motivation.

6.1 Recommendations

- Integrate task-based activities into Standard English curricula.
- Provide professional development for teachers on TBLT.
- Develop resources (audio files, scripts, rubrics) to support task implementation

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