

A Summary of The Effectiveness of The TBLT Approach in Improving Speaking Fluency

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Abstract: The summary was based on a journal article about a case study that was implemented in a high school at PUNIV-Cazenga for eight weeks to test the effectiveness of Task-based Language Teaching (TBLT) in oral speed and fluency. The research showed that the approach could develop the students' speaking abilities not only in the speed of their speech but also in the aspect of grammatical accuracy.

Keywords: TBLT, Speaking fluency, Oral speed, EFL learners.

1. Introduction

Different places attach distinctive importance to spoken English so that the development of the speaking abilities of learners is diverse. It means that in some environments in which English is a foreign language (EFL), learners have low levels of using English in their daily life (Samaranayake, 2016). EFL learners only have a few chances to practice speaking in reality with native speakers at PUNIV-Cazenga (Albino, 2017a). At the same time, speaking is the most challenging skill of four skills (listening, speaking, writing, and reading) in China in 2019, according to data from the report (Organisation, 2019). The IELTS (International English Language Testing System) performance showed the band of speaking was the lowest in those skills just accounting for 5.4 on average in 2019. Moreover, The recent education curriculum has strongly recommended using Task-Based Language Teaching (TBLT) to help students be proactive in learning English by carrying out activities such as brainstorming, talking, coordinating, and engaging (Zheng, 2011). As a result, the objective of the summary is to evaluate the effectiveness of task activities in EFL settings.

2. Key Concepts

The 'task' has become a key term in language teaching (Seedhouse, 1999). Tasks in educational settings refer to students assigned to complete different activities that teachers have given them. It could be classified into different types, such as understanding tasks, raising awareness tasks, building structure as well as production tasks (Shaby & Joy, 2019). The research was based on the description of different images in a structure-based construction.

Fluency means that the speed of speaking, which is connected with the speed of speaking and the cognitive process (Christiane & Sandra, 2011), which is widely used in educational situations. It is usually opposed to accuracy, notably in interactive language instruction (Chambers, 1997).

3. Main Ideas

The main ideas of the study can be divided into two parts. One of them is the relationship between speech fluency and grammatical accuracy. The other is the benefits of the TBLT approach. In the first part, the writer introduced the basic

information about the case study. Research has been carried out at PUNIV-Cazenga using audio records to test the outcome of the picture description. It showed problems while students speaking and the writer pointed out how to solve those issues (Rohani, 2011). The research observed that learners had developed "a better use of methods for coping with speaking and listening challenges" as a result of the teaching approaches (p. 94). The writer stressed that fluency and accuracy operate in tandem to increase the speaking skills of EFL students. Students' speaking abilities could be improved by communicating with others in TBLT rather than teaching only speaking techniques or methods, as students did not have enough opportunity to improve their linguistic skills (Albino, 2017b). In the second section, there are many advantages of TBLT. Firstly, utilizing more strategies such as using quizzes and a dialogue with the learners to cope with speaking difficulties could benefit listening issues (Albino, 2017a). In my opinion, one stone kills two birds, which is practical and beneficial.

Secondly, throughout the training, the assignments were divided between focusing on the linguistic form and making sense stages, which allowed the learners to develop oral fluency and subsequently (Albino, 2017a). Rohani (2011) asserted that activities are worthwhile as its assisted learners to concentrate on connotation, context, acquiring authentic language, as well as giving access to acquiring authentic language (Rohani, 2011). A task is a teaching technique that can help EFL students improve their speaking fluency (Albino, 2017b).

Thirdly, the TBLT technique was based on circumstances where students practice English presumably they have left schools, achieving communicative goals through using the target language (Albino, 2017a).

Furthermore, interactions between tasks probably helped learners achieve some levels of fluency output in speaking (Rohani, 2011). It was likely to be more proficient when students were talking in nonclassroom settings. When learners were given assignments, they have contributed to improving their speech fluency by increasing oral production speed, improving their semantic proficiency, expanding assertions, and acquiring reciprocal literacy. By using the TBLT technique, learners may be able to further increase their speaking fluency (Albino, 2017a).

Finally, TBLT stimulates students, which fosters their

creativity as well as individuality and frees them from the restrictions of the "one proper method" to use (Second Language) L2 in language education (Harris, 2018).

4. Disadvantages of TBLT

Research should shed light on some limitations in TBLT (Harris, 2018). Although responses of instructors to this issue differed to some extent, several similar points were mentioned. Numerous professors stated that learners frequently arrive in classrooms with a more "passive" cultural history and that abruptly starting TBLT into their classrooms could bring up the contrast effects. Another issue raised by the instructors was assessment, which is currently considered a serious concern within TBLT (Long, 2016).

Furthermore, Shaby and Joy (2019) indicated the possibilities of the approach from different angles. From the students' perspective, these tasks can be challenging and require students to have strong abilities of cognition and linguistic abilities (Shaby & Joy, 2019). At the same time, the approach could be easily affected by psychological factors. From the teachers' point of view, some activities and tasks can be hard to do, and the way of teaching tends to ignore the needs of learners, and the tasks that teachers have organised are sometimes not interesting.

5. Limitations and Developments of The Research

Some shortcomings should be found in the research, which can assist readers in developing their critical thinking and getting their reflection.

Firstly, since the number of cases was not large (Albino, 2017a), it can be raised in replication research.

Secondly, As the same image was described twice, the outcome might be impacted by memorizing, which could make the research unreliable (Albino, 2017a). Future research should employ a variety of pictures in a variety of scenarios but should keep the difficulties of those tasks in check.

Thirdly, the transcriptions of picture-description assignments have solely been studied by the writer (Albino, 2017a). Perhaps in the future, I believe the study can be contributed to the insights of other researchers.

6. Improvements for English Teaching in My Local Context

I have been teaching English for three years but I was confused about how to effectively improve the fluency in my classroom. Now, I have compared various approaches to carry out my teaching objectives and overcame their speaking issues in the approach in various situations. Now I am familiar with the drawbacks and benefits of task-based learning and teaching, so it will help develop my teaching skills. In the future, in the near future, though, I will create different situations in the TBLT approach to provide my students with more opportunities to speak in reality and outside classrooms.

7. Improvements in English Learning on My Occasion

I had strongly concentrated on some speech criteria, such as pronunciation, fluency, cohesion, lexical resource, grammatical range, and accuracy, and I thought they were independent of each other in the past. However, after reading the journal, I found that this was not the same thing at all. They worked together, which means that fluency and accuracy work in a complementary manner, so I should improve them together instead of ignoring their relationship in speaking. Furthermore, some limitations in the study can help me do better and avoid the same mistakes in my research.

8. Conclusions

To summarize, the purposes of this study were to obtain information on the connection between grammatical accuracy and speech flow and improve students' speaking abilities and investigate the benefits of utilizing the TBLT approach in an EFL environment.

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