

USING TASK-BASED LANGUAGE LEARNING ACTIVITIES
TO ENHANCE SPEAKING ABILITIES
OF PRATHOMSUKSA 5 STUDENTS



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

June 2012

USING TASK-BASED LANGUAGE LEARNING ACTIVITIES
TO ENHANCE SPEAKING ABILITIES
OF PRATHOM SUKSA 5 STUDENTS



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

June 2012

Copyright 2012 by Srinakharinwirot University

USING TASK-BASED LANGUAGE LEARNING ACTIVITIES
TO ENHANCE SPEAKING ABILITIES
OF PRATHOM SUKSA 5 STUDENTS



Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

June 2012

Gesorn Pongsawang. (2012). *Using Task-based Language Learning Activities to Enhance Speaking Abilities of Prathom Suksa 5 Students*. Thesis, M.A. (English). Bangkok: Graduate School, Srinakharinwirot University
Thesis Advisor: Dr. Anchalee Jansem.

The purpose of this study was to investigate the effect of using task-based learning on speaking ability of Prathom Suksa5 students at Klongbanprao School, Pathum Thani. The participants were 40 Prathom Suksa 5 students selected via convenience sampling. The students studied with the researcher in a speaking classroom for six weeks, in which the teacher used task-based learning. The instruments were three Task-Based Lesson Plans, Students' Behavior Forms, English Speaking Rating Scale and Students' Perception Questionnaires. The data from the speaking test were analyzed using mean scores, standard deviation scores, and t-test scores for dependent. The data from the speaking observation and open-ended forms were described qualitatively.

The result of this study indicated that the students' English speaking ability after learning English speaking through task-based learning was much higher, with a statistical significance at .05 level, than before encountering the instructional method based on doing tasks.

Key words: Task-based learning, speaking ability

การใช้กิจกรรมการสอนอิงภาระงานเพื่อพัฒนาความสามารถ
ทางการพูดของนักเรียนประถมศึกษาปีที่ 5



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ
มิถุนายน 2555

เกสร พงษ์แสง. (2555) . การใช้กิจกรรมการสอนอิงภาระงานเพื่อพัฒนาความสามารถ
ทางการพูดของนักเรียนประถมศึกษาปีที่ 5

ปริญญาานิพนธ์ ศศม. (การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ). กรุงเทพฯ :

บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ.

อาจารย์ที่ปรึกษาปริญญาานิพนธ์: ดร. อัญชลี จันทร์เสม.

การศึกษาค้นคว้าครั้งนี้มีจุดมุ่งหมายเพื่อพัฒนาความสามารถด้านการพูดภาษาอังกฤษของ
นักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนคลองบ้านพร้าว จังหวัดปทุมธานี โดยใช้กิจกรรมการสอน
อิงภาระงาน กลุ่มตัวอย่างที่ใช้ในการทดลองเป็นนักเรียนชั้นประถมศึกษาปีที่ 5 จำนวน 40 คน
โดยใช้วิธีการสุ่มแบบสะดวก เครื่องมือที่ใช้ในการทดลองและเก็บรวบรวมข้อมูล คือ แผนการ
จัดการเรียนรู้จำนวน 3 แผน แบบสังเกตพฤติกรรมการพูดภาษาอังกฤษ แบบทดสอบวัด
ความสามารถด้านการพูดภาษาอังกฤษ และแบบสอบถามความคิดเห็น สถิติที่ใช้ในการวิเคราะห์
ข้อมูล คือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และใช้สถิติ t -test แบบ Dependent

ผลการศึกษาพบว่า ความสามารถด้านการพูดภาษาอังกฤษโดยใช้การจัดการเรียนรู้แบบ
อิงภาระงานของนักเรียนชั้นประถมศึกษาปีที่ 5 หลังการทดลองสูงกว่าก่อนการทดลองอย่างมี
นัยสำคัญทางสถิติที่ระดับ .05

The thesis titled
“Using Task-based Language Learning Activities to
enhance Speaking Abilities of Prathom Suksa 5 Students”
by
Gesorn Pongsawang

has been approved by the Graduate School as partial fulfillment of the requirements
for the Master of Art degree in Teaching English as a Foreign Language of
Srinakharinwirot University

..... Dean of Graduate School

(Associate Professor Dr. Somchai Santiwatanakul)

June, 2012

Thesis Advisor:

Oral Defense Committee:

..... Advisor

..... Chair

(Dr. Anchalee Jansem)

(Dr. Walaiporn Chaya)

..... Committee

(Dr. Anchalee Jansem)

..... Committee

(Asst. Prof. Dr. Somboon Chetchumlong)

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and deepest appreciation to Dr. Anchalee Jansem, the chair of this thesis for her advice, support and encouragement, especially for the permission to try out this experimental study in the Teaching English as a Foreign Language at Srinakharinwirot University. This research would not be possible without her, and this success would not have been achieved.

My special thanks and deepest appreciation are given to Dr. Walaiporn Chaya, and Assistant Professor Dr. Somboon Chetchumlong for their commitment as the raters for this study.

My warmest thanks also extended to Mr. Chingakham Dinachandra from Pathumwilai School, Mr. Sompong Phokio for helping to complete this thesis, and all of my students at Klongbanprao School who participated in this study and for their kind assistance, patience and understanding.

My special thanks given to Mr. Robin Zinger who sacrificed his valuable time to edit drafts of my thesis.

My heartfelt thanks go to my family, my parents, my elder sister and my younger brothers. They understand and encourage me during my studies at Srinakharinwirot University and I would like to thank all of my friends who always take care of me and support me with understanding.

Gesorn Pongsawang

TABLE OF CONTENTS

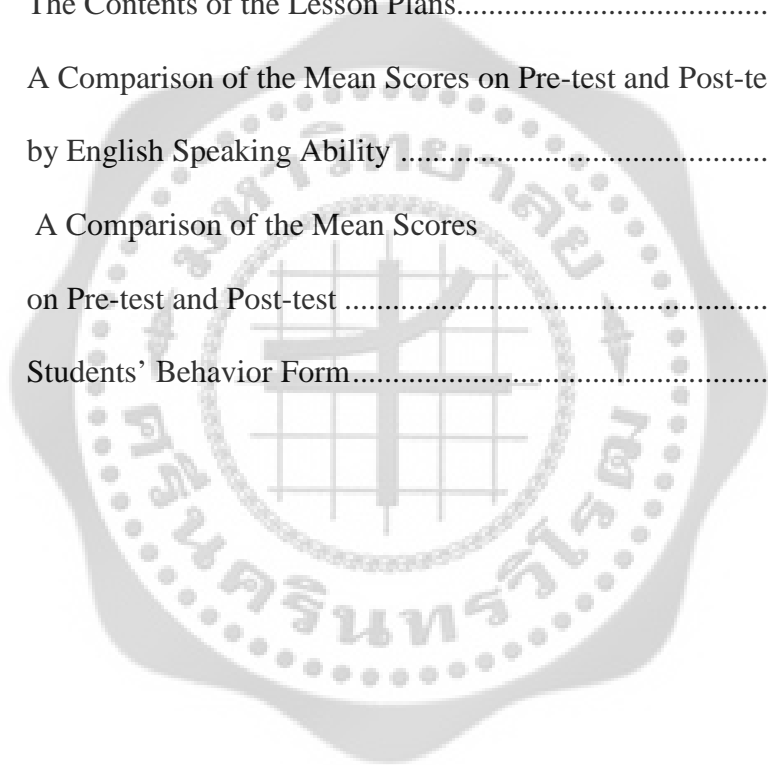
Chapter		Page
1	INTRODUCTION	1
	Background.....	1
	Objectives of the Study.....	5
	Research Questions.....	5
	Significance of the Study.....	5
	Duration of the Study	6
	Scope of the Study.....	6
	Definition of Terms	7
2	REVIEW OF THE RELATED LITERATURE.....	9
	Task-Based Learning.....	9
	Speaking Communication.....	13
	The Concept of Perception	18
	Related Research	19
3	METHODOLOGY	22
	Research Methodology	22

TABLE OF CONTENTS (Continued)

Chapter	Page
Procedure for Data Collect	27
Data Analysis.....	29
4 FINDINGS.....	30
5 CONCLUSION AND DISCUSSION	35
BIBLIOGRAPHY	44
APPENDICES	50
APPENDIX A English Speaking Test.....	51
APPENDIX B Rating Scale for Assessing Speaking Ability	53
APPENDIX C Students' Behavior towards the use of Task-Based Language Learning	55
APPENDIX D Lesson Plan.....	57
APPENDIX E Students' Perception towards the use of Task-Based Language Learning.....	65
APPENDIX F Classroom Environment.....	67
VITAE.....	72

LIST OF TABLES

Table		Page
1	Rating Scales for Assessing Speaking Ability	17
2	The Contents of the Lesson Plans.....	24
3	A Comparison of the Mean Scores on Pre-test and Post-test by English Speaking Ability	31
4	A Comparison of the Mean Scores on Pre-test and Post-test	31
5	Students' Behavior Form.....	32



CHAPTER I

INTRODUCTION

Background

Speaking English is necessary and this basic skill helps an English learner for example communicate, advance in the current global world/business world.

Communication in various situations includes interacting via speech. Learning and teaching English in Thailand presently emphasizes the communicative approach, including listening, speaking, reading and writing (Angwattanakul, 1994). To achieve this scheme would be a better word, scheme sounds a bit evil or not serious, the Ministry of Education of Thailand (2001) is focusing on the significance and value of English. Responding to global challenge, English has been placed in the curriculum from primary to higher education. The Thai government announced that English language is the ONLY international language, international language, due to its significant importance business world, global village and international communication. As Thailand will participate in the Asian Economic Community within 2015, everyone will speak English for education and careers. In Thai primary and secondary schools, English is generally taught by Thai teachers with a small number of native English speaking teachers (Baker, 2008). In addition, as seen in the implementation of the previous English curriculum, Thai education focused on reading and grammar rather than speaking (Kampanich&Pulphol, 1997). On the other hand, the students lacked confidence and courage to speak English. Some even might develop negative attitudes towards learning how to speak English.

The importance of English speaking ability has been recognized in Thai education and society. Speaking English is so important that the Office of the Basic

Education Commission includes a speaking ability required requirement for a learner to achieve through English course Strand 1 Language for Communication and Strand F1.3 so that a learner can present data and information, concepts and views on various matters by speaking and writing (Ministry of Education, 2008). English speaking has played an important role in the daily lives of Thai people for many years due to its influence on education, careers and economics (Sae-ong, 2010). However, there are several reasons why English as a Second Language (ESL) or English as a Foreign Language (EFL) learners cannot speak well. In addition to being too shy to speak, they are worried about making mistakes. They are afraid of criticism or losing face. They do not know what and how to speak. Having insufficient opportunities to practice, they tend to use their mother tongue rather than the target language, even when they practice in class (Brown, 1994). Domesrifa (2008) studied Thai students' English speaking ability and found that the students can speak English through oral communicative activities. However students are not confident because they have limited chances to speak English in their real life situations.

Another hindrance to (EFL) learners acquiring English in Thailand is that Thai teachers mainly employ the traditional teacher-centered approach in which teachers monopolize the learning and teaching process (Nunan, 2004). According to Ruso (2007), learners do not like teachers who spend most of class time lecturing. Lecturing time de-motivates them because they do not like being passive in class. Consequently, learners have limited input to the learning process.

The Office of the Basic Education Commission (2008) and Nurhakim (2009), claim that the highest goal of learning English is to communicate effectively. The communicative approach recommends teaching English through enjoyable activities

(Willis, 1998). The communicative approach allows learners to express their ideas while practicing and using language. Many techniques have been developed to promote learners' English ability, for example, task-based learning, games, language activities and English camp.

Communicative Language Teaching (CLT) is a practical approach to the learning process, employing various activities and challenging learners to think freely and increase their competence. Task-based learning that adopts the principles of CLT offers several advantages by helping learners develop cognitive processes, creative thinking and problem-solving skills. Many learners state that when their teachers assign a variety of tasks for them to perform, they have the opportunity to use language communicatively. They also indicate that it is enjoyable doing tasks within their team, and this helped their learning (Lochan and Deb, 2006).

A lot of research shows that task-based learning has been accepted as an alternative approach to resolving the crisis of teaching English. Muller (2006) states that after using task-based learning, teachers are confident that students develop genuine communication skills. Task-based learning provides many advantages in teaching EFL because it offers language experience in the classroom. The purpose of task-based learning is that learners use the language in pair and group work that lets them share ideas (Nunan, 2004).

Ellis (2003) and Frost (2005) explain further advantages of a task-based course. First, it is premised on the theoretical view that instruction needs to be compatible with the cognitive processes involved in second language acquisition. Second, the importance of learner "engagement" is emphasized. Third, a task serves as a suitable unit to specify learners' needs and can be used to design the specific

purpose of courses. Moreover, Ruso (2007) emphasizes interaction on an individual level and also without group work.

According to the statement and research above, the researcher is interested in studying the effectiveness of task-based learning to develop Pratom Suksa 5 students' English speaking ability. As a teacher teaching in Pratom Suksa 5 at Klongbanprao School, the researcher realizes that there are many problems in teaching English.

Some of the problems are related to learners' lack of the opportunity to study English with native speakers, and studying English with Thai teachers. The learners hardly study to speak English because the emphasis of teaching English is on writing and grammar. The learners do not feel confident because they are afraid of making the mistakes. In general practice the teacher uses the "teacher-center" based way of teaching, and it does not turn out to be successful. Thus the researcher would like to teach English through the task-based method to develop English speaking skill. Ellis, (1994) states that activity gives learners an opportunity to have interactive skill, so that the learners can communicate efficiently in the real situation.

The result of the O-Net Test at my school, in Prathom Suksa 6 in 2011 that, was the lowest of all subjects. The mean score of English was disappointing. Especially, Strand 1 Language for Communication and Strand F1.3, in which the students got T-Score 36.49. So the researcher would like to find ways can that develop English speaking. In conclusion, the researcher aimed at studying the effectiveness of task-based learning to develop Prathom Suksa 5 students' English speaking ability.

Objectives of the Study

This study aimed:

1. To examine the effectiveness of using task-based learning on the speaking ability of Prathom Suksa 5 students at Klongbanprao School.
2. To observe the students' behavior while doing tasks.
3. To explore students' perceptions towards the use of task-based learning in the classroom.

Research Questions

This present study addressed three research questions as follows:

1. Do Prathom Suksa 5 students at Klongbanprao School develop their English speaking ability after learning through task-based learning?
2. What are students' behaviors towards the use of task-based learning in the classroom?
3. What are students' perceptions towards the use of task-based learning in the classroom?

Significance of the Study

This study provided evidence of English speaking ability and the effectiveness of using task-based learning to facilitate English speaking. English as Foreign Language (EFL) teachers could benefit from this study in terms of employing alternative teaching techniques to teach speaking to students'. For curriculum developers, English teachers, educators, and course developer administrators who

attempt to help students with speaking problems, they can benefit from the results of this study by using the findings of this study. The findings can be used as the guidelines for developing and revising the English courses of Prathom Suksa students who are interested in English. The results of the study can be useful for classroom teachers at the primary education level. The effective task-based approach can be applied in their classroom setting to improve Prathom Suksa students' speaking ability.

Duration of the Study

The duration of the study was six weeks during the second semester of the academic year 2011. The experiment took place three periods per week. Each session lasted an hour which was eighteen periods in total.

Scope of the Study

Population

The population in this study was eighty Prathom Suksa 5 students at Klongbanprao School, Pathum Thani.

Participants

The participants of the study were forty Prathom Suksa 5 students at Klongbanprao School, Pathum Thani. They were selected from the population via convenience sampling procedure due to the fact that the research was assigned from school to teach in this class.

The variables in this study were as follows:

An independent variable was a teaching method based on task-based learning.

Dependent variables were English speaking abilities, students' behavior while doing tasks, and students' perceptions toward the use of (the) task-based learning in the classroom.

Definition of Terms

Terms defined in this study are as follows:

1. Task-based learning (TBL) refers to a method of English teaching that requires learners to use authentic language through a communicative approach to achieve a desired outcome. There are three steps: the pre-task, the during-task and the post-task (Ellis, 2003; Willis, 1998).

2. English speaking abilities refer to the way students communicate through speech or productive verbal interaction in face-to-face communication.

3. Students' perceptions towards the use of task-based learning in the classroom refer to students' views, opinions, and beliefs in their speaking ability, and learning through task-based learning.

4. Students' attitudes towards task-based learning in the classroom refer to students' satisfaction and personal feeling towards the task-based learning used in the classroom.

Summary of the Chapter

This chapter presents the rationale of the study, the context and the direction of the study. This chapter discusses the background of the study including the problems of Prathom Suksa 5 students on their speaking ability and the effectiveness of the task-based learning on students' speaking ability. The chapter concludes with the

objectives of the study, the research questions, the significance of the study, the scope of the study and definitions of terms.

Organization of the Research

The rest of this research is organized as follows:

Chapter 2 presents the literature related to the study of the background theory described in this present study. First, the chapter presents task-based language learning including definition of task, task components, a typology of language learning tasks, components of the task-based learning framework, advantages of task-based learning, teacher's role, speaking communication, and rating scales for assessing speaking ability. The chapter finally describes the concept of perception, and the related research on the use of task-based language learning.

Chapter 3 explains the research design and methodology used in the study. There are instrumentations, data collection procedures and data analysis.

Chapter 4 presents the results of the study showing the difference between students speaking ability before and after the experiment. The students' observations and perceptions towards the implementation of the task-based learning are discussed.

Chapter 5 summarizes the findings of the study, discusses the effectiveness of the task-based learning on students' English speaking abilities, the development in the students' speaking abilities after the experiment, the researcher observes the student for the experiment, and the students' positive perceptions towards the use of task-based language learning. There are recommendations and implications for further studies.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses the use of task-based learning to enhance English speaking abilities. This chapter contains three sections. The first section is task-based learning. The second section is speaking communication. The last section is related research.

Task-Based Learning

Definition of Task

Task-based learning has gone through numerous modifications in recent years and has been recommended as a way forward in communicative language teaching. Prabhu (1987) defines a task as an activity that requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process. Similarly, Lee (2000) defines a task as a classroom activity or exercise that has an objective obtainable only by interaction among participants, a mechanism for structuring and sequencing interaction, and a focus on meaningful exchange. Moreover, a task refers to a language learning endeavor that requires learners to comprehend, manipulate and produce the target language as they perform the set task, involving real-world language (Richard, 1986).

Breen (1987) contributes to the definition of tasks in language classrooms, pointing out that a task is a structured plan to provide opportunities for the refinement of knowledge and capabilities entailed in a new language, which are subsequently used during communication. According to Willis (1998), tasks are activities in which

the target language is used for a communicative purpose to achieve an outcome.

Nunan (2004) uses the word task instead of activity. He defines a communicative task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also provide a sense of completeness, able to stand alone as a communicative act in its own right.

Ellis (2003) defines the tasks as activities that are primarily focused on meaning. In contrast, exercises are activities that are primarily focused on form. According to Bygate, Skehan and Swain (2001), a task is an activity that requires learners to use language, with emphasis on meaning, to attain an objective. While these definitions may vary, they all emphasize that fact that a task is an activity that requires language learners to use language through a communicative purpose to achieve an outcome where meaning is the major focus rather than form.

Task Components

Candlin (1987), Nunan (1989), and Ellis (2003) define that a task has five components: a goal that informs the learners about the aim of the task, input of that information to use the task which includes general information, media or their experience, a procedure that does the task successfully, role that teacher's role and learners how to do task and outcome at the completion of the task. There are two types, of outcome production and procedures.

In conclusion, the task components include goal, input, procedure, role and outcome.

A Typology of Language Learning Tasks

Paulston (1979) recommends four types of language learning tasks: The first type is social conversations that happen in real-life including greeting, introducing, apologizing and complaining. The second type is community tasks for the learners to use language in situations. The third type is problem solving activities that the learners help to offer and solve the problems in work groups. The last type is role-play that the learners will develop them to get more knowledge.

Candlin (1987) offers four types of language learning tasks: These are learner training, information-sharing, researching and experimentation, and learning strategy training.

Nunan (2004), Pattison (1987) and Richard (2001) suggest three typologies of tasks and activity types: information gap tasks that relate the questions and answers; reasoning gap or decision making tasks that relate the discussion and decision; and opinion exchange or opinion gap tasks. They focus on experience and performance gained, and/while learners are communicating and developing to use language and thinking.

Willis (1998) states that task-based learning helps to develop English ability. There is the typology of pedagogical tasks as follows: Listing related brainstorming, and fact-finding. The outcome would be list or mind maps. Ordering and sorting relates sequencing, ranking, categorizing and classifying items. Comparing relates matching to identify points, finding similarities and differences. Problem solving relates expressing hypotheses, describing experiences, comparing alternatives and evaluation and agreeing on a solution. Sharing personal and related experiences encourages the learners to talk more freely. Creative tasks include listing, ordering

and sorting, comparing and problem solving.

Components of the task-based learning Framework

The components of task-based learning consist of three major phases. (Ellis, 2003). Pre-task stage prepares learners to perform tasks. For example; teachers present new vocabulary. This stage is important in a way that teachers suggest to learners on how to do tasks (Lee, 2000; Dornyei, 2001) with opportunities to encourage the learners to do the task.

During-task stage provides the learners to do the task through language. It emphasizes communicating through pair or group work, such as information gap, and retelling story. Then, the learners prepare to present the task. The teacher suggests how to use vocabulary, sentence, language or idiom and practice for presentation. The learners should be confident enough to speak and report their task. Then they discuss or share some ideas, and feedback.

Post-task stage focuses on two goals: the language analysis stage and extended practice. Language analysis refers to the way students analyze language used while doing the task. The other alternative includes extended practice that requires students to continue using language in doing similar tasks.

Advantages of Task-Based Learning

Researchers and educators suggested that task-based activities are a highly effective method to improve learners' abilities to communicate language teaching. Specialists in the field of language teaching (Brumfit, 1984; Littlewood, 1981; Taylor, 1983 and Willis, 1996) concluded many advantages of task-based learning including especially providing opportunities to the learners to use the language in real situations. Engaged in tasks, the learners speak confidently. The learners are able to use

language fluently and naturally, through solving the problems. Interaction takes place among learners and between learners and the teacher.

Teacher's role

Willis (1996) assigned the following roles for the teachers in the framework for TBLT:

In the pre-task stage, the teacher should present and define the topic, using activities to help students remember and study some useful words and phrases. To ensure that students understand task instructions, the teacher should check their readiness to do tasks.

In the during-task stage, the teacher should act as a monitor and motivate students to ensure that the purpose of the report is clear. The teacher can act as a language advisor to help students review oral reports or as a chairperson selecting who will speak next.

In the post-task stage, the teacher should review each activity with the whole class, bringing other useful words, phrases and sentences to students' attention. Also she/he can review language items from the report stage through activities after analysis to build students' confidence.

Speaking Communication

Definition of speaking communication

Educators defined speaking communication as follows:

According to Ur (2006), out of all of the four language skills (listening, speaking, reading, and writing) speaking is the most important. Brown, (1994); Burns and Joyce, (1997) said that speaking is an interactive process of constructing meaning

that involves producing, receiving and processing information.

Bruder (1976) states that speaking communication is to know the meaning and the goals to intelligence. Paulston (1978) suggests that speakers interact with others in social and cultural contexts. Scott (1981) says that interaction between a speaker and listener shares information to communicate. Gower; Phillips; & Walters (1995) point out that communications between senders and receivers are able to use language accurately and fluently. Revel (1995) introduces that speakers exchange knowledge, information, opinion, feeling, and gesture among the speakers of that culture.

Savignon (1997) insists that in communication, speakers interact with other speakers to create understanding and give the meaning. Luoma (2004) claims the communicative elements include sound, structure and words.

Angwatthanakul (1997) suggests that speaking combines thinking, intelligence, feeling and knowing the goals of the speakers. Thus, speaking skill is important in the daily life as well as in foreign language teaching. In short, speaking skill is important and necessary because speakers share messages and understanding. However, speaking skill is complicated and needs practices.

In conclusion, speaking is a combination of thinking, feeling, exchanging information, culture and tradition by integrating sound, language and non-verbal behavior for accurate communication.

Components of speaking

Educators discuss the concept of speaking and come up with components of speaking as follows. According to Searle (1978), an utterance that a speaker says through phrases or sentences should have the goals to communicate. Propositionary

act that speakers use through utterance carries power. Illocutionary act carries intended meanings such as greetings, making requests, apologizing.

Byre (1987) and Underhill (2000) claim that there are three components of speaking. The first component is related to a person who communicates or sends messages to the listener. The second component is a message that a speaker sends. The last component is the listener or receiver.

Srithongrung (1997) and Witthayawanit (2002) suggest that a speaker speak in order to express feelings, give some opinion and attitudes to the listener. To accomplish this, a speaker needs to use language or speak accurately. That is, speakers need to be aware of audience communication channel, gesture, and all related components that affect mutual understandings.

Levelt (1989) identified three autonomous processing stages in speech production: (1) conceptualizing the message, (2) formulating the language representation, and (3) articulating the message.

In conclusion, the components of speaking that speaker and listener communicate effectively. The speaker has the goals and is able to analyze the language. The listener selects to use language, gesture, sound and visuals acts to communicate properly, and interact between speaker and listener effectively.

Principles of Developing Oral Communication

Many educators recommend that principles of developing oral communication are as follows: Lynch (1963) claims that the teacher should provide students with opportunities to have interaction. Students should have opportunities to analyze the experience and get feedback to improve speaking.

Brown (2001) states that language focuses on communicating fluently. The

activities motivate the learners. The learners practice in the real situation. The learners get feedback after activities. The learners practice listening and speaking skills. The learners should be provided with the opportunity to create the task. The learners develop speaking. Richard and Rodgers (2002) speech that learners must study language through communication. The teacher uses authentic and real situations. The learners are provided the opportunity to communicate fluently.

In conclusion, the language performs the feeling of speakers to listeners while trying to communicate effectively.

Evaluating and Assessing Oral English Communication

Evaluating and assessing process evaluate student's speaking abilities before, during and after learning. Heaton (1990), Underhill (2000) and Weir (1993) suggest that teachers should assess and evaluate students' speaking ability which can be done through re-telling stories, interviewing, asking questions, giving a point and doing a role play. Other techniques include using pictures for description, comparison and sequencing, plus pictures with speech bubbles and maps. Wongsothorn (1995) presented three speaking types: reporting, description, re-story telling, giving opinion and analyzing, and interviewing with discussion or debate.

According to the above educators' evaluating and assessing, it can be concluded students' speaking abilities vary depending upon the techniques used by the teacher.

Table 1 Rating Scales for Assessing Speaking Ability

Underhill (2000: 98-99) gives an example of a rating scale for general spoken English as follows:

Rating Scales	
Level 5	General proficiency on all familiar and common topics; may be a loss for words on other topics, but is able to paraphrase successfully. Can produce correct complex sentences; very rare errors in structural forms, but makes errors of idiom or collation.
Level 4	Elementary professional competence. Makes effective use of all tenses, including past vs. perfect and simple vs. continuous distinctions; occasional errors in tense forms. Has a fully active concrete vocabulary and larger passive vocabulary.
Level 3	Basic competence for social and travel use. Has basic command of all simple tenses and can operate question and negative forms. Shows awareness of perfect forms but makes errors in using them. Is familiar with common concrete vocabulary and still searches for words while using them.
Level 2	Personal limited social conversation. Can answer simple questions about personal topics correctly in present and past tenses.
Level 1	Very limited personal conversation. Knows formulaic greetings and some vocabulary. Cannot construct correct simple sentences.

The Concept of Perception

Different scholars interpret perception in different? ways but the core concept of perception is more or less the same.

Brignall (2000) views perception as a process in which people try to understand the meaning around their environment.

Perception is a process that involves organizing and interpretation of sensory impressions influenced by our surrounding (Robinson, 2005).

Interpreting the above concepts of these scholars, perception of any input is organized to create an understanding.

According to Brianall (2001), there are three stages of process of perception. The first stage, selection, is an interaction with stimuli using five senses such as sight, sound, smell, taste and touch. Organization, the second stage, deals with organizing stimuli. The third stage, interpretation, combines values, beliefs, needs, experience, self-concept and expectation through the process by using the input information.

That is, perception involves people's understanding, views, opinions, beliefs, expectation, attitude and interpretation of past experiences which are happening all around in our environment.

Related Research

Related Research on Task-Based Language Learning.

A number of researchers have studied the effectiveness of Task-Based Learning in various educations.

For examples, Jeon & Hahn (2006) studied task-based language teaching in Korean secondary school. They found that the task-based learning improved their English.

Lochana and Deb (2006) confirmed the findings of Tanasarnsanee's (2002) research and Willis's (1998) principles of task-based learning gives students the opportunities to use language creatively. Furthermore task-based learning enhances the language proficiency of the learners.

The effectiveness of task-based learning is again confirmed by the study of Arumporn (2004) in Thailand. The researcher worked with Mattayom Suksa IV students in Autthaya province investigating how task-based learning supported students' speaking skill. The findings proved that task-based learning positively affected students' speaking ability.

Rattanawong (2004) identified the effects of teaching English through the task-based learning approach with Prathom Suksa 6 learners. The results showed that the four language subject skills, reading, writing, speaking, listening of the experimental group were higher than the control group.

Wichitipisan (2005) also investigated learners' English speaking ability through task-based learning. The learners' attitude towards studying English speaking abilities through task-based learning was positive.

Watthanamara (1996) studied to compare the task-based effect on learning to

speak English communicatively. The result was the learner achieved more English skills.

Siripitakchai (1999) studied teaching language through the task-based learning. The result shows that learners are able to speak and write English accurately.

Wan Yu (2010) studied students' perceptions of English Village Programme at the Fong Shan Elementary School in Kaohsiung Country, Taiwan. The research adapted both quantitative and qualitative methods. The instruments used in this study included a student questionnaire, student interviews, classroom observations, and teacher interviews. The results revealed that the themed classrooms with communicative activities, the native English-speaking teacher's instructional styles, and the communicative language teaching approach motivated students to study English. Students had positive attitudes towards communicative activities used in the classroom and also had highly positive motivation changing.

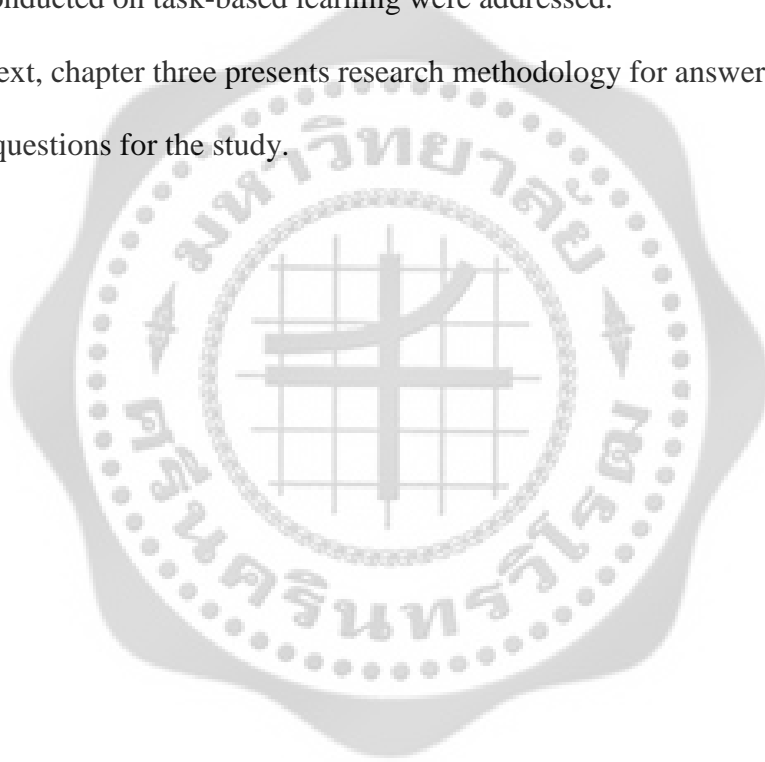
Troudi (2006) studied the change in perceptions of and attitude towards learning English in a Malaysian college. The study focused on investigating the changes in attitude towards learning English. The instruments used in the study were weekly student journals and student interviews. The results revealed that there was a change in students' attitudes from the time that they were in the secondary school to the time that they studied at in the college. Students had more positive attitudes when they studied at the college because of the environments that encouraged them to use English for communication and learning.

According to the research above, task-based learning represents an important approach in teaching English for communication. The present study also highlighted the use of task-based learning to develop English speaking abilities.

Summary of the Chapter

This chapter described the background used as the foundation of this present study. Firstly, there was a review of task-based learning. Next, speaking communication, principles of developing oral communication, the methods of evaluating and assessing oral English communication, and rating scales for assessing speaking ability were discussed. Finally, the concept of perception, and previous studies conducted on task-based learning were addressed.

Next, chapter three presents research methodology for answering three main research questions for the study.



CHAPTER III

METHODOLOGY

This study aimed at examining the effectiveness of using task-based language learning activities with Prathom Suksa 5 students' speaking ability. This chapter presents the methodology, including discussions of the research methodology, instrumentations, procedures for data collection, and data analysis.

Research Methodology

Research Design

This research was an experimental study, a single group pre-test and post-test design combining quantitative and qualitative data collection.

Variables

The independent variable was a teaching method based on task-based learning, and the dependent variables were English speaking abilities, students' behavior and perceptions towards the use of task-based learning in the classroom.

Data

The data collected in this study consisted of the scores of the pre-test and post-test, the observed behavior, and answered to open-ended questionnaires.

Population and Participants

Population

The population in this study was eighty Prathom Suksa 5 students at

Klongbanprao School, Pathum Thani.

Participants

The participants of the study were forty Prathom Suksa 5 students at Klongbanprao School, Pathum Thani. They were selected from the population via convenience sampling procedure due to the fact that the researcher was assigned from school to teach this class.

The context of the Study

The curriculum for Prathom Suksa 5, English course Strand 1 Language for Communication and Strand F1.3 were used. Many Prathom students had the deficiency in speaking English shown in their low moderate scores in English. Therefore, the researcher chose to investigate whether the use of task-based learning could develop Prathom Suksa 5 students' speaking ability. The participants were forty students who studied at Klongbanprao School who aimed to develop students' speaking skill.

Research Instruments

The research instruments applied in this study for quantitative and qualitative data collection consisted of lesson plans, an English speaking test, rating scales for assessing speaking ability, students' behavior, and students' perception questionnaire. The description, steps, and procedures for constructing each of the instruments are discussed as follows:

Task-based Learning Lesson Plans

There were three lesson plans focusing on task-based learning. The language functions for teaching were 1) Ordering Food and Drink, 2) Describing People, and 3)

Asking and Giving Direction. Language functions and examples for expression are illustrated as follows in Table 2.

Table 2 *The Contents of the Lesson Plans*

Lesson plan	Hours	The Title	Functions	Language Focus	Tasks
1	1-6	Shopping	Ordering food and drink	May I help you? Yes, may/can I have +quantifier, please? How much is it? It isbaht.	To design menu (food and drink)
2	7-12	Occupation	Describing people	What does he/she look like? He/ She has short brown hair. He/ She is thin.	To speak and write about favorite people
3	13-18	I live in a big house	Asking and giving direction	How can I go to + <u>place</u> ? Turn left/right, go straight, near, opposite	To describe a location of a place and draw the map.

The lesson plans were constructed as the following producers: The researcher studied the curriculum of Foreign Language Department with a focus on Prathom Suksa 5 to conceptualize the content, and the expected outcomes identified in the National

Curriculum 2008. Then, she selected the content following the curriculum of the school. The topics included; shopping, occupation and I live in a big house. After that, three lesson plans were designed based on task-based learning language. Next, three specialists checked the lesson plans and provided the researcher with feedback. Finally, the researcher revised and adapted lesson plans to be used in the experiment.

Instrumentation

This study examined the effectiveness of using task-based learning to develop English speaking ability. Research instruments used in the study were: English Speaking Tests, students' behavior form, and students' perception questionnaire.

English Speaking Tests

In English speaking test there were two tests: pre-test and post-test for measuring students' speaking ability. These two tests were the same. There were three tasks with different language functions and situations, including ordering food and drink, describing people, and giving and asking directions. Forty students were tested on the pre-test before teaching through the task-based approach. After that, all of the students studied the three lesson plans. The post-test was tested after the end of the experiment. The researcher recorded the answering while the students were interviewed, then evaluated it with two other English teachers. The researcher and two other English teachers, who evaluated students' speaking ability, conducted both the pre-test and post-test. There were 10 questions. Each question was worth 5 points.

Food

1. What is your favorite food?
2. What is your favorite fruit?
3. What is your favorite drink?

Occupation

1. What does your father look like?
2. What does your mother look like?
3. What does your teacher look like?
4. What do you look like?

I live in a big house

1. Where is the bank?
2. Can you tell me how I can go to school?
3. How can I go to the market?

The construction of the pre-test and post-test of speaking ability

Steps for designing these interviews were as the following. First, the researcher studied and analyzed the curriculum, content and objectives in order to conduct speaking tests. The second stage was identifying the principles of designing speaking tests. The following step was studying and selecting the content focusing on the level of difficulty based on the curriculum. The researcher had three specialists to check the content validity of the test and the researcher calculated the index of the correlation of all items by using Item Objective Congruence (IOC). After the pilot stage, the test was adapted. The pilot group was thirty Prathom Suksa 5 students who were not the participants of the

study. The practicality of the test was a central purpose of this stage. Finally the researcher settled to only fifteen questions.

Rating Scales for Assessing Speaking Ability

Underhill (2000: 98-99) gives an example of a rating scale for general spoken English. The components of the speaking rating scales focus on fluency, pronunciation, vocabulary, grammar and communication.

Students' Behavior

The observation form was designed to obtain information about Prathom Suksa 5 students' behavior while doing tasks in the classroom. The students' behavior form was conducted in accordance with the criteria by Ellis (2003). The students' behavior form was used before, during and after the lesson. The aim of this form was that the research could collect additional information.

Students' Perception Questionnaire

The questionnaire expressed their perceptions towards learning English through tasks. The students answered the six open-ended questions addressing the students' perceptions and gave plausible explanations regarding their experience learning through task-based learning in English speaking class.

Procedures for Data Collection

The students answered open-ended questionnaires, and speaking observation forms data were collected before, during and after the process. The experiments lasted for six weeks. Before participating in the instruction, the participants from Prathom

Suksa 5 students were tested through the interviews. The data collection steps included:

1. English Speaking Tests

English speaking were tests used for forty Prathom Suksa 5 students at Klongbanprao School, during the second semester of the academic year 2011. The researcher interviewed the students one by one, and there were ten questions.

The steps of the teaching the task:

Firstly, the researcher carried out the pre-test. Secondly, the researcher conducted a pre-observation. Thirdly, the researcher did orientation about the planning of teaching. Fourthly, the researcher observed while-observation. Fifthly, the researcher observed post-observation. Sixthly, the researcher administered the post-test. Finally, the students were given the questionnaires.

The lessons were taught by the researcher for six weeks with a total of eighteen hours. At the final stage, the students were expressed with a questionnaire to gather behaviors concerning perceived advantages and disadvantages of English task-based learning. The questionnaires used the open-ended questions for information for the analysis. The researcher gave assessment forms to the students and asked them to answer their questionnaires, including on before, during and after the task. Finally, the data was analyzed quantitatively.

Duration of the study

The duration of the study was six weeks during the second semester of the academic year 2011. The experiment took place three periods per week. Each session lasted an hour which was eighteen periods in total.

Data Analysis

The data was analyzed to answer the questions in study. It was analyzed based on language in speaking ability. The scores on English speaking ability were converted into mean and S.D. The first step of the data analysis process involved determining the mean and standard deviation of each pre-test and post-test score. In this research T-test Dependent was used to compare the scores via SPSS to check if this was a significant difference.

Data gained through observation forms were calculated to yield information regarding students' learning behavior. The open-ended questionnaire was used to support the finding.

Summary of the Chapter

This chapter discussed the research design, an experimental that combined quantitative and qualitative data collection and analysis. The participants were forty Prathom Suksa 5 students at Klongbanprao School. In the quantitative part, the data collection from the students' mean scores of the pre-test and post-test and rating scales from student behavior were discussed. Additionally, this study involved qualitative data collection from open-ended questions from the students' perception questionnaire. Finally, data analysis methods for analyzing the results were discussed.

Chapter 4 presents the results of the quantitative data analysis, the pre-test and post-test scores and rating scales from the students' behavior. It also describes the results of the qualitative data analysis from the open-ended questions.

CHAPTER IV

FINDINGS

The purpose of the study was to examine the effectiveness of task-based learning on developing English speaking ability. The participants of the study were forty Prathom Suksa 5 students at Klongbanprao School, Pathum Thani. Major data from this study was obtained through English speaking tests. The researcher examined the result of task-based learning to develop Prathom Suksa students' English speaking ability before and after learning through the task-based learning

The pre-test and post-test scores were assessed by the three raters including two English teachers and a researcher. The findings were calculated and statistically compared to find if there was any significant difference of in students English speaking abilities.

To test the hypothesis, the pre-test and post-test mean scores of the students' English speaking abilities were compared using t-test in this case.

The data presented in the following sections display steps of calculation.

Table 3 A Comparison of the Mean Scores on Pre-test and Post-test by English Speaking Ability

Rater	Pre-test	Post-test
Rater 1	18.45	40.05
Rater 3	18.23	40.58
Average Mean	18.37	40.42

According to Table 3, the three raters' mean scores of the post-test were higher than the pre-test. The participants had significantly higher mean scores on the post-test (M= 40.42) than the pre-test (M=18.37).

The result indicated that Prathom Suksa 5 students developed their English speaking abilities after learning English through task-based learning.

Table 4A Comparison of the Mean Scores on Pre-test and Post-test

English speaking ability	N	Mean	S.D.	t	p-value
Pre-test	40	18.37	5.22		
Post-test	40	40.42	2.50	30.12	.05*

Regarding to Table 4, it was found that English speaking ability of Prathom Suksa 5 students were significantly higher after learning task-based, significant at the .05 level. The mean score of post-test (M=40.42, S.D=2.50) was higher than the mean score of pre-test (M=18.37, S.D. 5.22).

Additional data was gained through the speaking observation by the researcher in three lesson plans. Three stages of observations were administered and conducted. The researcher noted students' behavior in the observation three times. The first time was during the first period. The second time was the fourth period, and the third time was the sixth period. The speaking observations were used nine times before, while, and after all three tasks. It was calculated total scores and compared the mean score all of performances.

Table 5 Students' Behavior Form

Performance	Before		During		After	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
1. Learners are active to use English while doing task.	1.67	2.36	2.33	3.30	4.00	5.66
2. Learners enjoy doing task.	2.00	2.83	2.33	3.30	3.67	5.19
3. Learners are self-confident to make conversations between their friends.	1.33	1.89	1.67	2.36	3.33	4.71
4. Learners express ideas in classroom.	1.00	1.41	1.67	2.36	3.33	4.71
5. Learners ask some questions about the task.	1.00	1.41	1.33	1.89	2.67	3.77
6. Learners try to edit himself / herself while using language.	0.67	0.94	1.33	1.89	2.67	3.77
7. Learners use sentences while using language.	0.33	0.47	1.00	1.41	3.00	4.24

Table 5 (Continued)

Performance	Before		During		After	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
8. The speed of learning of the students seem to be slightly affected by language problems.	1.00	1.41	1.33	1.89	2.33	3.30
9. Learners use appropriate vocabulary and idioms to make conversations.	0.67	0.94	1.00	1.41	3.00	4.24
10. Learners pronounce clear pronunciation.	1.00	1.41	1.33	1.89	3.00	4.24
Total	10.67		15.32		31.00	

As shown in Table 5, noticeably, the researcher observed and the students' behavior was noted while doing tasks: which were before, during and after. The total score of before was 10.67. The total score of during was 15.32. The total score of after was 31.00. The results of observation of students during the tasks stage were higher than before the tasks stage. The students' score of the after task stage was higher than the during stage.

In conclusion, the improvement of Prathom Suksa 5 students' improved. This can be inferred that task-based learning positively affected increased students' speaking. In addition, students' ability and behavior became more positive along with the phases of the various tasks.

Summary of the Chapter

This chapter presented the results of the study showing the difference between students' speaking ability before and after the experiment. In addition, the students' behavior and perception towards the implementation of task-based learning were presented. The next chapter summarizes the results of the study with the discussion, recommendations for practice, and recommendation for further studies.



CHAPTER V

CONCLUSION AND DISCUSSION

This study examined the effectiveness of task-based learning on Prathom Suksa 5 students' English speaking ability at Klongbanprao School. This study observed the students' behavior while doing tasks. And also explored students' perceptions towards the use of task-based learning in the classroom. This chapter presents the summary of the research, summary of the main findings regarding the effectiveness of task-based learning on students' speaking ability, the development focusing on speaking ability after the experiment, students' behavior while doing tasks, and students' positive perceptions towards the use of task-based learning. In the last section, the conclusion of significant finding of the present study, the recommendations and suggestions for further research are also discussed.

Summary of the Research

The purpose of this study was to 1) examine the effectiveness of using task-based learning on the speaking ability of Prathom Suksa 5 students'; 2) observe the students' behavior while doing the tasks; and 3) explore students' perceptions towards the use of task-based learning in the classroom. The participants were forty Prathom Suksa 5 students selected via convenience sampling, during the second semester of academic year 2011.

The one group pre-test and post-test design experiment took place three periods per week during the 6-week duration. Each session lasted an hour which was eighteen periods in total which excluding the pre-test and post-test. The instruments

included; three task-based learning language lesson plans based on task-based learning language, rating scales of speaking ability for evaluating speaking ability, students' behavior while doing tasks, and the students' perception questionnaire. Forty students had to test the pre-test by working in pairs to and speaking with their partner following the tasks. Students had to complete three tasks. The assessor evaluated students speaking ability using the rating scales speaking ability. After that, the students studied three lesson plans for all six weeks before taking the post-test which was the same test as the pre-test. The data were statistically analyzed by mean, standard deviation, and t-test for dependent samples by comparing students' mean scores of the pre-test and post-test to determine whether there was a significant difference. Therefore, students were required to respond to a students' behavior and perception open-ended questionnaire to explore their perceptions towards the use of task-based learning and observe their behavior towards the task-based learning in the classroom.

Summary of the Main Findings

Students' English speaking ability performed after the completion of the study was significantly different from that of pre-test at the .05 level. The scores of students' post-test (M= 40.42) was higher than pre-test (M=18.37). According to the result, there was the effectiveness of task-based learning on students' English speaking ability. The effectiveness of task-based learning included encouraging students to speak English, giving students opportunities to practice the various activities, encouraging students to study language, and supporting students' self-confidence.

The results showed there was the development in speaking ability after the

experiment. There were three task-based learning asking for and giving directions, In addition, the students had positive behavior while doing tasks in the classroom at a high level (M=31.00). Students used English actively while doing tasks. They were satisfied with the task-based learning because task-based languages were interesting, fun, and challenging to students' language skills in their daily life. Students improved not only their speaking ability, fluency, pronunciation and vocabulary but also their self-confidence.

The following section will discuss the findings in detail including the effectiveness of task-based learning on students' English speaking ability, the development in speaking ability after the experiment, students' positive behavior while doing tasks, and students' perception towards the using task-based learning through open-ended questions.

Discussion

The findings from the post-test of the experiment in the study showed that using task-based language learning could improve the students' English speaking. The result from the present study are consistent with those of Jeon and Hahn (2006) that task-based learning improved their English. This explains that Willis's (1998) principles of task-based learning provide students with the opportunities to use language creatively. And task-based learning enhances the language proficiency of the learners. All related aspects of the effectiveness are discussed in the following paragraphs.

Firstly, tasks support language learning and encourage students to speak English. The content of all topics with focus on speaking English included "*Shopping,*

Occupation, and I live in a big house". Students had opportunities to practice English. These activities are similar to situations in real-life. They practiced with their friends. They also like activities that were related to their experience and preference through tasks. For example, they liked to draw and paint, and would like to speak English with friends about art. They shared ideas related to tasks. The findings were consistent with Nunan (2004). Nunan indicated that task-based learning allows learners to use the language in pairs or group work.

Secondly, students were provided with opportunities to do the tasks, so and they enjoyed doing group work, both in pair and in group cooperative helped their learning. Helping each other to complete tasks created supportive learning environments. Savignon (1997) insists that in communication, speakers interact with other speakers to create understanding and give meaning.

Thirdly, while doing tasks, the students could speak English and created the tasks because they shared ideas with their friends. According to Krashen (1996), tasks encourage to learning students manipulate. Students shared ideas through task-based learning, they knew the meaning and had knowledge.

Fourthly, students had opportunities to support their complete tasks. They expressed that they were pleased and confident with what they did. As Willis (1996) stated, students feel the need for learning in a "*Child Center Environment*".

Fifthly, the students knew how to solve the language problem and prepared to perform tasks. According to Lopes (2004) investigated students using task instructions learned English more effectively because they used the language to perform tasks to access information, solve problems and talk about personal experiences.

Sixthly, the students used the authentic materials and realia to present their tasks. It enhanced the students' speaking and motivated them to speak in English. References to Nunan (1993); Skehan, (1998) and Ellis (2003) using activities as well as using authentic material are considered essential in Task-based Language Teaching (TBLT).

Seventhly, according to the students' behavior, the students had positive behavior while doing tasks in the classroom. According to Gardner (1985), positive behavior and greater motivation help to develop students' language efficiency.

Moreover, many students believed that task-based learning motivated them to speak English. Learning through task-based learning helped students have a purpose for speaking; so they had motivation for speaking English.

Eighthly, the findings of the open-ended questionnaires revealed that tasks helped them remember sentences more easily because they were able to link sentences with action. As Lightbown and Spada (1993) suggested, some students find physical actions aid their learning process, being able to experience new language in ways that involve them more fully. Many students' responses in open-ended questionnaires indicated that tasks were beneficial for English speaking. Students practiced speaking while doing role-play activities. That is, they used the learnt structure in authentic communication.

Finally, there are clear steps of teaching and well balanced stages. The students knew that they were approaching.

The Pre-task stage prepares learners to perform tasks. For example; prepare vocabulary or present new vocabulary. Lee (2000) presents that tasks are important, the teacher performs and suggests to the learners how to do the task. Dornyei (2001)

describes that the task is important and that it motivates and encourages the learners to do the task.

The During-task stage relates to the learners to do the task through language. It emphasizes communication. Thus the learners were confident to use the language that learners spoke and reported during their tasks. Then they discussed their work with the audience.

The Post-task stage was conducted with two goals; the language analysis stage and practice stage. Language analysis is the stage in which students analyze the language function they used to do the task. They had an opportunity to analyze language, solve the problems and share their ideas. During the practice stage on the other hand, the teacher had to assign a new task for the student to do. This stage must use the student's mother tongue language to practice dialogue.

Conclusion

Teaching speaking using task-based learning is a very important part of teaching English as a foreign language teaching. The result of this study revealed that task-based learning had a positive effect on Prathom Suksa 5 students' English speaking ability. The students also had positive behavior while doing tasks and the positive perceptions towards the task-based learning used in the classroom. And students can do activities with a partner or in a group. They can apply the knowledge from the classroom to use in their daily lives which is regarded as a success of language teaching for communication.

Recommendations for Practice

The researcher found that English speaking through task-based learning improved students' speaking ability. With the significant result, the researcher recommended that employing effective techniques for teaching vocabulary to facilitate learning. For example, using attractive pictures from Powerpoint for presenting new vocabulary. Teachers should provide them with a list of vocabularies to study at home, then let them study for the next hour. It would help the students remember vocabulary well. Students could make notes and practice conversation, before the lesson starts, and after the lesson ends, vocabulary in simple teachers should let the students summarize what they have studied to check understanding their knowledge.

The teacher should demonstrate how to do the activities and check understanding by asking questions. The teacher should explain the steps before letting them do the task because the students will not listen intently but they did the task instead.

Moreover, teachers should have provided opportunities for student work in groups because it creates good relationships and relaxation between their friends in the classroom.

However, the teacher should walk around the classroom to monitor the students' performance. The teacher should give some feedback about students' task or give them compliments. If they will have some problems when they do the task or practice the dialogues. The students think that the teacher is paying attention to them in the classroom, which could help them focus on the task intently. Because it is not a test; it is a chance to practice English speaking. This is a good time to observe them. According to Richards (2006), while students do tasks, the teacher should act as a

facilitator or monitor instead of correcting students' mistakes. In addition, in role-play the teacher should prepare a situation that is similar to a real situation, for example "*Shopping*" it motivates students to act as if they were in a real situation.

Limitations of the Study

The limitation of the present study lies in the limited number of activities used to practice speaking, duration of time, class size, and the effectiveness of monitoring.

Firstly, this study focused on speaking which is a skill students were not accustomed to the students were shy to speak English at the very beginning. They often used their mother tongue, because they did not know vocabularies and sentences.

Also, the students hardly speak English out of the class because they studied English in the class for only two months. So the researcher taught extra classes. If they studied continually, they may be able to speak with fluency and accuracy.

However, this experiment had only the experimental group, so the teacher should investigate two groups with an experimental group and control group. If we use two groups, we will compare which one is higher.

Finally, it seems to limit the focus on this study is the effectiveness of monitoring. The researcher was monitoring the students while they were doing activities. Some students lacked of confidence to interact. They would like to use their mother tongue.

Suggestions for Further Research

The suggestions for further research included investigate the effectiveness of task-based activities on developing other skills such as writing and reading. Adapting other principles of teaching to create new innovations would be another alternative in doing further studies. Possible recommended studies are as follows:

1. Researchers should study the task-based learning to develop English speaking at a Secondary level because they have more knowledge, and they can apply more various experiences when sharing ideas.
2. Researchers should apply task-based language learning to develop other English skills such as writing, and reading.
3. Researchers should study task-based learning to develop students' language skills in English focusing on real situations such as being tour guides or at hotels.



Bibliography

Bibliography

- Angwattanakul, S. (1994). *English teaching methods*. Bangkok: Chulalongkorn University Press, [in Thai].
- Arumporn, L. (2004). *The use of task-based learning to develop English speaking ability of Matthayomsuksa IV students in Ayutthaya Province* (Unpublished maters' thesis) Srinakharinwirot University, Bangkok, Thailand
- Baker, W. (2008). Should culture be an overt component of EFL instruction outside of English speaking countries? The Thai context. *Asian EFL Journal*, 5, (4).
- Breen, M. (1987). Learner Contributions to Task Design. In C. Candlin & D. Murphy (Eds.), *Language learning tasks* (pp. 5-22). Englewood Cliffs, NJ: Prentice Hall.
- Brown, G, & Yule, G. (1983). *Teaching the spoken language*. Cambridge, Cambridge University Press.
- Brown, H.D. (1994). *Teaching by principles and interactive approach to language pedagogy*: New Jersey: Prentice Hall Regents.
- Brown, H.D. (1994). *Principles of language learning and teaching*. San Francisco: Prentice Hall Regents.
- Brumfit, C. (1984). *Communicative methodology in language teaching*. Cambridge, England Cambridge University Press.
- Burns, A. and Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research.
- Beglar, D. and Hunt, A. (2002). Implementing Task-based Language Teaching. In J. Richards & W.A. Renandya (Eds)

- Methodology in language teaching* (pp. 96-106) Cambridge, England University Press.
- Richards I., and Renandya, W. (Eds.), *Methodology in language teaching; an anthology of current practice*. Cambridge, England: Cambridge University Press.
- Candlin, C. (1987). Towards Task-Based Language Learning. In C. Candlin and D. Murphy. *Language learning tasks*. Englewood Cliffs, NJ: Prentice Hall.
- Domesrifa K. (2008). *A study of using oral communicative activities to enhance English speaking ability of Matthayomsuksa one students*. (Unpublished maters' thesis) Srinakharinwirot University, Bangkok, Thailand
- Dornyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge, England: Cambridge University Press.
- Ellis, R. (1984). *Classroom second language development: a Study of classroom interaction and language acquisition*. Oxford: Pergamon Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Frost, R. (2005). *Teaching English*. Retrieved from http://www.teachingenglish.ork.uk/think/methodology/task_based.html.
- Heaton, J.B. (1990). *Classroom testing: testing speaking skills*. London: Longman.
- Huges, A. (2000). *Testing for language teachers*. Cambridge: Cambridge University Press.
- Krashen, S. (1996). *The natural approach: Language acquisition in the classroom*. Upper Saddle, New Jersey; USA: Prentice Hall.
- Lee, J. F. (2000). *Tasks and communicating in language classrooms*. Boston:

McGraw-Hill.

Levelt, W.J.M. (1989). *Speaking: from interaction to articulation*. Cambridge, Mass: MIT Press.

Lightbown, P.M. & Spada, N. (1999). *How languages are learned*. (2nd ed.) Oxford, UK: Oxford University Press.

Littlewood, W. (1995). *Communicative language teaching*. Cambridge, England: Cambridge University Press.

Lochana, M. and Deb, G. (2006). *Task based teaching: learning English without tears*. Retrieved from http://www.asian-efl-journal.com/Sep_06_ml&gd.php.

Lopez, J. (2004). *Introducing TBI for teaching English in Brazil*. Retrieved from: <http://etd.auu.et/dspace/.../1/Microsoft%20-%20-%20tagesse.Pdf>.

Nunan, D. (2004). *Task-based teaching*. Cambridge, England Cambridge University Press.

Nurhakim, F. (2009). *Teaching speaking by using communicative approach*. Retrieved from <http://www.scribd.com/doc/15190009/skripsi-Teaching-Speaking-by-Using-Communicative-Approach>

Office of the Basic Education Commission. (2008). *The basic education commission policy*. Retrieved from <http://www.obec.go.th/plan/plan1.doc>.

Oller, J. W. (1979). *Language test of school: a pragmatic approach*. London: Longman.

Piromsombut, C. (2002). *Effect magnitude estimators' properties: a comparison between classical test theory and item response theory*. (Unpublished masters' thesis) Chulalongkorn University, Bangkok, Thailand.

- Paulston, Christina Bralt. (1978). *Interaction activities in the foreign classroom: or how to grow the tulip rose, in developing communication skills*. Boston.
- Pica T, Kanagy R and Falodun J. (1993). *Tasks and language learning: integrating theory and practice*. C. tevedon, Avon: Multilingual Matters.
- Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Richards and others. (1986). *Longman dictionary of applied linguistics*. London: Longman.
- Ruso, Nazenin. (2007). *The influence of task-based learning on EFL classrooms*. Retrieved from http://www.asianefljournal.com/profession_teaching_articles.php Vol.18.
- Sae-ong, U. (2010). *The use of task-based learning and group work incorporating to develop English speaking ability of Matthayayom Suksa 4 students*. (Unpublished masters' thesis) Srinakharinwirot University, Bangkok, Thailand.
- Savignon, S.J. (1997). *Communicative competence: theory and classroom practice*. New York, McGraw Hill. Addison Wesley Publishing Company Inc.
- Scott, R. (1981). *Speaking in communication in the classroom*. New York, USA: Longman.
- Searle, J.R. (1978). *Speech acts*. New York: Cambridge University Press.
- Srithongrung, R. (1997). *Speaking for information* Nakhon Pathom: Petchkaseam Printing.
- Taylor, B. P. (1983). Teaching ESL: Incorporating a communicative student-centered component. *TESOL Quarterly*, 12, pp. 69-88.
- Underhill, N. (2000). *Testing spoken language*. Cambridge, England: Cambridge University Press.

- Ur, P. (1996). *A course in language teaching*. Cambridge, England: Cambridge University Press.
- Weir, C. (1993). *Understanding and developing language test*. New York, Prentice Hall.
- Willis, J. (1996). *A framework for the task-based learning*. Harlow, England: Longman.
- Willis, J. (1998). *A framework for task-based learning*. (2nd ed) New York; UK: Longman.
- Witthayawanit, K. (2002). *The principle of speaking*. Bangkok: O.S Printing House.
- Yooyong B. (2008). *The use of task-based learning to develop English speaking ability of Mattayomsuksa 2 Students at Banmarkkaeng School in Udon Thani Province*. (Unpublished maters' thesis) Srinakharinwirot University, Bangkok, Thailand.



APPENDIX: A

English Speaking Test



English Speaking Test

Pre – test / Post - test

This is pre - test and post - test for speaking test students

Food

1. What is your favorite food?
2. What is your favorite fruit?
3. What is your favorite drink?

Occupation

1. What does your father look like?
2. What does your mother look like?
3. What does your teacher look like?
4. What do you look like?

I live in a big house

1. Where is the bank?
2. Can you tell me how I can go to school?
3. How can I go to the market?



APPENDIX B

Rating Scales for Assessing Speaking Ability

Rating Scales for Assessing Speaking Ability

Underhill (2000: 98-99) gives an example of a rating scale for general spoken English as follows:

Rating Scales	
Level 5	General proficiency on all familiar and common topics; may be at a loss for words on other topics, but is able to paraphrase successfully. Can produce correct complex sentences; very rare errors in structural forms, but makes errors of idiom or collation.
Level 4	Elementary professional competence. Makes effective use of all tenses, including past vs. perfect and simple vs. continuous distinctions; occasional errors in tense forms. Has a fully active concrete vocabulary and larger passive vocabulary.
Level 3	Basic competence for social and travel use. Has basic command of all simple tenses and can operate question and negative forms. Shows awareness of perfect forms but makes errors in using them. Is familiar with common concrete vocabulary and still searches for words while using them.
Level 2	Personal limited social conversation. Can answer simple questions about personal topics correctly in present and past tenses.
Level 1	Very limited personal conversation. Knows formulaic greetings and some vocabulary. Cannot construct correct simple sentences.



APPENDIX C

Students' behavior towards the use of task-based learning language

Students' Behavior Form (Adapted from Ellis , (2003))

Time	<input type="text"/>	1
	<input type="text"/>	2
	<input type="text"/>	3

Performance	5	4	3	2	1
1. Learners are active to use English while doing task.					
2. Learners enjoy doing task.					
3. Learners are confident to make conversations between their friends.					
4. Learners expressed ideas in classroom.					
5. Learners ask some questions about the task.					
6. Learners are aware of language use while using language.					
7. Learners use structure while using language.					
8. Learners speed seems to be slightly affected by language problems.					
9. Learners use appropriate vocabulary and idioms to make conversations.					
10. Learners employ clear and correct pronunciation.					
Total score					

APPENDIX D

Lesson Plan on Task-Based Language Learning



Lesson Plan

Level: Prathom Suksa 5

Topic: Shopping

Time: 6 periods

Goal: Students can use quantifiers to sell - buy food and drink.

Enabling Aims: To enable students to pronounce the vocabularies correctly.

To enable students to sell, buy food and drink.

To enable students to use quantifiers to sell, buy food and drink

To speak and write for shopping.

Vocabulary: fried rice, noodle, hamburger, salad, juice, and bread

Structure: Quantifiers: a kilo of, a jar of, a piece of, a plate of, a bottle of, a loaf of

Functions:

Ann: Hello, today is a holiday. Let's go to the market.

Pam: Yes, that's a good idea. How often do you go to the market?

Ann: I always go to the market every weekend.

Pam: What do you want to buy at the market?

Ann: I want to buy a bar of chocolate and a loaf of bread.

Pam: What is your favorite food?

Ann: Hamburgers.

Ann and Pam go to the market.

At the market

Seller: May I help you?

Ann: Yes, may I have a bar of chocolate and a loaf of bread, please.

Pam: I will have a bowl of noodle, please.

Ann: How much are they?

Seller: They are 120 baht.

Ann: Here you are.

Seller: Thank you, anything else?

Pam: No, that's all.

Seller: Thank you very much.

Pam: You're welcome.

Methods of Teaching:

Pre-task

1. Teacher asks students about price of food and drink at the market.

Teacher: How often do you go to the market?

Students:

Teacher: Do you like to go to the market?

Students:

Teacher: Where do you usually go shopping?

Students:

Teacher: What do you buy at the market?

Students:

2. Teacher pre-teaches the new vocabulary and the language and students pronounce it.

3. Teacher let students do Task 1 in pairs

Student A and Student B ask each other about the price of food at the market.

(They don't know each other's information)

A: How much is

B: It is.....

Task 1

Student A

A. Ask your partner for the prices of things to buy at a Thai market and write them down.

Then answer your partner's questions.

Things to buy	Rangsit market	Thai market
a bowl of noodles	35 baht
a loaf of bread	32 baht
a piece of hamburger	25 baht
a bottle of fish sauce	26 baht
a kilo of pork	118 baht
a bar of chocolate	27 baht
a glass of juice	20 baht

Task 2

Student B

B. Answer your partner's questions. Then ask your partner for the prices of things to buy at Rangsit market.

Things to buy	Rangsit market	Thai market
a bowl of noodle	30 baht
a loaf of bread	28 baht
a piece of hamburger	25 baht
a bottle of fish sauce	24 baht
a kilo of pork	124 baht
a bar of chocolate	35 baht
a glass of juice	15 baht

4. Teacher assigns students to draw the interesting food and drink and practice to sell and buy in pair work.

During-task

5. Teacher divides the students into groups of 3 to do Task 2: to survey the prices of vegetables, food, drink, clothes at a Thai market and Rangsit market. Students can choose to survey the prices at a Thai market or Rangsit market.

6. Teacher brings the information from the survey to create market simulation situation. Change role of selling and buying with your partner using the pictures that students make by themselves.

7. Students use the language. The student can buy food and drink from other shops.

8. Each group does Task 3 and then makes the price's list, write the list and the prices of products that they survey. They emphasize quantifiers for example a bowl of

noodles is 35 baht at Rangsit market but 30 baht at Thai market. After that, they show their work in front of the classroom.

Plan

9. Students prepare to report about the problem during the task and how to solve the problem.

Report

10. Students report and share ideas about the task of each group. When each group presents their tasks, students and teacher should write their problems.

Post-task

Language Analysis

11. Each group tells their problems during selling and buying food and drink.

12. Teacher re-teaches vocabulary and sentences and then, students practice accurately.

Practice

13. Students do Task 3 to match the quantifiers.

Task 3

Match the quantifiers in Column A and Column B

Column A

1. a bar of
2. a jar of
3. a can of
4. a kilo of
5. a pack of
6. a loaf of
7. a piece of
8. a plate of
9. a glass of
10. a cup of

Column B

- a. soap
- b. tea
- c. bread
- d. milk
- e. pizza
- f. fried rice
- g. beer
- h. spaghetti
- i. beef
- j. fish sauce

14. Teacher divides students to do simulation activities.

15. Teacher assigns a shop simulation situation at the fair or school market.

Materials and Sources:

Real things

Microsoft Word

Tasks 1-3

Evaluations:

1. English Speaking Test

Comments:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

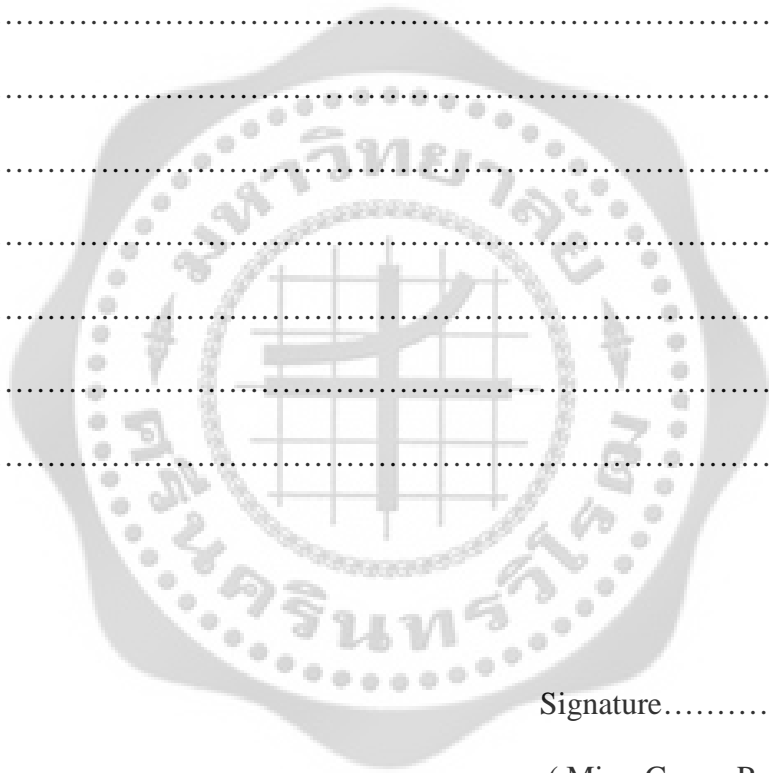
.....

.....

.....

.....

.....



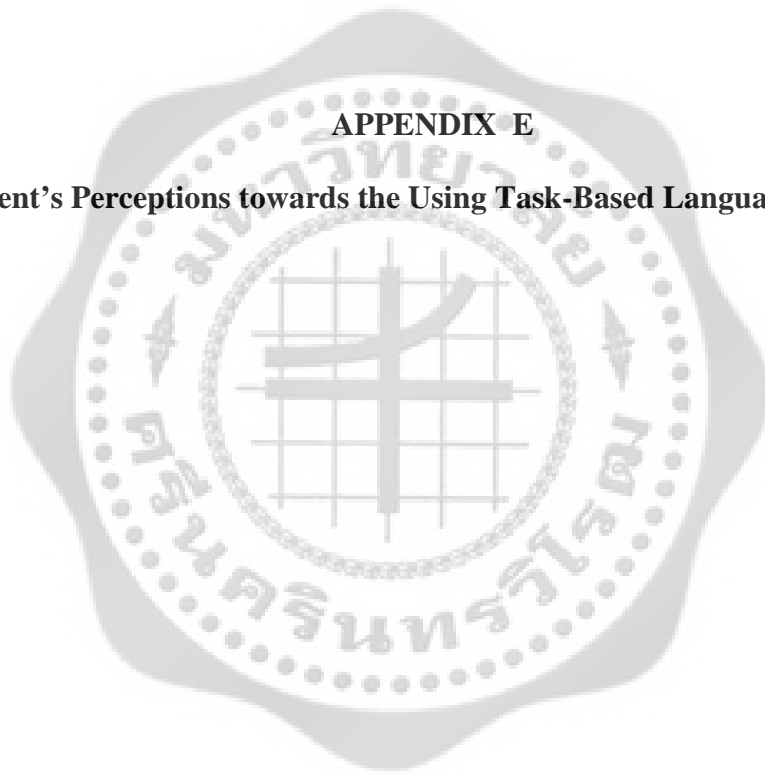
Signature.....

(Miss. GesornPongsawang)

Date:

APPENDIX E

Student's Perceptions towards the Using Task-Based Language Learning



Student's Perceptions towards the Using Task-Based Language Learning

แบบสอบถามความคิดเห็นการสอนภาษาอังกฤษผ่านกิจกรรมอิงภาระงาน

1. The students got knowledge and they can use it in their real-life.

.....

2. What are the knowledge and purpose for the lesson?

.....

3. How do you feel about English teaching all 18 hours and do you have problems while doing tasks?

.....

4. Do you think that activities and teaching style are the same or different?

- What is the same?

.....

- What is the difference?

.....

5. Do you like to study through task? Why? Give some reason.

.....

6. Do you like to study continually through tasks?

.....

Refer form (Uriwan Sea-ong, 2010)



APPENDIX F
Classroom Environment

Classroom Environment











VITAE

Name: Miss Gesorn Pongsawang

Date of birth: 18 December, 1978

Place of birth: Pathum Thani

Address: 48/342 Moo.1 Tambon Klong Nung, Amphur Klong Luang
Pathum Thani, 12120

Office: Klongbanprao School, Moo 6, Tambon Banpathum,
Amphur Samkok, Pathum Thani, 12160

Educational Background:

2012 Master of Arts Degree (Teaching English as a Foreign
Language) from Srinakharinwirot University

2002 Bachelor of Arts Degree (English)
from Rajabhat Institute Petchburiwittayalongkorn

1989 High School (English-Japanese)
from Thammasat Klongluang Wittayakom, Pathum Thani