THE USE OF TASK-BASED LEARNING AND GROUP WORK

INCORPORATING TO DEVELOP ENGLISH SPEAKING ABILITY OF

MATTAYOM SUKSA 4 STUDENTS

A THESIS

BY

URAIWAN SAE-ONG

Presented in Partial Fulfillment of the Requirements for the

Master of Art Degree in Teaching English as a Foreign Language

at Srinakharinwirot University

March 2010

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AN ABSTRACT

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The purpose of this study was to develop English speaking ability of Mattayom Suksa 4 learners at the Demonstration School of Silpakorn University in Nakornpathom Province through task-based learning. The informants were 40 Mattayom Suksa 4 learners gained via random sampling. The instruments used for collecting data were seven lesson plans, a pre-post speaking test, a teacher's observation form, a learners' self-assessment form, and group work assessment. The data were statistically analyzed by mean, standard deviation, and *t*-test for dependent samples.

The results of this study indicated that the English speaking ability of Mattayom Suksa 4 learners through task-based learning after the experiment was significantly higher at the .05 level.

การจัดการเรียนรู้แบบเน้นงานปฏิบัติและกิจกรรมกลุ่มเพื่อพัฒนาความสามารถ
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       การศึกษาครั้งนี้มีจุดมุ่งหมายเพื่อพัฒนาความสามารถด้านการพูดภาษาอังกฤษเพื่อการ
สื่อสารของนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนสาธิตแห่งมหาวิทยาลัยศิลปากร จังหวัดนครปฐม
โดยใช้การจัดการเรียนรู้แบบเน้นงานปฏิบัติ กลุ่มตัวอย่างที่ใช้ในการทดลองเป็นนักเรียนชั้น
มัธยมศึกษาปีที่ 4 จำนวน 40 คน โดยใช้วิธีการสุ่มตัวอย่างอย่างง่าย เครื่องมือที่ใช้ในการทดลอง
และเก็บรวบรวมข้อมูล คือ แผนการจัดการเรียนรู้จำนวน 7 แผน แบบทดสอบวัดความสามารถ
ด้านการพูดภาษาอังกฤษ แบบสังเกตพฤติกรรมการพูดภาษาอังกฤษ แบบประเมินตนเองด้านการ
พูดภาษาอังกฤษ และแบบประเมินตนเองด้านพฤติกรรมการทำกิจกรรมกลุ่ม สถิติที่ใช้ในการ
วิเคราะห์ข้อมูล คือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และใช้สถิติ *t*-test แบบ Dependent samples
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เน้นงานปฏิบัติของนักเรียนชั้นมัธยมศึกษาปีที่ 4 หลังการทดลองสูงกว่าก่อนการทดลองอย่างมี
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The thesis titled

"The Use of Task-based Learning and Group Work Incorporating to Develop English

Speaking of Matthayom Suksa 4 Students"

by

Uraiwan Sae-Ong

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TABLE OF CONTENTS

TABLE OF CONTENTS (CONTINUED.)

Chapter   Page

LIST OF TABLES

Table   Page

LIST OF FIGURES

Figure   Page

CHAPTER I

INTRODUCTION

Background

English has played an important role in the daily lives of the Thai people for many years due to its influence on education, careers and economics. Having English skills encourages learners to communicate with foreigners comfortably, understand differences in culture and hold positive attitudes towards using English (Genc & Bada, 2005). Bailey and Savage (1994) state that to communicate on a daily basis, speaking is a necessary and basic skill that also helps an English learner become a good reader and writer spontaneously. In addition, Ellis (2003) points out that the main purpose of a learner studying English as a Second Language (ESL) is to reach a personal goal to achieve success.

The Ministry of Education in Thailand (2001) is focusing on the significance and value of English. Responding to global challenges, English has been placed in the curriculum from primary to advanced levels. In the Thai education system, English is primarily taught by Thai teachers with a small number of native English speaking teachers on staff (Baker, 2008).

Problems in teaching and learning English as a Foreign Language (TEFL) relates to both teachers and learners.   This problem is partly affected by teaching methods. Lochana & Deb (2006) state that most EFL teachers teach language by lecturing and focusing on grammatical rules instead of language use. It is much more effective to teach language from context and meaning (Ellis, 2003).   Teachers often provide insufficient opportunities for learners to practice English. To make the situation worse, both teachers and learners frequently use Thai language throughout English classes.

Another hindrance to EFL learners acquiring English 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.

Learners face various additional difficulties in learning English. Many EFL learners cannot effectively use English in conversation or correspondence with others. Although some learners study English for 10 years, they still cannot apply it in real life situations. According to Xiao (2009), EFL learners avoid employing target language and cannot apply it in genuine communication. Hashim (2006) shows that learning a language flourishes most when learners are in a positive environment and are given opportunities to communicate in authentic situations. Accordingly, it has been suggested that teachers abandon the traditional teaching approach and replace it with communicative language teaching (CLT) (Lochana and Deb, 2006).

The Office of the Basic Education Commission (2009) 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 approaches have been developed to promote learners' English ability, for example, task-based learning, game activities and English camps.

An offshoot of CLT is task based learning (task-based learning). This is a practical approach to the learning process, employing various activities and challenges for learners to think freely and increase their competence. Task-based learning 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 (Lochana and Deb, 2006).

A lot of research shows that task-based learning has been accepted as an alternative approach to resolve the crisis of teaching English. Oxford (2006) says that task-based teaching and learning is an exciting field that offers great riches if explored by teachers in their dual roles as instructors and action researchers. In addition, Lingley (2006) describes a set of materials and a methodological framework for a task-based approach for intermediate-level Japanese EFL learners as an example of how task-based teaching can be used to meet divergent learner needs. Muller (2006) states that

after using task-based learning, teachers can be confident that they are meeting institutional requirements and facilitating the development of genuine communication skills among learners.

Task-based learning provides many advantages in teaching English as a Foreign Language (TEFL) because it offers language experience in the classroom. Task-based learning focuses on learners using language naturally in pairs or group work, allowing them to share ideas (Nunan, 2004). It encourages them to be actively involved in the learning process. Willis (1998) writes that the task-based learning framework, combined with tasks and texts, provides learners rich exposure to language plus opportunities to use it themselves. Throughout the task cycle, emphasis is on learners' understanding and expressing meaning to complete tasks.

Ellis (2003) and Frost (2005) propose 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 within group work.

In consideration of the problems and the importance of teaching and learning English, the researcher is interested in task-based learning to develop English speaking communication ability with Mattayom Suksa 4 learners. Mattayom Suksa 4 learners have been targeted in this study in light of the works of Piaget (1952) and Vygotsky (1962), who indicate that 15 to18 year old learners are active enough to acquire new knowledge and exchange ideas to develop their ability. The researcher has applied and adapted a 3-step teaching process, namely, pre-task activities, task - cycle and post-task activities.

Objectives of the Study

1. To examine the use of task-based learning to develop learners' English speaking ability.

2. To investigate the effectiveness of group work incorporating task-based learning.

3. To explore learners' perceptions of improvement in English speaking abilities after learning through task-based learning.

Significance of the study

This study provides evidence of English speaking ability and development through communication using task-based learning. It also suggests ways to incorporate group work in the task-based approach. The findings from this study have proven the effectiveness of the task-based approach and success of incorporating group work in an English learning environment. EFL teachers could benefit from this study in terms of teaching speaking ability and employing group work.

Scope of the Study

Population and Participants

1. This study investigated the effectiveness of task-based learning. The population in this study was Mattayom Suksa 4 learners, chosen by the simple random sampling approach. The participants were 40 learners selected from Satit Silpakorn School, Nakornpathom. The study was conducted during a two month period, with two hours of class time per week.

2. The variables in this study were as follows:

2.1 Independent variables were task-based learning and group work

2.2 Dependent variable was English speaking ability

Definition of Terms

Terms defined in this study were 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 (Willis, 1998; Ellis, 2003).

2. English speaking ability refers to the skill of communicating by sharing information fluently and accurately, including the choice and use of appropriate vocabulary and structure in all contexts. This performance can be measured using the rating scale adapted from Ribe and Vidal (1993), Council of Europe, (2001) and Nunan (2004).

Statement of Hypothesis

1. The speaking ability of Mattayom Suksa 4 English learners at the Demonstration School of Silpakorn University learning through task-based learning was higher than before the experiment started.

2. Task-based learning was effective in developing group work ability of Mattayom Suksa 4 English learners at the Demonstration School of Silpakorn University

CHAPTER II

LITERATURE REVIEW

This chapter discusses the use of task-based learning to develop English speaking ability, investigates the effectiveness of group work incorporating task-based learning, and explores learners' perceptions of improvement in their English speaking abilities learning through task-based learning. This chapter is divided into three parts: task-based learning, English speaking and group work.

1. Rationale of Task-based Learning

The rationale for task-based syllabuses has been advanced by Second Language Acquisition (SLA) researchers in spite of some arguments against it. First, it is premised on a 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. Tasks, as long as they provide a 'reasonable challenge,' will be cognitively involving and motivating. Third, tasks serve as a suitable unit for specifying learners' needs and thus for designing specific purpose courses. In summary, task-based syllabuses have been promoted by second language acquisition researchers and educators as an alternative to linguistic syllabuses on the grounds that task-based syllabuses conform to acquisition processes (Ellis, 2003).

Task-based syllabuses share an important characteristic with topic-based, content-based and project-based approaches. They all afford maximum flexibility and allow teachers to bring in a wide variety of content that can be tailored to learner needs. Projects can be viewed as 'maxi-tasks,' a collection of sequenced and integrated tasks that add up to a final project. These approaches suit the curricula in general English programs. The goal of content-based instruction (CBI) is to prepare learners to acquire language while using the context of any subject matter so that they learn the language within the specific context. Rather than learning a language out of context, it is learned within the context of a specific academic subject.

Topic-based or theme-based instruction raises a few challenges to the instructor. It can be hard to find information sources and texts suitable for lower levels.

The sharing of information in the target language can also cause difficulties. (Murphy and Stoller 2001). Finally, some learners may copy directly from the source texts they use to get their information.

In conclusion, task-based learning is an alternative approach to communicative language teaching because a task involves a primary focus on meaning, real-world processes of language use and any of the four language skills. A task engages cognitive processes and has a clearly defined communicative outcome. Nunan (2004) suggests that task-based learning encourages child-centered learning, helps learners develop individual differences and supports learning autonomy. This approach provides opportunities for learners to plan tasks with emphasis on the learning communication process, clearly determines the purpose in each task and employs evaluation throughout the task. In conclusion, emphasis is in helping learners use language in a communicative process through authentic experience while engaging the target language.

2. Task Based Learning

The concept of task has become an important element in syllabus design, classroom teaching and learner assessment. The following section defines task and illustrates the way in which it is used, as well as spelling out its pedagogical assumptions.

2.1 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 meaning exchange. Moreover, a task refers to a language learning endeavor that requires learners to comprehend, manipulate and produce target language as they perform the set task, involving real-world language (Richards, 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 "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 the 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.

2.2 Task Components

Tasks contain some form of input that may be verbal or nonverbal, followed by an activity which is derived from the input. This activity requires learners to engage in activities in relation to the input. Tasks have goals and roles for both teachers and learners. Nunan (2004) points out those course designers should take the following elements into consideration when designing a task: goals, input, procedures, teacher role, learner role and setting (figure 1).
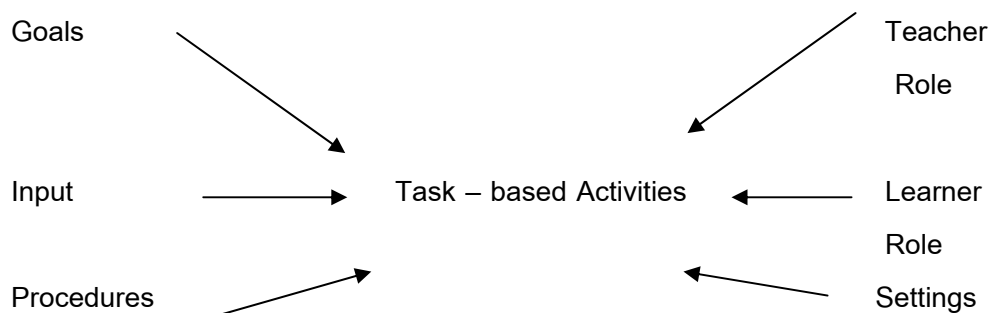
Figure 1 Task Components (Nunan, 2004)

2.2.1 Goals refer to the general intentions behind any learning task. Nunan provides a link between task and curriculum. Goals relate to general outcomes or may directly describe the teacher or learners' behavior. Clark (1987, cited in Nunan, 2004) notes that communicative goals in a curriculum suggest that language is used for establishing and maintaining interpersonal relationships and for the exchange of information, ideas, opinions, attitudes and feelings to get things done. This includes listening to, reading and responding to imaginative use of target language such as stories, poems, songs, dramas or learners' own creations.

2.2.2 Input refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves. Input can come from a wide range of sources, including letters, menus, postcards, bus timetables, picture stories or hotel entertainment programs (Hover, 1986).

2.2.3 Procedures specify what learners actually do with the input. Regarding criteria for the task, teachers consider the authority of the learning procedures and input. Another point of criteria for task selection involves activation rather than a rehearsal rationale. In addition, analyzing procedures should be based on the focus or skills required to achieve the goal. Learners integrate phonological, lexical and grammatical forms through memorization and manipulation. Eventually, they apply these skills in communicative interaction.

2.2.4 The teacher's role refers to the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants. According to Breen and Candlin (1987), the teacher has three main roles in the communicative process: facilitator participant, observer and learner.

2.2.5 Learner role refers to the part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants. Therefore, the learner interacts with outside stimuli as an integrator and negotiator who listens and performs for personal growth. The interpersonal roles of learners cannot be divorced from the psychological learning process. Learners take

responsibility for their own learning to develop autonomy and skills in learning how-to-learn.

           2.2.6 Setting refers to the classroom arrangement specified or implied in the task. It requires consideration of whether a task is to be carried out wholly or partly outside of the classroom. It is useful to distinguish between mode and environment when setting tasks. Mode refers to whether the learner is operating on an individual, pair or group basis. Environment refers to where the learning actually takes place. It might be in a conventional classroom in a school, a language center, a community class, a workplace setting, a self-access center or a multi-media language center.

In conclusion, the core task elements have six components: goals, inputs and procedures along with the supporting elements of teacher and learner roles plus setting. These elements play important constructs within task-based learning, including the relationship between real-world and pedagogic tasks, text and task authenticity and the place of learning strategies within the task-based classroom.

2.3 A Typology of Language Learning Tasks

Paulston (1979) suggests four basic task types of language learning tasks: (1) social formulas and dialogues that cover general speaking behavior in daily life including greeting, parting, introducing, apologizing and complaining; (2) community oriented tasks for learners to use language in authentic situations; (3) problem solving activities that keep learners engaged in finding solutions to problems. Learners are presented with a problem and provided with some solutions; they work in groups and discuss the best way to solve the problem; (4) Role playing is when learners take characters' roles assigned by the teacher. Role-playing can be applied from basic level classes to advanced classes. Learners should have sufficient background knowledge and schema to help them develop more effectively.

Candlin (1987) presents an alternative view, advocating four typologies of language learning tasks focusing on language training, information sharing, research and experimentation, and learner strategy.

Richard (2001), Nunan (2004), and Pattison (1987) propose three tasks and activity types: information gap tasks involving questions and answers; reasoning gap or decision making tasks that involve discussion and decision; and opinion exchange or

opinion gap tasks. They emphasize experience and performance. Learners are required to develop language use and cognitive thinking while they communicate.

The present study has adapted Willis's (1998) use of task-based learning to develop English speaking ability. It includes the following typology of pedagogical tasks:

1. Listing; listing tasks tend to generate a lot of talk as learners explain their ideas. The processes involved are brainstorming and fact-finding. The outcome can yield completed lists or mind maps.

2. Ordering and sorting; these tasks involve four main processes: sequencing, ranking, categorizing and classifying items.

3. Comparing; the process involves matching to identify specific points and relating them to each other, finding similarities and things in common, and finding differences.

4. Problem solving; real-life problems may involve expressing hypotheses, describing experiences, comparing alternatives, evaluating and agreeing to a solution.

5. Sharing personal experiences; these tasks encourage learners to talk more freely about themselves and share their experiences with others.

6. Creative tasks: these can involve combinations of task types: listing, ordering and sorting, comparing and problem solving. Organizational skills and team-work are important in getting the task done. The outcome can often be appreciated by a wider audience than the learners who produced it.

In summary, there are many types of tasks that are used in real world situations. Teachers have to plan and carefully choose activities at each stage of teaching, since pre-task, task-cycle and post-task each play a direct role in learners' language acquisition.

2.4 Components of the task-based learning Framework

The components of the task-based learning framework lead teachers to follow teaching steps effectively because task-based learning employs sequences that differ from other teaching methods.

2.4.1 Pre-task (including topic and task) prepares learners to perform tasks in ways that promote acquisition. Lee (2000) describes the importance of 'framing' the task to be performed and suggests that one way of doing this is to provide an advance overview of what the learners will be required to do and the nature of the outcome they will achieve. Dornyei (2001) emphasizes the importance of presenting a task in a way that motivates learners. Moreover, he suggests that task preparation should involve strategies for inspiring learners' to perform the task. In this stage, the teacher introduces and defines the topic, uses activities to help learners recall/learn useful words and phrases to ensure that they understand the task instructions. Learners also have roles including noting down useful words and phrases from the pre-task activities and/or preparing for the task individually.

2.4.2 Task cycle refers to the 'methodological options' or 'task-performance options' available to the teacher in the during-task stage. Various options are available relating to how the task is to be undertaken. The task stage is a vital opportunity for learners to use language by working simultaneously, in pairs or small groups to achieve the goal of the task. In this step, learners practice using language skills while the teacher monitors and encourages them. The planning stage comes after the task and before the report, forming the central part of the task cycle. It describes how to help learners plan their report effectively and maximize their learning opportunities. The learners prepare to report to the class how they accomplished the task and what they discovered or decided. Moreover, they rehearse what they will say or draft a written version for the class to read. The teacher ensures the purpose of the report is clear, acts as language adviser and helps learners rehearse oral reports or organize written ones.

The reporting stage concludes the task cycle. During this stage, learners take full notes on language use plus responses and reactions to the language. Positive reactions increase motivation, self-esteem and spur them on to greater efforts in the future. The learners present their oral reports to the class or display their written reports. The teacher acts as chairperson, selecting who will speak and read the written reports. They also give brief feedback on content and form.

2.4.3 Language focus in the post-task stage affords a number of options. Language focus has three major pedagogic goals: (1) to provide an opportunity for repeated performance of the task; (2) to encourage reflection on how the task was performed; and (3) to encourage attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task. Consciousness raising activities can also be conducted to keep learners engaged. The learners are required to utilize consciousness raising activities to identify and process specific language features they have noticed in the task. The teacher reviews each analysis activity with the class, bringing useful words, phrases and patterns to the learners' attention, including language items from the report stage.

Practical activities can be combined naturally with the analysis stage and are useful for consolidation and revision. Practice activities can be based on the features of language that has already occurred in previous texts and transcripts or on features that were recently studied in analysis activities. In this section, the teacher conducts practice after analysis to build confidence. The learners practice words, phrases and patterns from the analysis activities, review features occurring in the task text or report stage and enter useful language items in their language notebooks.

2.5 Advantages of task-based learning

Many activities are used in communicative language teaching. Researchers and educators recommend that task based activities are highly effective methods to improve learners' proficiency and accuracy in communicative learning.

Pica et al. (1993) value task-based learning because it directs language teaching by giving opportunities to learners to interact between themselves and their teacher. This sharing of information and opinions supports them to reach their goals. Doing task based activities actually helps learners acquire target language. As Taylor (1983) suggests, task based activities give learners the opportunity to interact with target language directly and use it genuinely. Learners gain authentic experiences, learn the language and experience the communicative process.

Brumfit (1984) states that task based activities help learners solve problems in real conditions by focusing on target language. Learners develop their competence in

genuine situations. In addition, Ellis (1984) believes that task based activities underline communicative strategies such as paraphrasing, circumlocution and miming. Learners employ these strategies when they do not comprehend the target language or when they are required to use language beyond their competence. With experience and language skill, they are able to select and use language naturally.

2.6 Differences between task-based learning and 3Ps

The task-based learning framework solves the problem of providing a context for grammar teaching and form focused activities. PPP - present, practice, and production- and task-based learning procedures differ in this regard as well. Task-based learning provides learners with a holistic experience of language which helps them analyze the language to help them learn more efficiently. On the contrary, PPP provides discrete language items in a vacuum and then looks for activities to offer practice. Willis (1998) shows the differences between 3Ps and task-based learning as outlined in the following figure, (figure 2):

Figure 2 Comparison of 3Ps and task-based learning

Issues	3Ps	task-based learning
The importance of content	- Presentation of the target language coming first, this context has to be invented.	- Context is already established by the task itself. By the time learners reach the language focus phase, the language is already familiar.
	- The process of consciousness raising used in language focus activities simply requires learners to repeat,	- The process of consciousness raising encourages learners to think and analyze.

Figure 2 (Continued)

Issues	3Ps	task-based learning
	manipulate and apply target language. Learners realize only verb tenses and new words.	Moreover, it includes a wide range of words, collocations, lexical phrases and patterns in addition to pre-selected language forms. Learners recognize there is more to language than verb tenses and new words.
Teacher's role	- The teacher pre-selects the language to be taught. - Using a teacher centered process, the teacher controls every step of teaching: presentation, practice and production.	- Teacher acts as an advisor, suggesting use of language and helping with production before reporting in front of the class.
Learners' role	- Learners use language in accordance with the teacher's orders. Learners realize only given structures from the teacher, so they cannot use language naturally or freely.	- Learners are free to ask about any aspects of the language they notice. -Learners use language naturally and recognize authentic language use.

Figure 2 (Continued)

Issues	3Ps	task-based learning
Teaching Steps	1. Presentation stage; teacher presents an item of language in a context or situation that helps clarify its meaning. Presentation may consist of pattern sentences given by the teacher or short dialogues illustrating target items acted out by the teacher, read from a textbook or through audio. 2. Practice stage; learner's repeat target language and practice sentences or dialogues, often in chorus and/or in pairs, until they can say them correctly. 3. Production stage; learners are expected to produce language items they have just learned, together with other previously learned language in a 'free' situation (Byrne and Donn, 1990).	1. Pre-task; teacher introduces and defines the topic by using various activities to help learners recall or learn useful words and phrases. 2. Task cycle - Task; learners perform the task in pairs or in small groups. It may be based on a reading or listening text. - Planning; learners prepare to report to the class how they accomplished the task and what they discovered or decided. - Report; learners present their oral reports to the class, circulate or display their written reports. 3. Language focus - Analysis; learners engage in consciousness raising activities to identify

Figure 2 (Continued)

Issues	3Ps	task-based learning
		and process specific language features from the task text and/or transcript. - Practice; learners practice words, phrases and patterns from the analysis activities. They may practice other features occurring in the task or report stage.
Evaluation	- Proceeds from accuracy to fluency.	- Proceeds from fluency to accuracy (combined with fluency) in the production stage. All four language skills are naturally integrated. Teacher and learners are evaluators in every step of the process.

The table summarizes how task-based learning integrates learners' background into the process of reaching the goal. The purpose of task-based learning provides an opportunity to use language naturally and freely in real life situations more than the 3P approach.

3. Speaking Communication

     3.1 Definition of Speaking Communication

Educators define the meaning of communicative speaking in various ways: Paulston (1978) says that speakers have to interact while they are talking and share information following social rules. Littlewood (1995) suggests that speakers should choose and use content appropriate to their listeners. Valette (1977) considers speaking as a social skill. With communication being the goal of second-language acquisition, emphasis is on the development of correct speech habits. Speaking involves more than pronunciation and intonation. At the functional level, speaking means making oneself understood. At a more refined level, speaking requires correct and idiomatic use of the target language. A newcomer in a foreign country learns to communicate to obtain the essentials of life; first using gestures and gradually picking up words and phrases.

According to Bygate (1987), interaction skills involve making decisions about communication while maintaining desired relations with others. Cohen (1994) insists that speakers have fluency in the language and can use vocabulary and structure in suitable situations. In addition, Krashen et al. (1983) say that competent speaking is integrated with listening. Speaking fluently in a second language occurs after speakers have been given effective and comprehensible input.

In summary, competent speaking comes from a speaker's ability to communicate by sharing information fluently and accurately, including appropriate selection and use of vocabulary and structures. However, to communicate perfectly, teachers and learners must consider various other components of speaking as well.

     3.2 Components of Speaking

Weir (1993) writes that if it were necessary to be more specific about effectiveness in deploying improvisational skills, an examiner might make detailed assessments in terms of fluency, appropriateness, accuracy and range. Fluency is smoothness of execution. Ability to negotiate meaning includes the ability to use communication strategies with ease when facing difficulties. Appropriateness includes degree of politeness, suitable timing in turn taking, suitability of language used in requesting clarification and expressing disagreement. Accuracy focuses on both

intelligibility and grammar. Range refers to adequacy and variety of vocabulary and structures.

Moreover, Scarcella & Oxford (1992) state that effective speakers employ a variety of abilities. Canale & Swain (1980) describe these as grammatical, sociolinguistic, discourse and strategic competencies. Grammatical competence is using and understanding grammatical structures accurately and unhesitatingly relative to fluency. Sociolinguistic competence includes speech acts such as apologies and compliments. Discourse competence involves effective negotiation of ideas within a given discourse. Strategic competence is when speakers have mastered language strategies, allowing them to stretch their ability to communicate effectively in their new language.

In summary, the components of an oral English activity should emphasize the nature of communication. The three most important components are fluency, appropriateness and accuracy. Fluency conveys the meaning smoothly in each situation. Appropriateness refers to proper use and choice of words, phrases or sentences suitable to conveying meaning. Accuracy implies correct use of structure and grammar as well as vocabulary and pronunciation. Overall, the purpose of a speaking activity is to help learners communicate successfully.

3.3 Principles of Developing Oral Communication

Many researchers identify the importance of communicative speaking. Richards (1990) proposes two complementary approaches to the teaching of conversation that are currently advocated and employed in program development and methodology. One is an indirect approach, using communicative activities to generate conversational interaction. The second is a direct approach, addressing specific aspects of conversational management.

Thornbury (1998) claims that the increasing directness of CLT that has been observed cannot be equated with a back-to-grammar tendency. Rather, it involves recent attempts by several applied linguists and methodologists to extend the systematic treatment of language issues beyond sentence bound rules. The explicit development of other knowledge areas and skills is necessary for efficient communication. Thus, the principled communicative approach would also focus on

regularities that go beyond the sentence level by considering language as discourse in its micro and macro context. Marianne (2002) argues that when teaching speaking skills, EFL teachers need to be particularly adept at organizing class activities that are authentic, motivating and varied. The use of authentic, engaging materials should be the basis for in-class activities. The teacher can also assign out-of-class learning activities.

Richards (1990) as cited in Ur (1996) says that oral communication activities consist of two components. The first is interactive uses of language with the primary focus on the social needs of the personal interaction more than on the information. This includes daily communications such as greeting, apologizing and parting, which also involve listener orientation (Brown and Yule, 1983). The second component of communication activities is called transactional uses of language, where the primary focus is on the message rather than personal interaction. These activities help learners become aware of accuracy and information coherency. These are more formal than interactive uses of language such as description, explanation and instruction.

These principles indicate that teachers should integrate directness and indirectness to balance communication activities. They should also be aware of international transactional uses of language.

3.4 Evaluating and Assessing Oral English Communication

Task-based language teaching presents challenges in all areas of the curriculum, especially in evaluation and assessment. The purpose of assessment instruments is to provide representative grammar, vocabulary and phonological features of language. Therefore, teachers should consider the best way to test learners because the assessment reflects what has been taught and what has been learned.

Heaton (1989), Weir (1993), and Underhill (2000) point out that effective activities to test learners should include pictures, oral interviews, interaction tasks, role plays, discussion, decision making and re-telling. They suggest using pictures for description, comparison and sequencing, plus pictures with speech bubbles and maps. A picture sequence is when a learner sees a panel of pictures depicting a chronologically ordered sequence of events and has to tell the story in the past tense. Another technique is to ask a candidate a series of questions concerning the content of a picture. The questions may embrace the thoughts and attitudes of people in the

picture, or seek discussion of future developments that might arise from the situation depicted in the picture.

Oral interviews include asking questions, marking, and testing learners in pairs. Learners are expected to give short talks on prepared topics or on surprise topics that are announced shortly before the test. This is different from the spoken essays that were described earlier because learners are allowed to prepare for the task. Oral reports challenge learners to prepare and present five to ten minute oral presentations. Free interviews unfold in an unstructured fashion with no procedures set down in advance. On the other hand, controlled interviews normally include a set of procedures determined in advance for eliciting purposes.

Interaction tasks include information gaps between learners or between the student and the examiner. Form filling is a technique where the learner and interviewer work together to fill in a form. The questions usually concern the learner's personal details, professional situation or language needs. Role plays are used by many examining boards. Learners are expected to play one of the roles in a typical interaction. The learner is asked to take a particular role in a given situation.

Discussions and decision making between learners involves testing a group of two or more learners without the participation of an interviewer. They have to maintain and direct the discussion entirely on their own. Re-telling is a process where one learner describes a design or the construction of model building materials to another learner who has to reconstruct the model from the description alone, without seeing the original. Similarly, this technique can be applied using a short audio passage or story.

Moreover, Underhill (2000) argues that the hardest aspect of teaching and learning language is to make it happen in the framework of a language test. True authenticity can only occur when both parties are relaxed, confident and something sparks between them. This allows the activity to become dominant and its ulterior purpose to be temporarily subordinated. The oral test reaches its highest degree of authenticity by no longer being perceived as a test by the participants.

To assess and evaluate oral English communication, a test must include authentic conversation or real-life situations in a natural way. The information above

confirms that reviewing, describing, story telling, role playing and information gaps are all popular activities to evaluate a student's speaking competence.

3.5 Criteria Levels for Evaluating Oral English Communication

Researchers have established a variety of grading levels to evaluate speaking ability. One method of scoring requires a separate score for several aspects of a task. Working on a scale of five, Oller's (1979) criteria focuses on language use in daily life. Carroll (1983) identifies nine levels on an interview assessment scale, measuring how well learners use language in daily life compared to people with higher education. For example, the scale measures how well learners can show their ideas through discussion or logical dialogue. Heaton (1990) presents a banding system with six bands, where pronunciation is significant because it is the basic ability to make learners understand and improve their language as quickly as they can (Appendix 7).

English speaking ability can be evaluated using many characteristics including pronunciation, gesture, fluency and accuracy. The present research is based on an adaptation of the framework of Carroll (1981) and Heaton (1990).

3.6 Related Literature on task-based learning

Teaching English as a foreign language using task-based learning has been proven effective by researchers at various levels of education. Many research projects over the past twenty years have investigated task-based learning. A few important cases are described below.

Jeon & Hahn (2006) discuss EFL teachers' perceptions of task-based language teaching (TBL) in the context of a Korean secondary school. The data for this study was collected through questionnaires from 228 teachers at 38 different middle and high schools in Korea. The data were analyzed quantitatively and qualitatively. The overall findings of the survey show that the majority of respondents have a high degree of understanding of task-based learning concepts, regardless of teaching level. Nevertheless, some negative views on implementing task-based learning in the classroom persisted. The research suggests further implications to help teachers construct and implement task-based learning more effectively.

In addition to calling attention to the characteristics of task-based learning, numerous researchers compare it with other approaches to develop learners' language

competence. For example, Tanasarnsanee (2002), compares teaching Japanese language using the 3Ps and task-based learning approaches. The result shows that learners who learned Japanese language through task-based learning demonstrated a higher competence in Japanese language for communication than those who studied using the 3Ps approach. This is consistent with Willis's (1998) findings that task-based learning supports learners in using language for communication more effectively than the 3Ps approach.

Lochana and Deb (2006) further support the findings of Tanasarnsanee (2002) and Willis (1998). Task-based learning has an edge over traditional methods of teaching as shown in their research project undertaken with a group of second language learners at a school in Bangalore, India. The project was based on the assumptions of constructivism. Even with existing constraints, classroom teaching can be given a communicative orientation, providing sufficient opportunities for learners to use language creatively. Teaching can be made learner centered with greater emphasis on the learning process. Any given text may be re-created into various tasks and activities. Task-based learning enhances the language proficiency of the learners.

Numerous language curricula and experiments emphasize task-based learning. Rattanawong (2004) identifies the effects of teaching English language communicative ability with the task-based learning approach with Prathom Suksa 6 learners. The samples of this study were 98 Prathom Suksa 6 learners at Anubarn Pra Nakorn Sri Ayutthaya School. The learners were divided into an experimental group and a control group with 49 learners in each group. The experimental group was taught using the task-based learning approach, whereas the control group was taught using conventional methods. Both groups were taught for 10 weeks for 3 periods per week. Three instruments of evaluation were employed. The first item was an English language communicative ability test. The second item was the student's self report. The third instrument was a questionnaire concerning their opinions towards the task-based learning method. The results show that the difference in the mean score in the four language skills of the experimental group was higher than those of the control group at the .05 level of significance.

Wichitpisan (2005) also investigated learners' English speaking ability through task-based learning. The subjects were 11 Mattayom Suksa 3 learners. The instruments used in this study included five lesson plans, a pre-post speaking test, observation form, student's self report and foreign traveler's inquiring about their opinions. The study reveals that learners' English speaking ability before and after the task-based learning experiment was significantly higher at the level of .01. Moreover, learners' attitudes towards studying English speaking ability before and after the task-based learning course was significantly higher at the level of .01.

In another study, Yooyong (2008) evaluated the development of English speaking ability of Mattayom Suksa 2 learners at Banmarkkaeng School in Udon Thani Province. The instruments used for collecting data included three lesson plans and a self assessment form. The results indicate that the English speaking ability of the learners after the experiment was significantly higher at the .01 level.

According to the research studies above, task-based learning represents an important approach in teaching English for communication. It supports learners to learn and develop their English language competence effectively. The present study also highlights the use of task-based learning to develop the English speaking ability of Mattayom Suksa 4 learners. The reason why the researcher chose Mattayom Suksa 4 learners is that the nature of learners at each level is different. Mattayom Suksa 4 is the first grade in upper secondary school in Thailand. Therefore, the findings of this study relate to important issues in the field of task-based learning and TESL.

4. Group Work

4.1 Definition of Group Work

Group work refers to tasks, activities and exercises carried out by learners working in small, co-operative groups (Nunan, 2004). It involves a number of people who interact with one another, who are psychologically aware of one another, and perceive themselves to be a group (Schein, 1988; Handy, 1976).

According to Jaques (2000), a group can be said to exist as more than a collection of people when it possesses the following qualities: Collective perception is when members are collectively conscious of their existence as a group. Needs refers to

members who join a group because they believe it will satisfy some needs or give them some rewards. The concept of shared aims implies that members hold common aims or ideals which to some extent bind them together. The achievement of aims is presumably one of the rewards. The quality of interdependence refers to members who are affected by and respond to any event that affects any of its members. Social organization is the quality of a group that can be seen as a social unit with norms, roles, status, power and emotional relationships. Interaction is when members influence and respond to each other in the process of communicating, whether they are face-to-face or otherwise deployed. The sense of "group" exists even when members are not assembled in the same place. Cohesiveness refers to that quality of members who want to remain in the group, contribute to its well-being and aims, and join in its activities. Membership is the quality that describes when two or more people interact for longer than a few minutes, thus constituting a group.

Group work refers to a form of cooperative learning. It caters to individual differences, develops learners' knowledge, communication skills, collaborative skills, critical thinking skills and attitudes (Oxford Dictionary, 2009).

In addition, Button (1974) states that communication and relationships are necessary aspects of being human. Engaging in group work supports people to learn and communicate with each other. Group workers have to help the group to reach the highest goal.

In summary, group work includes activities and exercises carried out by learners working in small, co-operative groups. Group work encompasses collective perception, needs, shared aims, interdependence, cohesiveness and membership. It caters to individual differences, develops learners' knowledge, skills and attitudes.

4.2 Components of Group Work

To work in a group effectively, each member should set and follow their responsibilities to reach the goals of the group. Bennett (1963) describes various roles in groups. A supporter refers to those who support and encourage particular members with cooperative work. A supervisor is the one who oversees conversation and guides it to reach the purpose of the group. A compromiser is a group member who strives to

end arguments by making agreements in which everyone involved accepts less than what they initially demanded. An observer is a member who observes and reinforces opinions, statements and the feelings of members, while maintaining awareness of the procedures of cooperation. The final role in a group can be called a releaser, whose role is to release the tension of members' to be free from worry.

4.3 Types of Group Work

Various names have been given to this form of teaching such as cooperative learning, collaborative learning, collective learning, teaching communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, and work groups. Overall, there are three general types of group work: informal learning groups, formal learning groups and study teams (Johnson, Johnson and Smith, 1991).

"Informal learning groups" are ad hoc temporary clusters of learners assembled within a single class session. "Formal learning groups" are teams established to complete a specific task. The term "study teams" refers to long-term groups with stable membership whose primary responsibility is to provide members with support, encouragement and assistance in completing course requirements and assignments. Study teams also inform their members about lectures and assignments when someone has missed a session. The larger the class and the more complex the subject matter, the more valuable study teams can be.

The psychology of groups can be classified into two types (Schein, 1988). Formal groups may contain permanently defined roles over a long period or temporary roles relative to performing specific tasks. On the other hand, information groups occur primarily for social purposes whenever people interact. Consequently, these can emerge in any class.

4.4 Characteristics of effective Group Work

Argyle and Graham (1981) examine basic rules appropriate to all social situations, including group work. These include making communication, preventing withdrawal, preventing aggressiveness, beginning and ending encounters, not allowing all to speak at once, observing roles for adjacent pairs and observing specific rules for longer sequences.

4.5 Group Procedures

Bruce & Marsha (2004) identify three main ways in which a group can undertake its work. Some groups choose their own leader. In other cases, groups accept a self appointed one, and follow his or her instructions. A third way is when individual members select particular aspects of the work for themselves and embark on it in consultation with the others. Group work begins by establishing group agreement on the division of labor through preliminary discussion.

Willis (1998) suggests three procedures to group learners. One person can be formally designated to lead discussions and ensure that each person gets an equal chance to contribute. Speakers within a group or pair have equal rights, and should take turns speaking or they may simply choose to listen. Each member can ask or answer questions. They are also free to interrupt or change the direction of the discussion.

Finocchiaro (1985) proposes that group practice normally has three phrases, namely, preparation, activity and follow up evaluation. During the preparation phase, the teacher explains or demonstrates the task and hands out appropriate worksheets or other materials, refers to relevant parts of the textbook and makes sure that everyone in the class understands the procedure. During the activity itself, learners perform the task while the teacher sits in on the work of one group, occasionally taking part in the task if a group needs help. The third phase involves follow up and evaluation. Although this phase is optional and will not always be necessary, learners generally prefer some feedback, sharing what they have achieved or demonstrating their group work.

4.6 Benefits of Group Work

Willis (1998) identifies an advantage of group work is that it gives learners more chance to practice speaking. They learn different things from different people while weaker learners benefit by hearing better learners speaking. Meanwhile, better learners benefit by paraphrasing and explaining.

Ellis (2003) presents ten potential advantages of group activities in language instruction based on research by Jacobs (1998): The quantity of a learner's speech increases compared to teacher centered classrooms where the teacher typically speaks 80% of the time. The variety of speech acts increases with learners involved in a wide range of roles and the negotiation of meaning rather than just responding to the teacher.

Group activities promote more individualization of instruction, attending to the specific needs of individual learners. Working in groups helps reduce anxiety because learners feel less nervous speaking a second language in front of their peers than in front of the whole class. Motivation increase in groups because learners are less competitive and are more likely to encourage each other. Students enjoy interacting with others in groups and gain greater independence as learners. Social integration and working together are enhanced in a group, enabling learners to get to know each other and develop collaborative skills. Overall, learning is enhanced through group work because learners are willing to take risks and can scaffold each other's efforts.

According to Brumfit (1994), group work can be used to increase the intensiveness of accuracy work, while helping learners become familiar with the group approach. This prepares them to feel secure with the freedom afforded in fluency based group activities. Group work increases the intellectual and emotional involvement of individual pupils while learning a foreign language. Some pupils are more intelligent than others, while some are more gifted in learning languages; some pupils are out-going, communicative with extrovert personalities, while others are shy and withdrawn introverts. In small groups, all of these types of learners can meet and mix, compensating for one another's strong points and deficiencies as language learners. (Jolly and Early, 1974:2, cited in Brumfit, 1994)

When learners have to explain and negotiate their contributions to a group project, it assists them in developing and increasing their meta-cognitive awareness (Angelo and Cross, 1993). In 'low risk' contexts they begin to recognize what they know and become aware of what they have yet to learn. Group projects provide opportunities for developing general skills such as organization, negotiation, delegation, team work, co-operation, leadership and following instructions. These skills are not automatically acquired, but must be explicitly taught and critically evaluated. In addition, group work can be a means of acknowledging and utilizing individual learners' strengths and expertise. It can be applied in authentic real world projects and can also provide opportunities to work in multidisciplinary teams when exploring specific themes or issues.

4.7 Research into Group Work Behavior

Over the past 50 years a wealth of information has been compiled by social psychologists working with experimental groups. Their work has mostly concentrated on groups performing practical tasks rather than processing academic material or experiencing personal growth. The research projects presented below represent the most important results of group work behavior in TEFL.

Group work research by Nunan and Pill (2000) investigated the wide range of opportunities that adult learners in Hong Kong used to activate their language out of class. They analyzed which opportunities were principally pursued to obtain further practice and which were used for authentic interaction as a part of their daily lives. Srimai (2005) studied the effects of instructional packages at a cooperative-based learning center on the academic achievement and group work behavior of 40 Mattayom Suksa 1 learners at Saint Joseph Convent in Bangkok. The results indicate that learners' average attainment of group work behavior using cooperative based learning center instructional packages was almost 100%. Similarly, Phonlek (2007) studied science achievement and group work behavior of Mattayom Suksa 3 learners using five techniques of cooperative learning management. The results show that group work behavior was significantly higher at the level of .01.

Long and Porter (1985) examined the use of group work in second language learning classrooms. Their work has long been supported by sound pedagogical arguments. However, a psycholinguistic rationale for group work has recently emerged from second language acquisition research on conversations between non-native speakers referred to as "inter-language" talk. While teachers provide careful attention to the structure of group tasks, the negotiation work in this group activity makes it an attractive alternative to the teacher led, "lockstep" mode.

All of this research evidence demonstrates that learning groups serve to underline point of view of group interaction which is token in learners' work. The result of this research has been to identify the phenomena of group interactions that appear to dominate the process in many groups.

CHAPTER III

METHODOLOGY

This study aimed at studying the use of task based learning cooperating group work to develop the English speaking communication ability of Mattayom Suksa 4 students. This chapter presents the methodology employed, including discussion of the participants, instruments, procedures and data analysis.

1. Participants

The participants of the present study were Matayom Suksa 4 learners at the Demonstration School of Silpakorn University, Nakornpathom. There were three different classes. This study included forty learners, twenty males and twenty females. The participants were randomized via the simple random sampling. Participants' background details are shown in table 1.

Table 1: *English background knowledge of the participants*

Participants	Number	Prior knowledge/ year (s) of learning English		GPA		
		5 +	10+	3.0	3.5	4.0
Female	20	7	13	2	7	11
Male	20	9	11	6	8	6

2. Instruments

This study has analyzed the use of task-based learning to develop English speaking ability through communication. It has also examined learner opinions and perceptions towards group work in learning English. The following research instruments were applied in this study for qualitative and quantitative data collection.

2.1 Task-based Learning Lesson Plan

The first step involved reviewing the secondary English curriculum in terms of purpose, content, grammar structure, phrases and wordlist. Lesson plans were then designed in detail by reviewing research and theories on task-based learning and

communication. This study was carried out in an Eng 401 (Super Goal 4) class. Eng 401 is the first English course offered to Mattayom Suksa 4 learners. The class followed a textbook that contained articles from authentic texts and published materials. Two units of the prescribed textbook were represented as a series of tasks: "Only the best" and "Did you hurt yourself?"

The model suggested by Willis (1998) served as the primary framework for this study and provided three basic conditions for language learning: pre-task, task cycle and language focus. The pre-task mode introduced the class to the topic, the task and topic related words and phrases. The task cycle offered learners the chance to use whatever language they already knew in order to carry out the task and then improve their language under the teacher's guidance while planning their reports on the task. This provided learners a holistic experience of language in use. It included task, planning and reporting stages. Learners worked simultaneously, in pairs or small groups to achieve the goals of the task. The planning aspect of the task cycle required the teacher to serve as language advisor. Learners planned their reports effectively and maximized their language opportunities. During the report stage, learners informed the class of their findings. This gave learners a natural stimulus to upgrade and improve their language skills. It presented a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.

Language focus as described in Willis's (1998) model allowed a closer study of specific features naturally occurring in the language used during the task cycle. Language focus included two components: analysis and practice. Analysis activities drew attention to surface forms, realizing that learners had already become familiar with certain language structures during the task cycle. Analysis also helped them systematize their knowledge and broaden their understanding. The essence of this stage was for learners to reflect on the language they had already experienced. Practical activities were based on features of language that had already occurred in previous texts and transcripts or in features that had just been studied in analysis activities.

During the pilot study, experts in language teaching and learning examined the content of the lesson plans and test. The content was found to be appropriate and valid

for use in the study. The lesson plans and tests were piloted with one class of Matthayom Suksa 4 learners in the first semester of the academic year 2009 at Satunwittaya School. The purpose of the pilot was to examine for clarity, ambiguity and time required for completion. Data would be collected from the outcome, excluding the interviews from the pre-test.

Lesson plans were discussed, checked, and feedback was provided by professionals, including school teachers, native speakers and advisors. The lesson plans were designed to adapt the textbook materials into meaningful tasks and provide ample opportunities for maximum learner participation (Appendix 1).

2.2 English Speaking Test

The guidelines for designing the test included the Secondary English curriculum of Matthayom Suksa 4 and content from Super Goal 4: lessons 4 and 5. The activities, assessment and evaluation in speaking competence were analyzed based on concepts adapted from Heaton (1990), Weir (1993), Ur (1996) and Underhill (2000). The major focus was speaking naturally in authentic situations. Previous data and input were used to create the framework for speaking assessment and evaluation. The test consisted of conversation and interviews. The evaluation was adapted from Oller (1979) and Carroll (1981). The components of assessment included pronunciation, gesture, fluency and accuracy. The researcher and an assistant rated each statement according to learners' performance. The criteria of competence evaluation were applied as follows:

Level 1 means an intermittent user; learners could use only words and understand simple questions and statements. They had mastered very few of the oral skills of the course.

Level 2 means an extremely limited user; their dialogue was a drawn out affair punctuated with hesitations and misunderstandings. They used only small patches of normal speech and were unable to produce continuous and accurate discourse.

Level 3 means a modest user; the learners were able to satisfy routine social demands and limited work requirements. They needed to request repetition or clarification; similarly, they had to be asked for clarifications. These learners lacked flexibility and initiative. The interviewer often had to speak rather deliberately.

Level 4 means a good user; the learners were able to speak the language with

sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Stumbles and hesitation occasionally occurred but they were reasonably fluent. Although there were some errors and inappropriate language, these did not impede the exchange of views.

Level 5 means a very good user; they spoke with authority on a variety of topics. They could understand and participate in any conversation within their range of experience with a high degree of fluency and precision of vocabulary.

The validity of the English speaking ability test was confirmed by Piromsombut's (2002) Simple Item Analysis (SIA) program. The reliability of the English speaking ability tests was investigated using Cronbach's (1955) Alfa Coefficient.

2.3 Speaking Observation Form

Speaking communicative observation was conducted in accordance with the criteria outlined by Ellis (2003). The observation form was used after the first, third and fifth lessons by the researcher and an assistant (Appendix 3).

2.4 Self-assessment in English Speaking Ability

In addition to monitoring conducted by the teacher, learners performed a substantial amount of self monitoring. They became more aware of conveying correct statements. Therefore, before giving up a conversational turn, learners would repair typographical, spelling and morphological errors. The assessment form covered five aspects, namely, content, pronunciation, fluency, vocabulary and grammar structure. The self assessment was adapted from the Council of Europe (2001). Learners chose the statement that best reflected their ability on a scale from a to d (Appendix 4).

2.5 Group Work Assessment

The instruments used to assess the learners' behavior in group work were adapted from Addison Wesley Longman Ltd (cited in Willis, 1998, and Richard, 2001). Peer group assessment and self assessment were used in this study to investigate the effects of group work incorporating task-based learning. A dependent t-test was used to determine any differences in the behavior of group work before and after the experiment (Appendix 5).

2.6 Learners' Perception Questionnaire

The questionnaire, composed of thirty Likert-type items and ten open ended items, was divided into two sections. The first section contained ten demographic questions to gain information about the learners' learning experience. The second section dealt with the basic concept of task and principles of task-based learning in order to review learners' practical understanding of it. The third section related to learners' positions on classroom practice of task-based learning. It was adapted from Nunan's (2004) checklist for evaluating communicative tasks. Learners answered each question using a five point scale ranging from 'strongly disagree' to 'strongly agree.' Finally, in the fourth section, learners were asked to provide their own reasons, reactions and opinions concerning task-based learning with reference to a total of ten qualitative statements (Appendix 6).

3. Procedures for Data Collection

The learners' self assessments in group work and the speaking observation forms data were collected before, during and after the process. The whole experiment lasted for 8 weeks. Before participating in the instruction, the participants from Mattayom Suksa 4 were tested through conversation and interviews.

This study was taught and conducted by the researcher for 8 weeks with a total of 16 sessions. At the final stage, the learners were surveyed with a questionnaire to gather opinions concerning perceived advantages and disadvantages of learning English of task-based learning. The questionnaires consisted of rating scales and open ended questions for rich information for the analysis. After teaching lesson plan 4, the researcher gave assessment forms to the learners and asked them to assess their own English speaking ability. At the end of the instruction, the learners were tested with the same forms of parallel tests. Finally, the data was analyzed quantitatively and qualitatively.

4. Data Analysis

        The data were analyzed to fulfill the three objectives of this study. The first objective was to examine the use of task-based learning to develop learners' English speaking ability. It was analyzed based on language use in speaking English effectively and behavior through communication. The scores on English speaking ability on the pre-test and post-test were computed and converted into mean scores and t-test based on the total number of bases in the dependent sample. The steps of the data analysis process involved determining the mean and standard deviation of each group to check whether or not the mean scores of pre-test and post-test were significantly different. Charts were used to display the data with clarity and ease of access. The second objective was to investigate the effectiveness of group work incorporating task-based learning. The processes employed were similar to the ones to answer the first objective. The last objective was to explore learners' perceptions of improvement in English speaking abilities after learning through task-based learning. The rating score of speaking observation form was counted and converted into mean scores. The rating score was analyzed in tables to determine differences in the learners' English speaking performance before, during and after learning English through task-based learning. Participants' self assessment scores in speaking English were based on analysis using mean scores to identify any differences in English speaking ability. Learners' group work assessment and perception questionnaires were tested in term of percentages and each factor was compared.

        In conclusion, the data were displayed, analyzed and interpreted to produce the findings of this study. The analysis and interpretations were based on learners' pre- and post- test scores, speaking observation scores, self-assessment in English speaking ability, group work assessment and perception questionnaires.

CHAPTER IV

FINDINGS

The purpose of the study was to analyze the use of task-based learning to develop English speaking ability. The participants of the study were Mattayom Suksa 4 learners at the Demonstration School of Silpakorn University, Nakornpathom. The participants comprised 20 males and 20 females. Data from this study were obtained through English speaking tests and questionnaires answered by the participants. The research examined the use of task-based learning to develop English speaking ability, investigated the effectiveness of group work incorporating task-based learning, and explored learners' perceptions of improvement in English speaking abilities after learning through task-based learning.

Objective 1: To examine the use of task-based learning to develop English speaking ability. The hypothesis was tested by English speaking tests, speaking observation forms, and self-assessments of English speaking ability.

To test this hypothesis, the mean scores of the learners' English speaking ability on pre-test and post-test were compared. An independent t-test was used in this case. Table 2 illustrates the comparison between the mean pre- and post-test scores.

Table 2: *A Comparison of the Mean Scores on Pre-test and Post-test*

English speaking ability	N	Score	$\bar{X}$	S.D.	t
Pre-test	40	20	11.25	3.73	
					-17.04*
Post-test	40	20	16.23	2.54	

As illustrated in table 2, it was found that the English speaking ability of Mattayomsuksa 4 learners was significantly higher after task-based learning, significant at the .05 level. The participants had significantly higher mean scores on the post-test (M = 16.23, SD = 2.57) than the pre-test (M= 11.25, SD = 3.73).

Table 3: *A Comparison of Learners' Self-Assessment in English Speaking Behavior*

Performance	Pre-task-based learning teaching		Post- task-based learning teaching	
	$\overline{X}$	S.D.	$\overline{X}$	S.D.
1. Communication	2.30	0.69	3.20	0.72
2. Fluency	2.25	0.81	3.23	0.53
3. Vocabulary and grammar structure	1.90	0.55	2.50	0.63
Mean Score	2.15	0.57	3.06	0.46

Table 3 shows that the participants' self assessment on English speaking were higher on post task-based learning (X = 3.06, S.D. =0.46) than pre task-based learning (X = 2.15, S.D. =0.57). The participants responded that they could communicate more effectively after experiencing task-based learning. They were not only speaking English in longer sentences and more fluently, but also were using more appropriate vocabulary and grammar structures in each situation.

Table 4: *Three Phases of Speaking Ability*

Performance	Phase					
	1		2		3	
	X	SD	X	SD	X	SD
1. The learner is active using English while doing the task.	4.16	0.59	4.61	0.47	4.88	0.25
2. The learner enjoys doing the task.	4.94	0.20	4.99	0.08	5.00	0.00
3. The learner is self-confident making conversations between friends.	2.91	1.05	3.51	0.91	4.16	0.64
4. The learner provides ideas in the classroom.	2.50	1.12	3.36	0.86	3.98	0.66
5. The learner asks some questions about the task.	2.33	0.90	3.34	0.88	3.83	0.76
6. The learner tries to edit himself/herself during language use.	2.33	0.84	3.18	0.80	3.91	0.67
7. The learner uses sentences while using language.	2.45	1.10	3.36	0.91	4.00	0.76
8. The speed of learner's speech seems to be slightly affected by language problems.	2.36	0.97	3.35	0.82	3.95	0.70
9. The learner uses appropriate vocabulary and idioms to make conversation.	2.40	0.92	3.45	0.77	4.08	0.65
10. The learner has clear pronunciation.	2.45	1.10	3.46	0.91	4.19	0.66
Mean score	2.87	7.74	3.66	6.58	4.20	5.00
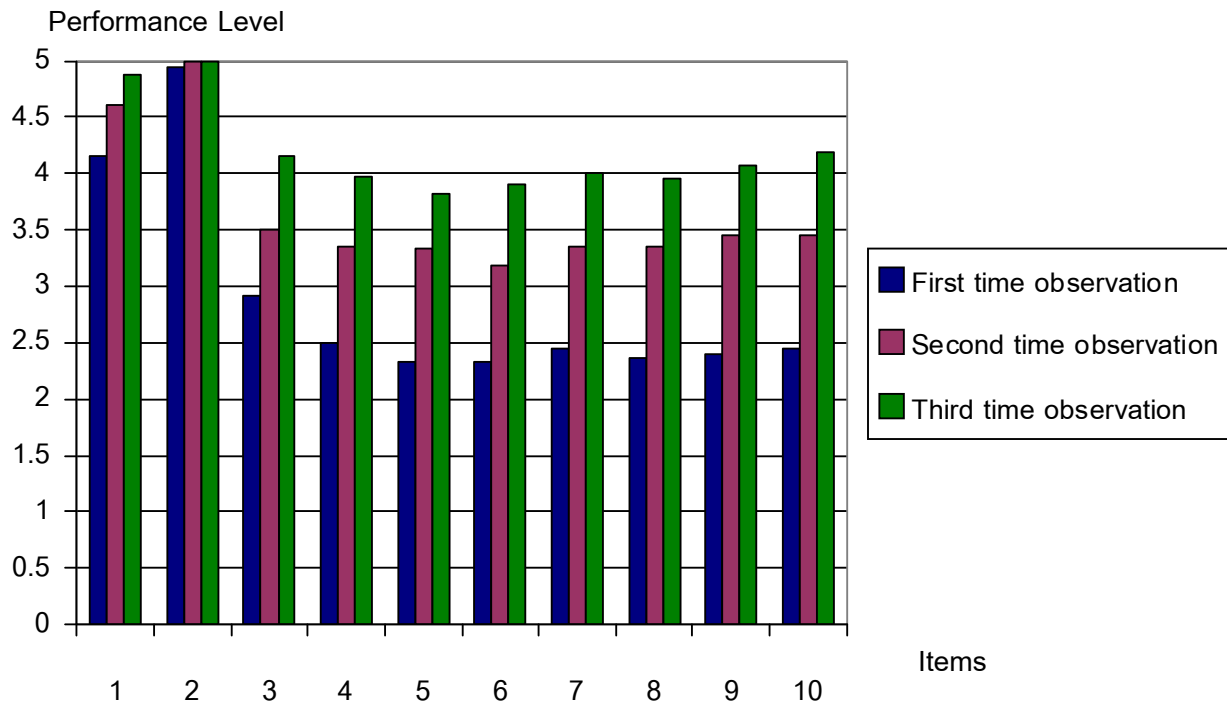
According to table 4, learners displayed improved speaking skills in all sub-elements. For example, the mean score rose from 2.5 to 3.98 on item four: learner provides ideas in classroom. Moreover, learners did not hesitate to share ideas at the last phrase of the study. Noticeably, the scores on item seven and ten increased from 2.45 to 4.00 and 2.45 to 4.19 respectively. These show that most learners developed in terms of sentence use and pronunciation while making conversation.

Objective 2: To investigate the effectiveness of group work incorporating task-based learning.

Table 5: *Group Work Self-Assessment*

Performance	Time		
	1	2	3
Cooperative learning	82.5%	88.13%	93.13%
Democracy	79%	82.5%	91.25%
Organization	77.5%	80%	86.75%
Mean Score	79.6%	83.54%	90.38%

The data in table 5 refer to learners' assessments of how well they were working in a group. The data show learners' ratings of the effectiveness of group work incorporating task-based learning before, during and after the experiment: 79.6%, 83.54%, and 90.38% respectively. The percentages show that learners felt their group work improved continuously in terms of cooperative learning, democracy, and organization. Figure 3 illustrates this improvement across all three areas.

Figure 3 Group Work Self - Assessment
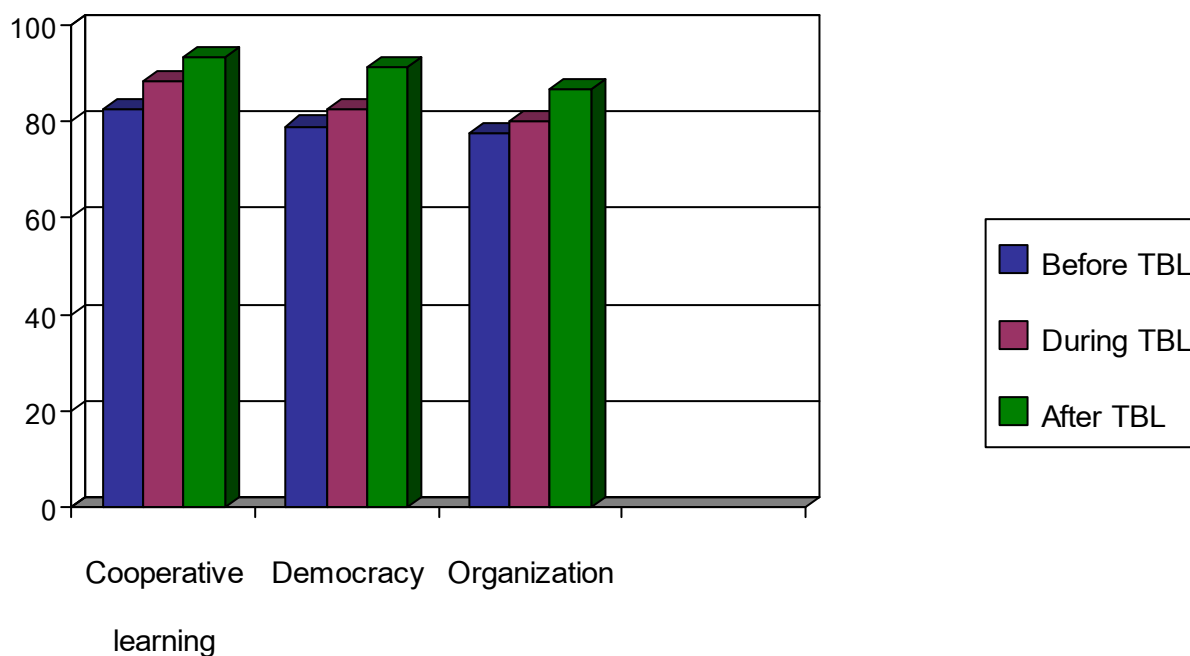
Objective 3: To explore learners' perceptions of improvement in English speaking abilities after learning through task-based learning

Table 6 Learners' Perceptions of task-based learning

Questionnaire Items	Average points
1. task-based learning helps learners enjoy learning English. Learners like and want to learn by using task-based learning.	4.38
2. A task involves a primary focus on meaning.	4.23
3. A task has a clearly defined outcome.	4.1
4. A task is any activity in which the target language is used by the learner.	3.65
5. task-based learning is based on the student-centered instructional approach.	4.05
6. task-based learning activates learners' needs and interests.	4.43
7. task-based learning provides a relaxed atmosphere to promote target language use.	4.43
8. task-based learning materials in textbooks are meaningful and purposeful based on the real-world context.	4.15
9. task-based learning pursues the development of integrated skills in the classroom.	4.28
10. task-based learning puts much psychological burden on the teacher as a facilitator.	3.73

Table 6 presents ten aspects of learners' perception of task-based learning. First, in response to item one, almost all learners responded positively when questioned about enjoyment in the classroom. In response to item four, about half of the learners considered tasks as a kind of activity in which the target language is used by themselves. Items six and seven explored learners' beliefs in task-based learning as a learning method. They responded that task-based learning activates their needs and interests and provides a relaxed atmosphere to promote target language use. (Appendix 9)

CHAPTER V
CONCLUSION AND DISCUSSION

The purpose of the study was to investigate the use of task-based learning to develop English speaking ability. The participants of the study were Mattayom Suksa 4 learners at the Demonstration School of Silpakorn University, Nakornpathom. Data from this study were obtained through English speaking tests and questionnaires answered by the participants. The data were analyzed according to the following objectives:

1. To examine the use of task-based learning to develop English speaking ability.

2. To investigate the effectiveness of group work incorporating task-based learning.

3. To explore learners' perceptions of improvement in English speaking abilities after learning through task-based learning.

In this chapter, the results of the study are discussed in accordance with each objective. Recommendations for further research are given at the end of the chapter. A number of findings incidental to the objective tests are presented at the end of the chapter.

Research Findings

1. Learners' English speaking ability was significantly improved at the .05 level after learning through a task-based learning approach.

2. Learners' average attainment of group work incorporating teaching by task-based learning approach increased from 79.6 to 90.38 percent.

3. Learners had positive perceptions of improvement in English speaking abilities after learning through task-based learning.

Discussion of the findings

The overall aim of the study was to examine the use of task-based learning to develop English speaking ability. The research questions stated at the beginning of the paper served as a guide in presenting the findings of the study. The following discussion will cover aspects that emerged from the study, including classroom

activities, teaching practices, lesson preparation, problems that arose and how they were dealt with.

Learners' reports for each task revealed that the tasks used in the research created a variety of activities for learners and were helpful in their learning. As Willis (1996) suggested, learners feel the need for various interaction patterns with a focus on themselves rather than on the teacher. Furthermore, she claims that task-based learning is capable of fulfilling such needs. For almost every task, learners gave positive comments reflecting on their satisfaction with the tasks. For example, in the shopping task, learners compared products to buy based on their budget and need. They were required to choose the best product. This task encouraged learners to share their opinions in their groups in the process of making a decision. As Willis (1996) also pointed out, carefully chosen tasks encouraged learners to participate in complete interactions. These tasks significantly increased learner motivation.

The findings of the open-ended questionnaire revealed that tasks enhanced learners' performance. Many learners said that the miming task helped them remember new vocabulary more easily because they were able to link the vocabulary with the action. As Lightbown and Spada (1993) mentioned, some learners find physical actions aid their learning process, being able to experience new language in ways that involve them more fully. Many learners' responses in open-ended questionnaire indicated that tasks were beneficial for learning grammatical structures. Learning grammatical structure while performing role-play or listening to songs became more effective and permanent. Learners encountered the meanings and situations, including grammatical structure, in context, rather than through rule memorization.

In terms of presentations, learners' performances contributed significantly to their learning. During this stage, learners were not only improving their spoken English but their knowledge of social topics and relevant vocabulary as well. Examples include listing, problem solving, and sharing personal experiences. Instructions given to learners are included below.

Listing by brainstorming and fact-finding about TV advertisement: "If you were working in the PR agency of Smiling Land Advertisement Company, where would you

set in your program to make "Dongbungshinki", "2pm.", and "New generation" know more about Thai culture? And why? (At least 3 places)."

Problem-solving: "Think of a town centre where there is too much traffic and too high a population. In groups, brainstorm three potential accidents of this town and think of three alternative solutions to those accidents. Then list the advantages and disadvantages of each alternative and decide which alternative would be the best one. Report your decisions to the class, and discuss which accident should be prevented and solved first."

Sharing personal experiences: "Explore and explain attitudes, opinions, and preferences by finding out what others think about TV advertisements and current affairs. Moreover, talk about others' preferences and find people with similar favorite advertisements."

All in all, the listing, problem-solving, and sharing personal experience tasks encouraged learners to talk more freely about themselves and share their experiences with others. The resulting interaction was closer to casual social conversation. I realized that activities in which learners were asked to relate their personal experiences or previous background knowledge were valuable because they gave learners a chance to speak for longer and in a more sustained way. This incident responds to Ruso's (2007) comments that the presentations given by the learners turned out to be a task type that highly motivated them.

Moreover, the findings from the questionnaires clearly revealed that learners were satisfied with the variety of tasks. From the questionnaire findings, the three types of tasks which were most favored by the learners were:

1. Producing a storyboard. After learners had seen discussion about TV advertisements nowadays, they then produced an advertisement about their products. Learners could create a new product or adapt existing ones. The storyboard was a plan before making the advertisement which was to be coherent, attractive, and realistic. Learners made appointments for meeting about this task when they had free time, so they could divide the responsibility between each person and had time to rehearse before reporting in front of the class. This task helped them learn more about their friends' personality and skills because as it was their first term in high school and so

were just starting to get to know each other. To make it very clear what the learners were expected to do, the researcher showed them an example of a storyboard made from a genuine television advertisement. Every group prepared the task perfectly and was satisfied with their outcome. Their enjoyment and enthusiasm were demonstrated by the fact that they voluntarily uploaded their advertisement onto the Internet at www.youtube.com.

2. Deciding on true or false statements. This task was different from the common true or false activity because learners were required to move around the classroom and consult with each other. Reading passages about accidents were attached in many places around the classroom, and each group had to carefully organize how they would work in order to get the main idea of each passage. This task challenged learners' competence, especially because the researcher gave them only five minutes to read fifteen passages. After that, learners listened to statements which were paraphrased, and responded by raising a smiling face for true statements and a crying face for false statements. Almost all learners said that this task challenged their ability to communicate in a team because they had to share each part of the passages with each other in order to understand the story. Learners said that they had never done a task like this before and that they were happy to do it. One element they highlighted as enjoyable was that after reading and summarizing the passage, they checked their understanding with learners from other groups. This was clearly preferred to reading alone.

3. Telling a story. In this task, learners chose pictures randomly to make their own story in groups. They were excited to rearrange varied and interesting pictures gathered from magazines and websites. In the next stage, they had fifteen minutes to think about the story. Learners helped each other create the sentences before telling the story in front of the class. Responding to an open-ended question, learners noted that they enjoyed creating their own story in this way. At first they thought the task was beyond their ability, but everybody in the group supported and encouraged each other. Many learners said that this activity was strongly co-operative in nature. Aamong the learners there was a spread of specific skills and abilities, for example, some had a lot

of imagination, some were adept at   creating structure, and some were good at selecting the appropriate vocabulary to make the story successfully.

Besides interesting activities, learners enjoyed learning token from reinforcement. In this class, the researcher used the Garmo bank to reward learners' participation in each task; there were different rewards depending on the difficulty of each task. For example, learners got 1,000 baht for problem-solving and 300 baht for finding the differences between two versions of a reading. The researcher found that many learners made an effort to answer the questions, however, two problems arose during the course of the task which changed the class environment from lively to quiet. First, there was not enough nk money, and it ran out during the lesson. Second, the same reward was given for all questions, no matter how difficult they were. Learners were disappointed when the money ran out, and felt that rewards should have been given proportionally to the difficultly of the question. In the next class, the researcher brought a lot of Garmo money and prepared questions for learners carefully, with varying rewards depending on the difficulty of the question.

In addition to providing stimulating activities for learners, the task-based approach has benefits in terms of learners' relationships. The analysis of researcher's diaries and learners' reflection revealed clearly that after using task-based learning approach to the class, learners had improved in four areas beyond English speaking skills. Firstly, the class members had developed their relationships with each other. Secondly, the class became more learning-centered. Thirdly, learners thought more positively about group work. Finally, revisiting learners' reflections, they found weak points or mistakes made while learning, which encouraged not repeating the same mistakes in the future.

Firstly, in terms of good relationships, the barriers between researcher and learners diminished. During the experiments, the researcher acted as a facilitator rather than a teacher, so learners were more comfortable asking for help when they had problems or were concerned about the task. In the planning stage, the researcher walked throughout the classroom to help make the learners familiar with and less threatened by the researcher. Moreover, the researcher phrased sentences as

suggestions instead of orders, and encouraged learners to begin conversation with simpler words, in order to help the others understand the content.

In addition, learners made an effort to understand others' ideas and build each others' confidence speaking English. Many learners began sharing their opinions after the third period. Learners encouraged each other with compliments such as "good", "well done", or "good job". Five learners who the supervisor had pointed out as sometimes causing difficultly in class responded to some activities surprisingly well. These enthusiastically raised their hands to answer questions and two of them volunteered to share their embarrassing accident experiences in front of the class. Developing relationships in the class helped the researcher and learners communicate more easily and effectively.

Classes became more colorful and pleasing. Teaching and instruction became easier as the researcher came to be a partner or counselor from whom learners could ask advice. This led to familiarity between researcher and learners. Many learners said they were more confident using English and felt better and happier learning English.

Moreover, the generation gap also reduced when the researcher and learners became more familiar. The classroom environment became one of cooperative learning and interaction, which was promoted by asking questions and brainstorming ideas. As part of this collaborative process, learners suggested content to the researcher for preparing lesson plans. Learners actively drew from media as a creative input, for example, popular advertisements shown on television such as axe roll-on, whitening cream, Breeze x-cell, or Ovaltine. Magazines such as Seventeen, Elle, A Day, Gossip stars, or Cosmopolitan attracted female learners, ,because they would like to know about fashion trends, beauty trips, and popular stars or singers. Learners also surfed the Internet for academic information and entertainment, including Eduzones, Dek-d, Kapook, Vcharkarn, Hi5, Facebook, or Twitter, and even computer games such as Audition, Counter Strike, several versions of The Sims, including MSN.

Raising interesting topics was able to increase learners' motivation. In this class, the topics were advertisement and accidents, which the learners considered interesting and real-life situations. The topics were generated by the learners themselves as they discovered more about the topic and their knowledge of and views on the topic. The

researcher found that personal experiences of a topic (such as embarrassing accidents and attractive advertisements) were always more interesting than general knowledge of the area.

Learners enjoyed the experience of learning more because it was easier to understand or exemplify new things through what they knew already, successfully integrating new information with prior knowledge into long-term memory.

Secondly, the class became more learning-centered, and learners were motivated by the many activities. Learners improved in terms of autonomous learning because in this class, learners cooperated in groups, learned from each other, and helped each other. At first, some learners were too dependent on the researcher and expected to be helped, corrected, and encouraged all the time. However, after three periods, when in doubt, they would ask their friends for ideas and vocabulary before asking the researcher. They helped one another by using dictionaries and looking-up words. Furthermore, learners were more involved in class because they felt more secure and less anxious using English in meaningful and authentic communication.

Learners had a chance to talk about personal feelings and private experiences in their life. English lessons gave learners chances to reflect, find out about other people, and share their secrets. Besides explaining ideas, smiles, laughter, and supportive body language occurred as well. After listening to their friend's story, many learners expressed their interest with phrases like "wow", "really?", "that's really funny", or laughter, which showed that they were concerned with the content, not grammar structure or unknown vocabulary. It could be said that they learned English naturally by catching some known words and using the context to understand the meaning.

A learning-centered classroom was fostered by the various activities. For example, discussion and role play were quite clearly suitable as working-together activities. Brainstorming and comparing answers could lead to very lively discussions. Furthermore, reading together in class could be enjoyable, with learners helping one another to understand and sharing reactions.

To encourage learners to sustain conversation, the researcher gave learners about two minutes for tasks. When in groups or pairs, learners worked together without worrying about losing face in front of the whole class when they said something unusual

or incorrect. They could experiment with their English and took risks, rather than played it safe. When time was up, the discussion could be continued as a whole-class activity by asking a spokesperson for each group to summarize the group's discussion and any interesting points.

Besides various activities which made the class more learning-centered, assessment methods also were learning-centered. In the assessment step, this experiment used peer, teacher, and learners' self assessments, including group work evaluated in each task to make the agreement. According to Gibbs (1995), learner-centered assessment involves many types of assessment, for example diaries, portfolios, peer and self assessment, learning contracts and negotiated assessment, projects, group work, profiles, and skills and competencies. In these assessments, learners had to listen, decide, and discuss the outcome of their friends' presentation. Therefore, there were no problems like learners not paying attention in the presentation group.

Thirdly, learners developed in terms of cooperative learning, democracy, and organization. While doing group work tasks, learners had to help their friends understand the task clearly because task-based learning cannot be performed alone. Sharing and discussion were very important components required to reach the goal of the task. Learners also developed a democratic system when they wanted to reach agreement in their group. Learners tried to explain their ideas to their friends. Some groups, after reaching an agreement, shared the reasons why they agreed or disagreed with their friends' opinions. Learners were well-organized to do the task; they learned to rearrange the steps of working carefully. When they were well-organized, the task ran easily and effectively. Because of the supportive atmosphere of cooperative learning, democracy and organization, learners developed positive thinking while working in groups.

Finally, revisiting learners' reflections, they found weak points or problems while they were learning so they would not repeat them. Learners stated that they usually overheard their friends making all kinds of mistakes. Learners took notes and gave feedback later, when learners made or found the same mistakes. Then, learners asked

their pair to take note of each other's mistakes. This method not only saved time, but it was also a concrete record for learners to improve themselves.

Problems Related to Group Work and Speaking in Thai

Many issues arose during the experiments, two of which were dividing the class into groups for activities, and speaking Thai in class. Initially, when dividing into groups, best friends were always together because they knew each other so well. However, in a discussion task learners were asked to switch to having partners they knew less well. Following that, 75% of learners were more likely to work with unfamiliar friends because they had differences of opinion and experiences that the other partners did not already know about. In this case, learners were more open-minded to cooperate with everyone, and not to exclude people with different abilities. This issue is reflected when learners go out into the real world: they will not be only speaking to their friends in English. They will be speaking to people from other countries that begin as strangers, but might become their colleagues or even friends.

More than 50% of learners said "I did not want to work with someone I did not like, with someone who was weaker than I, or with someone who was much better than I. I just wanted to work with my close friend all the time." Most learners preferred to work with friends or with people they got along well with, which is understandable. Clearly, groups that got along well and worked well together were going to be more hospitable and effective than groups that disliked or mistrusted each other. But if learners selected the groups themselves, less popular or proficient learners might be excluded from every group.

However, the major problem was the weaker learners felt intimidated by the better learners. Therefore, learners arranged pairs and groups differently for different kinds of activities, sometimes putting weaker and stronger learners in different groups, sometimes mixing weaker and stronger learners, in which case the stronger ones would encourage and help the weaker ones. In this case, an important problem was that weaker learners may not be able to cope with the task whilst stronger learners got bored. Some stronger learners said that they acted as helpers, but when doing this, they did not learn anything new. Sometimes, they had to speak Thai to help the weaker

learners understand, which was not entirely fair, since they were missing an opportunity to practice English.

In a monolingual class, learners are more tempted to speak in their common native language rather than in English when working together in pairs or groups. The researcher persuaded learners that they would benefit from speaking English in their English class, which might be their only chance to speak English. Therefore, learners were asked to brainstorm the benefits of speaking English and what knowledge they needed to be able to carry on a conversation in English.

In spite of this, some groups spoke English only when the researcher was nearby, reverting to their native language when unsupervised. Many members said that they would like to speak in English but they were less self-confident and embarrassed to speak with their friends. Therefore, the researcher implemented a foul system, like in football, to encourage learners to speak only English. Yellow cards were given to learners who spoke Thai on the first and second occasions, and a red card was given for the third "offense". . Before finishing class, groups had to pay 500 baht per red card, and 200 baht per yellow card, Garmo, for punishment. After creating this game, learners were more active in reminding their friends to speak English instead of Thai. Everyone enjoyed speaking English and exchanging their ideas during tasks. Not only the researcher, but learners also acted as a referee to check who or which group spoke Thai.

Learners' Concerns and Recommendations

Almost all learners, 95%, agreed that English lessons based on task-based learning were enjoyable and a benefit to them. In this class, learners were satisfied with the materials and accordingly it was easy for them to be involved in the lesson and feel motivated. Some of the reasons for this satisfaction were learners were an important part of preparing lessons and producing the supplementary materials in many activities by themselves. For example, storyboard, pictures, content, or new vocabulary.

In addition, learners wanted to add some activities themselves. For example, in pre-tasks, the lesson required them to stand at the front of the class and show the meaning of words by putting them in a story which they mimed. The other learners

guessed them word by word. The researcher found that it was really useful for learners to get the meaning from the context. This activity was fun for the other learners - the supervisor and researcher also. This case made it clear that that learners liked to learn English with humorous content.

Learners' experiences of task-based learning were not unanimously positive, however. There were two learners who were against it. They stated that task-based learning involved too many activities that they did not like speaking English in front of the class, and that speaking in pairs was enough for them. They thought it was not important to do varied activities, and that it was more like a game show than studying English. In addition, the class was noisy when others were doing the activities. They preferred working individually, studying silently at their desk, because they felt they could perform everything they liked without agreement from the group.

These two learners did not enjoy working together because there were many problems while doing tasks with others. They did not like to work with friends whom they did not know well. Sometimes, in their opinion, the agreement reached democratically was not what was required to complete the task successfully. However, they had to respect this decision. In some tasks, they thought they could do it more perfectly by themselves than in groups, for example creating the bubble conversations matched with pictures.

One of these two learners said that she wanted to focus on grammatical structure, following the pages in the book, and doing the exercises in order. Both learners worried about the midterm test, and felt they improved their grammatical structure insufficiently through task-based learning. They were concerned about the principles of the language system and said that the test was always about structure. They believed that if they knew the grammar well, it could help them develop in listening, speaking, reading, and writing 'automatically'. Furthermore, they would like to follow the pages in the book because they prepared for the lesson before going to the class, so felt disappointed when the tasks were different from the textbook.

After studying language analysis, some learners wanted to practice the language system from an exercise book, in order, instead of supplementary activities such as role play and discussion. They felt that the exercise book could help them

understand clearly, with its progression from easy to difficult activities, and the promise of high scores on the midterm test. They said that the exam required reading and writing skills more than listening and speaking. It seems that the goal of their learning English was to master reading and writing skills over oral ones.

It is telling that these two learners both felt nervous, embarrassed, and tongue-tied while speaking English. They did not want to take risks, make a lot of mistakes, or lose face in front of the class. For example, one of them said that she had a problem in that she inserted an extra 's' as a final sound, like "goods mornings", "my names is". Sometimes, they worried about speaking the correct grammatical order of words and some mistakes that should not happen like "she have", "they was", or "yesterday, I go". When they presented in front of the class, they decided to translate from English to Thai, and answer in Thai. Then they had to translate the Thai answer into English, so it took a long time before answering their friends' question. It seems that they were very concerned to not be laughed at in front of the class.

In conclusion, learners had various characteristics, personalities, learning styles and motivations, and although most responded extremely positively to task-based learning, it was not completely without problems. To help learners who did not respond favorably immediately, a longer period of time would be of benefit. First, with a longer period of time, learners have time to get used to the new approach and adapt their own expectations and learning styles. Second, implementing the new approach and adapting traditional methods gradually would ease learners in to the new methods.

Implementations of the Study Practice

This research found that task-based learning allowed learners to develop their English speaking skills. It may be useful for teachers or others interested in applying task-based learning in teaching English. However, teachers should recognize the learners' fundamental knowledge before designing tasks which are suitable for the learners' proficiency level. For example, learning more vocabulary could help learners to become more fluent because the more words they know, the easier it is to express themselves. Learning new vocabulary also helps learners feel that they are learning new things and not relying only on previous knowledge. If teachers write about ten new

words on the board by the end of each lesson, learners could make notes and in due course try to use them in their conversations.

Also, in the post-task stage, the structure of language should be summarized clearly, with supplementary exercises aimed at improving accuracy when needed. Moreover, activities should be both clear and diverse. To benefit learners of different learning styles, teachers should take problems in previous classes into account in order to prevent similar problems. For example, teachers may review structures studied in the previous class by discussing related topics or listening to songs. The various activities also helped learners use grammatical structure appropriately like unpacking sentences, memory challenges, or progressive deletion.

Another way teachers could show learners' improvement is by making a recording while learners were doing an activity at the start of the course. Teachers may use a camcorder or a voice recorder. Then some time later, teachers record learners again and play back each version to highlight, for example, any improvement or areas still needing working.

As a final point, the researcher should take time to prepare lesson plans. The researcher appreciated the importance of preparing daily lesson plans in teaching. To ensure the greatest probability of successful learning, the researcher must carefully select and arrange activities that would encourage the desired learning outcomes in learners. Careful planning could help the researcher include all necessary information and be properly organized, maximizing the chance of achieving the lesson objectives. To prepare the lessons, the researcher determined the objectives, selected an appropriate instructional method, decided how to organize the lesson, and chose appropriate support material. The experiment indicated that lesson plans helped both the researcher and the learners with the flow of the class. As a result, learners were in a well-organized and supportive environment aimed at helping them learn English successfully.

Basically, when the researcher had a lesson plan there was a clear structure. The researcher could actually reflect upon and also organize the lesson properly, to avoid stumbling around the classroom without any clear goals. The researcher always kept the lesson plan simple to avoid confusion and make the goals attainable. Following

the lesson plan, the researcher was able to explain to learners what they were going to do in the lesson, and where they were going, with clear and simple objectives. In preparing lesson plans, the researcher was able to provide an opportunity for a variety of well-placed activities that would allow learners to think for themselves and work with peers. Moreover, reviewing the lesson plans after the lesson was beneficial, including many aspects such as mistakes, strong and weak points, and learners' feelings.

In the focus and analysis stage, the researcher showed five examples to learners of gerunds and infinitives. Then the researcher asked learners to illustrate other examples to make it clearer. There were only ten learners who could comprehend and conduct the use of this structure. The researcher was confused how to deal with this problem, because even after showing learners more than ten examples and having them do the exercise, they still did not understand. The researcher jotted down this problem in the teaching log to revisit later.   The conclusion was that more additional exercises, ranging from easy to difficult, would help. Examples of other activities used which cater to different learning styles are listen and complete, repacking sentences, and gapped examples.

In addition, in the report stage, the spokespeople were usually the same learners every time. This could have been due to giving learners only ten minutes to prepare a report in the two first classes. After noticing this problem, the researcher found that learners who had never worked together before needed a lot of support and encouragement to begin with. Besides preparation, learners needed to rehearse conversations, and learning model dialogs could help them to feel more confident. In the next class the researcher told learners that presenter would come from drawing lots. Therefore, all learners needed to feel ready before they reported in front of the class with confidence. The researcher became conscious that speaking English for two minutes could be a challenging, scary experience for some learners. Therefore, providing sufficient practice time and working together made this less scary, particularly if learners were helping and supporting one another. The feeling of achievement at having spoken English for two minutes was very motivating.

Some learners felt shy about asking questions in front of the whole class, and preferred to ask the researcher privately or while the researcher was monitoring their

group. Consequently, the researcher had to walk throughout the classroom and remind insecure learners that the activity was not a test; it was their chance to practice English speaking.

Limitation of the Study

The learners were not familiar with task-based learning, so at the first period, learners were concerned and worried whether task-based learning prepared them well to take the final exam. Moreover, the researcher was a temporary teacher. This had a positive effect in helping learners feel relaxed, yet at times were perhaps not taking the class very seriously. Other limitations are that the time given for the experiment was only two months, which is significant because research conducted by classroom teachers over longer periods of time may yield different findings.

Recommendations for Further Studies

Recommendations for further studies are as follows:

1. Researchers should study the development of English speaking ability by using task-based learning at undergraduate level because they are more likely to have sufficient prior knowledge to do the more difficult tasks. In addition, in undergraduate courses, they can apply more varied experiences when sharing opinions.

2. Researchers should study task-based learning in passive skills such as reading.

3. Writing skills would be an interesting topic with which to apply task-based learning because in task-based learning learners have to share ideas, discuss topics, and use critical thinking, which pushes learners' abilities and so is suitable for writing skills.

4. The researcher may compare task-based learning with other approaches such as topic-based, content-based, or project-based instructions.

5. The researcher should study specific purposes in other authentic situation such as One Tambol One Product (OTOP), tour guide, receptionist, or communicative events.

6. Teacher education programs which aim at in-depth training in language teaching methodologies should include task-based learning, properly dealing with both the strengths and weaknesses of task-based learning as an instructional method, ranging from basic principles to specific techniques.

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APPENDICES

APPENDICES

1. To examine the use of task-based learning to develop learners' English speaking ability.

- APPENDIX 1: Task-based Learning Lesson Plan

- APPENDIX 2: Oral Presentation Evaluation

- APPENDIX 3: English Speaking Test

- APPENDIX 4: English Speaking Rating Sheet

- APPENDIX 5: Speaking Observation Form

- APPENDIX 6: Self-assessment of English Speaking Ability

2. To investigate the effectiveness of group work incorporating task-based learning.

- APPENDIX 7: Group Work Assessment

3. To explore learners' perceptions of improvement in English speaking abilities after learning through task-based learning.

- APPENDIX 8: Learners' Perception Questionnaire

- APPENDIX 9: Classroom Environment

<center>Lesson Plan</center>

Course: Eng. 401   **Level:** M.4   **Time:** 2 periods

Topic: ONLY THE BEST 1

……..

Vocabulary: advertisement, luxury, mysterious, precious, extravagant, fabulous

Structure: Use the passive to emphasize what was done instead of who did it.

<u>Simple present:</u>   This car is made in Japan.

<u>Simple past:</u>   This perfume was developed in France.

<u>Present perfect:</u>   Our bikes have been used by cyclists all over the world.

<u>Future:</u>   A cure for AIDS will be found by researchers.

Comparatives and superlatives

<u>Adjective</u>	<u>Comparative form</u>	<u>Superlative form</u>
- The Bee car is safe.	- It's safer than other cars.	- It's the safest car on the road.
- The Bee car is compact.	- It's more compact than others.	- It's the most compact car there is.

<u>Goal:</u>   The learners will be able to orally present the comparisons about the products in front of the class.

<u>Enabling Aims</u>:   1. Able to pronounce and tell the meaning of specific vocabulary.

2. Able to conclude the grammar rule in notebooks correctly.

3. Able to create resume and present it to the class.

4. Able to present the job profile to the class.

<u>Materials and Sources</u>

- Real products

- Advertisement pictures

- Vocabulary flash cards

- Reading passage

- CD

- textbook

- worksheet 1.1-1.4

- Speaking Evaluation

Methods of Teaching

Content	Teacher	Students	Evaluation
Pre-task (50 minutes) Find the differences Vocabulary: advertisement, luxury, mysterious, precious, extravagant, fabulous Worksheets 1.1-1.3	- Introduces the task "Find the differences." - Has learners find the differences between advertisement pictures. - Presents vocabulary. - Divides learners into group of 5 to read the given passage adapted from the original passage on pages 30-31. - Has learners spot differences between a written passage and a CD version.	- Listen to the task "Find the differences." - Find the differences between advertisement pictures. - Note vocabulary in their notebooks. - Read and discuss the given passage in groups. - Spot the differences between a written passage and a CD version.	Pictures Reading passage

Content	Teacher	Students	Evaluation
Task cycle 1 (50 minutes) _Task_ *(5 minutes)*	- Has each student design a product that they would like to create. Students have to tell the reason why it is created, how it is different from others, and what special features it has.	- Design a product that they would like to create.	
Planning *(15 minutes)*	- Gives learners ten minutes for sharing ideas in their groups. - Tells all groups to choose the best product to present in front of the class.	- Share ideas in their group. - Choose the best product and prepare to present it in front of the class.	
Reporting (30 minutes) English Speaking Evaluation	- Provides the evaluation form to evaluate the presentations. - Ask learners to present the products.	- Evaluate the presentations. - Present and jot down different features of the product.	English Speaking Evaluation

Comments: ……
………
………
………
………
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………
………

…………………………………………………..

(_____)

_____

Presentation Evaluation

Group: ……………………….Topic: ……………..Date: ……………..

Rate oral presentations in the following aspects:

CRITERIA	Excellent 5	Good 4	fair 3	Poor 2	Very poor 1
CONTENT: - Attractive - Accurate – Easy to understand					
ORGANIZATION: - Gives main points and well structured - Time limit; in time and on time					
DELIVERY: - Clear pronunciation and uses physical behavior - Not read from script					
VISUAL AIDS - Good visual quality and easy to understand - Creative and attractive to listeners					
Group Work - Well prepared - Every member helped do the task					

TOTAL SCORE _____

Comments:

_____

_____

_____

English Speaking Test   APPENDIX 2

Interview Questions for Speaking Test (5-10 minutes)

1. Could you tell me about yourself?

2. What do you like doing in your free-time?

3. Could you tell me about the job you would like to have in the future?

4. What do you think? How can you use English in the future?

5. Which English skill do you find easiest to learn? Why?

6. In what ways do you practice your English?

7. What is an ideal teacher like for you?

8. Would you rather live in a big city or in the country? Why?

9. How do you think our life is easier nowadays than it was in the past?

10. Have you or someone in your family ever had an accident? If, yes, tell me about it.

Conversation (5 minutes)

Situation: In summer, while studying and working in America, you get into some trouble because there are many different cultures.

Task: You and your roommate decide to talk about the differences between people from different regions of your country and how these people adapt themselves to the environment.

Some of the things you could talk about are:

   - Character   - Language   - Customs   - Religion   - Culture

English Speaking Rating Sheet   APPENDIX 3

Student:_____Rater:_____Date:_____Score:_____

Score Behavior	1	2	3	4	5
Communication	Not able to understand or speak.	Only catches part of normal speech and unable to produce continuous and accurate discourse.	Gist of dialogue is relevant and can be basically understood. Needs to ask for repetition or clarification.	Present the case clearly and can develop the dialogue coherently and constructively. Some hesitation and repetition due to a measure of language but interacts effectively.	Can initiate, expand and develop a theme; speaking proficiency equivalent to that of an educated speaker. Expresses ideas clearly and relevant to the topic.
Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speed and fluency are rather strongly affected by language problem.	Speed of speech seems to be slightly affected by language problems.	Speech as fluent and effortless as that of a native speaker

Score Behavior	1	2	3	4	5
Grammar & Vocabulary	Errors in grammar and word order so severe as to make speech virtually unintelligible. Vocabulary limitations so extreme as to make conversation virtually impossible.	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict self to basic patterns. Misuse of words and very limited vocabulary make comprehension quite difficult.	Makes frequent errors of grammar or word order which occasionally obscure meaning. Frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning. Sometimes use inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Makes few (if any) noticeable errors of grammar or word order. Use of vocabulary and idioms is virtually that of a native speaker.

English Speaking Ability Evaluation   APPENDIX 4

☐ Pre-test   ☐ Post-test

Student:_____Rater:_____Date:_____

Score Behavior	1	2	3	4	5
Communication					
Fluency					
Grammar and Vocabulary					

Total Score _____

English Speaking Ability Evaluation

☐ Pre-test   ☐ Post-test

Student:_____Rater:_____Date:_____

Score Behavior	1	2	3	4	5
Communication					
Fluency					
Grammar and Vocabulary					

Total Score _____

APPENDIX 5: Speaking Communicative Observation Form

Name_____

Time

	1
	2
	3

Performance	5	4	3	2	1
1. Learner is active to use English while doing task.					
2. Learner enjoys doing task.					
3. Learner is self-confident to make conversations between their friends.					
4. Learner provides ideas in classroom.					
5. Learner asks some questions about the task.					
6. Learner tried to edit himself/ herself during using language.					
7. Learner uses sentences while using language.					
8. The speed of learner's speed seems to be slightly affected by language problems.					
9. Learner uses appropriate vocabulary and idioms to make conversations.					
10. Learner pronounces clear pronunciation.					
Total score					

APPENDIX 6: แบบประเมินตนเองของนักเรียนด้านการพูดภาษาอังกฤษ

คำชี้แจง ให้นักเรียนประเมินความสามารถด้านการพูดภาษาอังกฤษของตนเองในการใช้ภาษาอังกฤษขณะทำงานปฏิบัติ โดยให้ทำเครื่องหมายกากบาท x ลงในข้อที่ตรงกับความสามารถของนักเรียนในแต่ละด้านมากที่สุด

1. การสื่อความหมายได้ตรงประเด็นกับเรื่องที่พูด: ในขณะที่นักเรียนพูดภาษาอังกฤษ

     ก. นักเรียนสามารถพูดสื่อความหมายให้ผู้ฟังเข้าใจได้ชัดเจนในขณะที่มีการอภิปรายหรือแสดงความคิกเห็นในเรื่องทั่วๆไปได้

     ข. นักเรียนสามารถพูดให้ผู้ฟังพอเข้าใจในเรื่องที่พูดได้

     ค. ในขณะที่มีการสนทนา นักเรียนมีข้อบกพร่องในการพูดและสื่อความหมายในบางครั้ง ทำให้ผู้ฟังเกิดความสับสน แต่ก็พยายามแก้ไขข้อบกพร่องนั้น

     ง.บางครั้ง นักเรียนไม่สามารถพูดสื่อความหมายหรืออธิบายให้ผู้ฟังเข้าใจได้

2. ความคล่องแคล่วในการพูดภาษาอังกฤษ: ในขณะที่นักเรียนพูดภาษาอังกฤษ

     ก. นักเรียนสามารถแสดงความคิดเห็นในเรื่องต่างๆได้อย่างคล่องแคล่วโดยไม่มีการเตรียมคำพูดหรือประโยคมาก่อน

     ข. นักเรียนแสดงความคิดเห็นในเรื่องทั่วๆไปได้ แต่ในการสนทนาบางครั้งต้องหยุดคิดว่าจะพูดอะไร

     ค. นักเรียนพูดช้าและไม่คล่องในบางประโยค โดยต้องมีการพูดซ้ำ ยกเว้นประโยคที่ใช้บ่อยๆ

     ง. นักเรียนพูดตะกุกตะกักและไม่ปะติดปะต่อกัน และต้องหยุดคิดเพื่อหาคำศัพท์ที่ใช้ในการพูด

3. การใช้คำศัพท์ สำนวน และโครงสร้างทางไวยากรณ์ ได้เหมาะสมกับเรื่องที่พูด: ในขณะที่นักเรียนพูดภาษาอังกฤษ

     ก. นักเรียนสามารถใช้ศัพท์ สำนวน และโครงสร้างทางไวยากรณ์ได้อย่างถูกต้อง ในการพูดสนทนาและแสดงความคิดเห็นในเรื่องทั่วๆไป

     ข. นักเรียนมีความมั่นใจในการพูดมากขึ้นและสามารถใช้ศัพท์ สำนวน และโครงสร้างทางไวยากรณ์ได้ถูกต้อง และมากพอที่จะอภิปรายและแลกเปลี่ยนความคิดเห็นกับเพื่อนในชั้นเรียน

     ค. ในการสนทนา บางครั้งนักเรียนเลือกใช้คำผิด และพูดผิดไวยากรณ์บ้างเป็นบางครั้ง แต่ยังสามารถสื่อความหมายได้ชัดเจน

     ง. นักเรียนใช้คำศัพท์ในการสนทนาหรือแสดงความคิดเห็นได้น้อยมาก และพูดผิดไวยากรณ์บ่อยครั้ง ทำให้ความหมายไม่ชัดเจน

APPENDIX 7: Group work appraisal sheets   1

Group work self-assessment sheet

Name:... Class..................

Did you ....

1. listen to other people?	Yes	No
2. answer to other people's ideas?	Yes	No
3. help organize the talk?	Yes	No
4. help others in the group?	Yes	No
5. explain your ideas clearly?	Yes	No
6. understand the ideas?	Yes	No
7. enjoy the discussion?	Yes	No

Did everyone in the group...............

8. join in?	Yes	No
9. listen to each other?	Yes	No
10. help each other?	Yes	No

11. Has the talk helped you understand the subject?

_____

12. Has the group work made you think?

_____

13. What part of the assignment did you do best?

_____

14. What part of the assignment did the group do best?

_____

15. How would you improve your group work?

_____

16. How could your group improve the next task?

_____

17. Please add comments.

....

....

....

Group roles: Analyzing talk   2

  Name:……………………………………………………………… Class………………

Record 4-5 minutes of your group discussion.

Listen to the tape, or read the transcript carefully.

    1. Are all members of the group involved? _____

    2. Does any member of the group talk too much? _____

    3. Who starts talking first?

    _____

    4. Who shares ideas?

    _____

    5. Who leads the discussion?

    _____

    6. Who helps and encourages others?

    _____

    7. Who asks questions?

    _____

    8. Who provides information?

    _____

    9. Does anybody stop others from speaking?   Yes   No

    10. Does anybody not listen to what has been said by others?   Yes   No

    11. Does anybody not allow others to speak?   Yes   No

    12. Does anybody make fun of other people?   Yes   No

    13. Does anybody stop the group from exploring more deeply? Yes   No

    14. Please add comments.

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

    ……………………………………………………………………………………………

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First Section   APPENDIX 7.1

What are your views on language learning?

พฤติกรรมการเรียนรู้ทางภาษาอังกฤษ	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1.นักเรียนสามารถเรียนรู้ในการพูดภาษาอังกฤษโดยไม่มีตำราเรียน					
2. นักเรียนหลายคนไม่สามารถพูดภาษาอังกฤษหลังจากเรียนไปได้					
3. นักเรียนยังคงพูดคำผิดบ่อยๆถึงแม้ว่าจะได้รับการแก้ไขแล้วก็ตาม					
4. หากนักเรียนได้รับการสอนไวยากรณ์ก่อนเป็นอันดับแรกจะทำให้ผู้เรียนใช้ภาษาอังกฤษได้ดีขึ้น					
5. นักเรียนมีความกล้าและพยายามที่จะพูดภาษาอังกฤษถึงแม้ว่าจะพูดผิดก็ตาม					
6. ครูควรที่จะแก้ไขเวลานักเรียนพูดผิดทุกครั้ง					
7. การอ่านจะส่งเสริมให้เกิดการเรียนรู้ภาษาได้เป็นอย่างดี					
8. นักเรียนชอบเรียนโดยเริ่มจากเนื้อหาความหมายก่อนการเรียนไวยากรณ์					
9. นักเรียนมีโอกาสในการพูดภาษาอังกฤษมากขึ้น					
10. การเรียนรู้จากงานปฏิบัติทำให้นักเรียนต้องแสวงหาข้อมูลเพื่อนำมาใช้ในการทำงาน					

Second Section

Learners' Understanding of task-based learning Concepts

คำถามเกี่ยวกับงานปฏิบัติ	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1. งานปฏิบัติก่อให้เกิดการสื่อสาร					
2. งานปฏิบัติเน้นนักเรียนเข้าใจความหมายมากกว่าการเรียนกฎไวยากรณ์					
3. งานปฏิบัติมีวัตถุประสงค์ในการทำงานที่ชัดเจน					
4. นักเรียนเป็นผู้ใช้ภาษาในการปฏิบัติงานต่างๆมากกว่าครูผู้สอน					
5. งานปฏิบัติเน้นให้เกิดการเรียนรู้โดยมีผู้เรียนเป็นศูนย์กลาง					
6. การเรียนโดยใช้งานปฏิบัติทำให้นักเรียนเกิดความสนใจและกระตือรือร้นในการเรียน					
7. งานปฏิบัติช่วยให้เกิดบรรยากาศแห่งการเรียนรู้					
8. กิจกรรมที่นำมาใช้ในงานปฏิบัติ เป็นเรื่องที่ผู้เรียนสนใจ มีความหลากหลายและสอดคล้องกับสภาวะปัจจุบัน					
9. นักเรียนได้พัฒนาทักษะการฟัง พูด อ่าน เขียนไปพร้อมๆกัน					
10. ครูเป็นเพียงผู้ช่วยในการทำงานปฏิบัติเท่านั้น ส่วนใหญ่ผู้เรียนจะต้องลงมือปฏิบัติด้วยตนเอง					

Third Section APPENDIX 7.3

แบบรายงานตนเองของนักเรียนเกี่ยวกับการเรียน

คำชี้แจง: ให้นักเรียนทำเครื่องหมาย / ในช่องให้ตรงกับความจริง

พฤติกรรมนักเรียน	มากที่สุด 5	มาก 4	ปานกลาง 3	น้อย 2	น้อยที่สุด 1
1. นักเรียนทำงานปฏิบัติสอดคล้อง กับเนื้อหาบทเรียน					
2. นักเรียนได้ประสบการณ์จากการ ทำงานปฏิบัติด้วยตนเองจนเกิด ความเข้าใจ สนุกสนานและจำ บทเรียนได้ดียิ่งขึ้น					
3. นักเรียนใช้ภาษาอังกฤษในการ สื่อสารระหว่างเพื่อนและครู					
4. นักเรียนให้ความร่วมมือกับเพื่อน ในการทำงาน					
5. นักเรียนชอบการทำงานเป็นกลุ่ม หรือคู่มากกว่าการทำงานเดี่ยว					
6. นักเรียนตั้งใจฟังการนำเสนอ ผลงานของกลุ่มอื่นๆ					
7. นักเรียนชอบการสอนที่ใช้งาน ปฏิบัติ					
8. นักเรียนมีความมั่นใจในการใช้ ภาษาอังกฤษมากขึ้น					
9. นักเรียนได้ฝึกทักษะพูด ฟัง อ่าน เขียน					
10. นักเรียนได้นำความรู้ไปใช้ใน ชีวิตประจำวัน					

Fourth Section   APPENDIX 7.4

1. ความรู้ที่นักเรียนได้รับจากการเรียนสามารถนำไปใช้ในชีวิตประจำวันได้อย่างไรบ้าง

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2. ความรู้และสาระสำคัญที่ได้จากการเรียนเรื่องนี้คือ

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3. นักเรียนมีความรู้สึกอย่างไรต่อการเรียนการสอนภาษาอังกฤษตลอด 16 คาบที่ผ่านมา และมี
ปัญหาอะไรบ้างระหว่างปฏิบัติกิจกรรม

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4. ในการเรียนการสอนครั้งนี้นักเรียนคิดว่ามีกิจกรรม วิธีสอน หรือสิ่งใดที่เหมือนหรือแตกต่างกับที่
นักเรียนเคยเรียนมาบ้างหรือไม่

          - สิ่งที่เหมือนกับที่เคยเรียน คือ

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………………………………………………………………………………………………

          - สิ่งที่แตกต่างกับที่เคยเรียน คือ

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5. นักเรียนชอบการเรียนการสอนภาษาอังกฤษโดยแบ่งเป็นกลุ่มหรือไม่ พร้อมทั้งเหตุผล

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6. นักเรียนชอบการเรียนโดยใช้งานปฏิบัติหรือไม่ พร้อมทั้งบอกเหตุผล

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7. จากการเรียนการสอนที่ผ่านมากนักเรียนได้พัฒนาตนเองด้านใดบ้าง

………………………………………………………………………………

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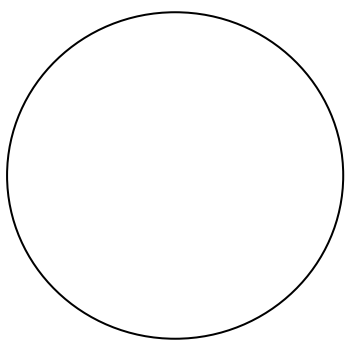
8.ทักษะใดที่นักเรียนต้องการเรียนรู้มากที่สุด (ฟัง พูด อ่าน เขียน) พร้อมทั้งบอกเหตุผล

………

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9. นักเรียนอยากให้มีการเรียนการสอนโดยใช้งานปฏิบัติต่อไปหรือไม่ เพราะเหตุใด

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10. ข้อเสนอแนะ (กิจกรรม วิธีการ อุปกรณ์ รวมถึงครูผู้สอน)

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APPENDIX 8

Criteria Levels of Evaluation English Speaking Communication

Oller (1979) sets five standards for English speaking evaluation:

5. Speaking proficiency equivalent to that of an educated native speaker.

4. Able to use the language fluently and accurately on all levels normally pertinent to the professional needs.

3. Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.

2. Able to satisfy routine social demands and limited work requirements.

1. Able to satisfy routine travel needs and minimum courtesy requirements.

Carroll. (1983: 135) identifies the interview assessment scale as follows:

9. Expert speaker. Speaks with authority on a variety of topics, can expand and develop a theme.

8. Very good non-native speaker. Effectively maintains his own part of a discussion.

7. Good speaker. Presents case clearly and logically and can develop the dialogue coherently and constructively

6. Competent speaker. Is able to maintain theme of dialogue, to follow topic switches and to use and appreciate main attitude markers. Stumbles and hesitates at times but is reasonably fluent otherwise.

5. Modest speaker. Although gist of dialogue is relevant and can be basically understood, there are noticeable deficiencies in mastery of language patterns and style.

4. Marginal speaker. Can maintain dialogue but in a rather passive manner, rarely taking initiative or guiding the discussion.

3. Extremely limited speaker. Dialogue is a drawn-out affair punctuated with hesitations and misunderstandings.

2. Intermittent speaker. No working facility; occasional, sporadic communication.

1-0 Non - speaker. Not able to understand and/or speak

The following banding system is a draft of a revised scale of Heaton (1990).

6. Pronunciation good: has mastered all oral skills of the course.

5. Pronunciation slightly influenced by L1: has mastered most of the oral skills of the course.

4 Pronunciation influenced a little by L1: has mastered most of the oral skills of the course.

3. Pronunciation influenced a little by L1 – pronunciation and grammatical errors – several errors causing serious confusion – longer pauses to search for words or meaning – fairly limited expression – much can be understood although some effort needed for parts – some interruptions necessary – has mastered only some of the oral skills of the course.

2. Several serious pronunciations: has difficulty in explaining or making meaning clearer – only a few of the oral skills of the course mastered.

1. A lot of serious pronunciation errors: very few of the oral skills of the course mastered.

*Table 7: Learners' Perceptions of task-based learning*

Questionnaire Items	Strongly agree 5 (%)	Agree 4 (%)	Neutral 3 (%)	Disagree 2 (%)	Strongly disagree 1(%)	Average points
1. task-based learning helps learners enjoy learning English. Learners like and want to learn by using task-based learning.	40	57.5	2.5	-	-	4.38
2. A task involves a primary focus on meaning.	32.5	57.5	10	-	-	4.23
3. A task has a clearly defined outcome.	27.5	55	17.5	-	-	4.1
4. A task is any activity in which the target language is used by the learner.	15	40	40	5	-	3.65
5. task-based learning is based on the student-centered instructional approach.	25	57.5	20	-	-	4.05
6. task-based learning activates learners' needs and interests.	47.5	47.5	5	-	-	4.43
7. task-based learning provides a relaxed atmosphere to promote target language use.	47.5	47.5	5	-	-	4.43
8. task-based learning materials in textbooks are	30	55	15	-	-	4.15

meaningful and purposeful based on the real-world context.						
9. task-based learning pursues the development of integrated skills in the classroom.	42.5	42.5	15	-	-	4.28
10. task-based learning puts much psychological burden on the teacher as a facilitator.	15	52.5	25	5	2.5	3.73

APPENDIX 10
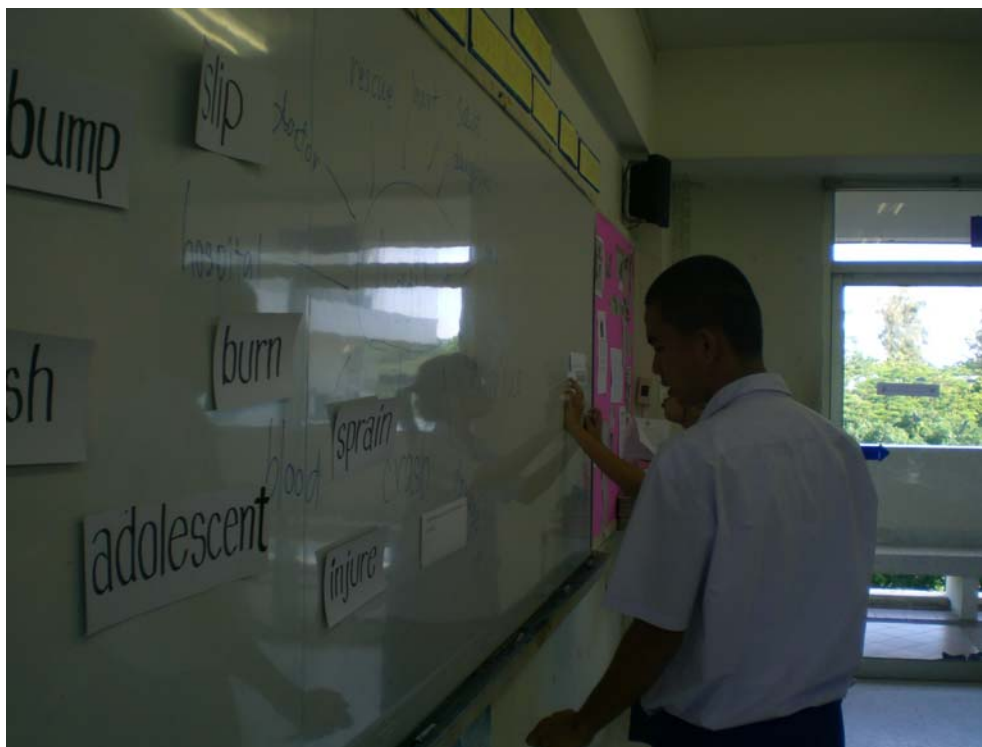
Vitae

VITAE

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