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ในการพูดภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3

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ของ

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เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
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ลิขสิทธิ์เป็นของมหาวิทยาลัยราชภัฏบุรีรัมย์



**THE IMPLEMENTATION OF COMMUNICATIVE
TASKS ON ORAL ENGLISH COMMUNICATION
ABILITY OF GRADE NINE STUDENTS**

Thawinrat Srahom

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**

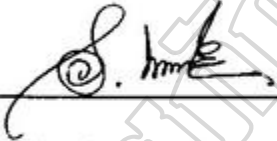
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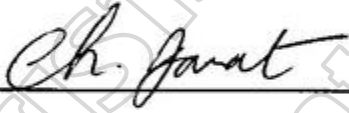


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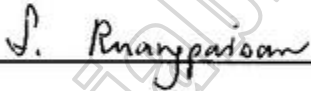
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ชื่อเรื่อง	การใช้ภาระงานเพื่อการสื่อสารต่อความสามารถ ในการพูดภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3		
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บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อ 1) หาประสิทธิภาพของภาระงานเพื่อการสื่อสารภาษาอังกฤษ สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่มีประสิทธิภาพตามเกณฑ์ 75/75 2) เปรียบเทียบความสามารถในการพูดสื่อสารภาษาอังกฤษก่อนเรียนและหลังเรียนของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โดยใช้ภาระงานเพื่อการสื่อสาร และ 3) ศึกษาความพึงพอใจของนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่มีต่อการเรียนการพูดสื่อสารภาษาอังกฤษ โดยใช้ภาระงานเพื่อการสื่อสาร กลุ่มตัวอย่างที่ใช้ในการศึกษาค้นคว้านี้เป็นนักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 22 คน ซึ่งเรียนวิชาภาษาอังกฤษพื้นฐาน (อ23101) ภาคเรียนที่ 1 ปีการศึกษา 2558 โรงเรียนบ้านจรเข้มาก อำเภอประโคนชัย จังหวัดบุรีรัมย์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 2 โดยการสอนอย่างง่าย เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลในการวิจัยในครั้งนี้ ได้แก่ ภาระงานเพื่อการสื่อสาร แผนการจัดการเรียนรู้ แบบทดสอบวัดความสามารถในการพูดสื่อสารภาษาอังกฤษ และแบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t-test โดยกำหนดค่านัยสำคัญทางสถิติที่ระดับ .05 ผลการศึกษาพบว่า

1. ภาระงานเพื่อการสื่อสารภาษาอังกฤษ สำหรับนักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่ผู้วิจัยสร้างขึ้นมีประสิทธิภาพ 78.63/77.37 ซึ่งมีประสิทธิภาพสูงกว่าเกณฑ์ 75/75 ที่ตั้งไว้
2. นักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่เรียนการพูดสื่อสารภาษาอังกฤษ โดยใช้ภาระงานเพื่อการสื่อสาร มีความสามารถในการพูดสื่อสารภาษาอังกฤษหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05
3. นักเรียนชั้นมัธยมศึกษาปีที่ 3 ที่เรียนการพูดสื่อสารภาษาอังกฤษ โดยใช้ภาระงานเพื่อการสื่อสารมีความพึงพอใจโดยรวมอยู่ในระดับมาก

TITLE	The Implementation of Communicative Tasks on Oral English Communication Ability of Grade Nine Students		
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ABSTRACT

This experimental investigation aimed: 1) to construct and determine the efficiency of communicative tasks on oral English communication ability of grade nine students with criterion set at 75/75; 2) to compare the students' oral English communication ability before and after learning through the communicative tasks; and 3) to investigate their satisfaction toward learning oral English communication by employing the communicative tasks. The participants of this study were 22 grade nine students who took the fundamental English (E 23101) course in the first semester of academic year 2015 at Ban Chorakhemak School, Prakhonchai District, Buriram Province under Buriram Primary Educational Service Area Office 2. They were selected by using a simple random sampling technique. The research instruments were communicative tasks, lesson plans, achievement tests, and satisfaction questionnaire. The statistics used to analyze the collected data were percentage, mean, standard deviation, and dependent samples t-test with the statistical significant set at .05 level.

The findings were as follows:

1. The efficiency of communicative tasks on oral English communication

was 78.63/77.37 which was higher than the criterion set at 75/75.

2. The students' oral English communication ability post-test mean score was higher than the pre- test mean score with statistically significant difference at .05 level.

3. The overall students' satisfaction toward learning oral English communication through communicative tasks was at very satisfied level.

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LIST OF ABBREVIATIONS

A.D.	Anno Domini
B.E.	Buddhist Era
CLT	Communicative Language Teaching
E ₁ /E ₂	Efficiency of the Process/Efficiency of the Outcomes
EFL	English as a Foreign Language
L2	Second Language
S.D.	Standard Deviation
SLA	Service Level Agreement

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CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

At present, English is used all around the world. English language has become one of our principal assets in achieving global communication, allowing us to express ideas, concepts as well as moods, feelings and attitudes between speakers from different parts of the world. English is considered as our window to the world and a tool to establish our viewpoint in many fields including science, education, information, technology, culture, travelling, entertainment and business. Furthermore, English speakers spread widely throughout the world since many other people speak it in such disparate areas.

In Thailand, the Ministry of Education puts English in Thai curriculum for the purpose of Thai students learning English and using it in daily life and to provide the students with the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will therefore have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. Moreover, learners could utilize English language related to other learning areas, their community and the world (The Ministry of Education, Thailand. 2008).

It is clear that communication is an extremely crucial facet of human existence. Satir (1967) emphasizes the importance of communication that people must

communicate clearly if they want to get the information they need from one another. He claims that "Without communication, we as humans would not be able to survive" (Satir. 1967 : 80). As Bienvenu (1970) points out communication is the process of transmitting feelings, attitudes, facts, beliefs, and ideas between human beings.

Teaching English should value students' communication skills in order to enhance their communication ability. The basic education core curriculum of 2008 highlights communication capacity to be one of the learners' key competencies. As such, students are expected to receive and transmit information in the way that Wilkins (1972) contributes that a language learner needs to understand and express rather than describe the core of language through traditional concepts of grammar and vocabulary. Moreover, Hymes (1972) introduces the concept of "communicative competence" which is the ability to utilize linguistic forms in order to communicate appropriately in social interaction, it has been recognized as crucial in the development of the language of second/ foreign language learners. It can be indicated that successful and effective speaking of second language learners is not just a matter of using grammatically correct words and forms, but also knowing when to use them and under what situations (Olshtain & Cohen. 1988; Tamanaha. 2003). The word "communication" is generally understood to refer to both verbal as well as nonverbal behavior within a social context (Watzlawick. 1967), but in this investigation, the researcher puts emphasis on English verbal communication or English oral communication because it is more necessary and important for the students in Ban Chorakhemak school.

Oral communication proficiency is a common-core skill which forms a base for personal, academic, and career success, and it reflects the persistent and powerful

role of language and communication in human society. As Emanuel (2005) reviews, numerous studies affirm that oral proficiency is more of a contributor to success in an occupation than actual job skills and emphasizes the significant place of speaking skills to “fuel self-confidence and enable people to exert more control over their lives” (Emanuel. 2005 : 153). The emphasis on this skill has continually been discussed (Nelton. 1991; Francese. 1994; Lubin. 2007), it is considered to be a core aspect of employability (Knight & Yorke. 2006). Meas, Weldy and Icenogle (1997) also claim that oral communication skill is the top skill needed. Similarly, Sapp and Zhang (2009) mention that spoken communication skill was cited as one of four skills of eleven where most skill development is needed by business interns in their organizations.

Oral communication is an important part of English teaching, which affects teachers and students’ belief that contribute to orally active students in the English foreign language classroom. As Rahman (2010) points out oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Unlike conversational speech, speech in more formal environments does not come naturally. In school within the subject of English, it is vital that the pupils are given many opportunities to use their English and practice how to communicate verbally and express themselves in English. It is crucial for students and graduates’ skills to have oral communication ability in order to orally present information, opinions, feelings, etc.

The researcher, as an English teacher who has gained more than eleven years of teaching experience, finds that most students have low proficiency in oral English communication either in classroom or in daily life despite many years of learning. The

situation of teaching English in Ban Chorakhemak School where the researcher has worked is needed to be developed both students themselves and the teachers. In terms of students, they are inclined to have a negative attitude to learning English, hence they face difficulties with oral English communication while learning. They cannot understand what a teacher said. They cannot speak or express their thoughts, ideas, or feelings in English language even they know some vocabulary and structure. In addition, they do not have self-confidence to speak English, and most of them feel shy whenever they are required to speak in English. The causes of the problem implicate with the limitation of oral communication practicing, lack of practice in speaking skill and the teacher's inappropriate or ineffective teaching approaches.

The communicative task has emerged as a significant building block in the development of language curricula and also as an element for motivating process-oriented second language acquisition (Nunan, 1991). Learners need communicative tasks to engage in classroom activities which potentially facilitate language acquisition. As Long (1985a), suggests that a task is nothing more or less than the things people do in everyday life, it is suggested that a task is any activity or action which is carried out as the result of processing or understanding language. Similar to Breen (1987), who suggests that a task is any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. Moreover, a task has the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making.

Communicative tasks can provide conditions and promote processes which facilitate second language (L2) learning, as they encourage meaningful interaction in the L2 and learners' attention to linguistic form. Oral communication is one of the skills which the students need to accomplish during communicative tasks as Luoma (2004) suggests that speaking or oral communication are a social and situation-based activities and an integral part of people's daily lives. Class time should not be spent on language drills or controlled practice, but in activities which require learners to do in class what they have to do outside. This obviously affects the teachers' decision making regarding the types of activities or tasks to be taught and assessed in class (Nunan. 1988). Thus, communicative tasks are created as items to serve as a major tool for assisting in the instruction to enhance students' oral communication ability.

In short, it seems like a great challenge for an English teacher to motivate and encourage all pupils to be orally active in the English foreign language classroom. To solve the problem of students' oral communication ability, this investigation emphasizes studying the implementation of communicative tasks as a teaching tool and whether it is able to solve the problems on the students' oral communication and advocate the students' learning skills for grade 9 students at Ban Chorakhemak School. Therefore, the communicative tasks have been picked for this research work with the belief in its efficacy and capability in motivating students' learning. Especially, the results of this investigation will be productive to the teaching and learning oral communication for grade 9 and can be also employed as a guideline for development of the teaching methods for those who teach English for oral communication.

1.2 Research Objectives

In accordance with the stated problems, the objectives of this research are as follows:

1.2.1 To construct and determine the efficiency of communicative tasks on oral English communication ability of grade nine students with criterion set at 75/75.

1.2.2 To compare students' oral English communication ability before and after learning by using the communicative tasks.

1.2.3 To investigate the satisfaction of grade nine students toward learning oral English communication by employing the communicative tasks.

1.3 Research Questions

In accordance with the stated purposes, three research questions are raised:

1.3.1 What is the efficiency of communicative tasks on oral English communication ability of grade nine students?

1.3.2 Do students who learn oral English communication through the communicative tasks have a higher mean score on their posttest than their pretest mean score?

1.3.3 What is the overall satisfaction of grade nine students toward learning oral English communication by using the communicative tasks?

1.4 Research Hypothesis

The students who learn oral English communication through the communicative tasks get higher mean scores on posttest than pretest mean scores.

1.5 Significance of the Research

The findings of this investigation provide advantages for teachers, educators, students and language learners who study English as a foreign language. They can be applied in the following ways:

1.5.1 The results of this study can be useful to the teachers who are interested in teaching oral English communication of grade nine students.

1.5.2 The findings can be utilized by the teachers and students to remedy the problems of teaching and learning oral English communication.

1.5.3 This study could enhanced the students' satisfaction with learning oral English communication through communicative tasks.

1.5.4 Based on the results of this study, they can be used as a resource or guideline for the further studies into teaching oral English communication through communicative tasks.

1.6 Scope and Limitation of the Research

1.6.1 Population and Samples

6.1.1.1 The population of this study included 44 grade nine students from 2 classes who enrolled in the fundamental English course (E23101) in the first semester of the academic year 2015 at Ban Chorakhemak School, Prakhonchai District, Buriram Province under Buriram Primary Educational Service Area Office 2.

6.1.1.2 The samples of this study were 22 grade nine students who enrolled in the fundamental English course (E23101) in the first semester of the academic year 2015 at Ban Chorakhemak School, Prakhonchai District, Buriram Province under Buriram Primary Educational Service Area Office 2. They were

selected by simple random sampling technique with the classrooms as the sampling units by drawing lots.

1.6.2 Variables of the Study

1.6.2.1 The independent variable was teaching oral English communication through communicative tasks.

1.6.2.2 The dependent variables were students' oral English communication ability, students' satisfaction toward learning oral English communication through communicative tasks, and the efficiency of the communicative tasks.

1.6.3 Contents of the Study

Oral English communication ability for grade nine students is based on The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) which talks about learner's quality that students can use foreign languages to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 2,100-2,250 words. From the learner's quality, the researcher divided the content of the study into 6 topics with 3 types of communicative tasks, the topics were as follows:

1.6.3.1 Information Gap: Giving Direction (Asking and Giving Directions)

1.6.3.2 Information Gap: Can I take a message? (Talking on the Phone)

1.6.3.3 Role Play: Greeting and Leave Taking (Greeting and Leave Taking)

1.6.3.4 Role Play: At the Clothes Shop (Selling and Buying Clothes)

1.6.3.5 Solving Problem: Food Street (Ordering Food)

1.6.3.6 Solving Problem: Group Holiday (Talking about Holiday plans)

1.6.4 Duration of the Study

The study was conducted in the first semester of academic year 2015 totaling 24 hours from 8 periods of teaching, including orientation, pretest and posttest. Each period took 3 hours for teaching oral English communication through communicative tasks. It was examined in extra classes, not in the usual classes that were on Tuesday, Wednesday and Friday, at 3 p.m.-6 p.m.

1.6.5 Limitation of the Research

The researcher studied the implementation of the three communicative task types on oral English communication of grade nine students in Ban Chorakhemak School; these were information gap, role play, and solving problem. Inferences and conclusions from this study must take these limitations into account and the results in this study cannot be generated to another task types or different levels of students.

1.7 Definition of Key Terms

The terms employed in this study carry a diverse interpretation in a different context. So to avoid any confusion, the following definitions and explanations of some of the terms will be used to explain in this investigation.

1.7.1 Oral English Communication refers to the ways of expressing, sharing and conveying information by speech or verbal under the situations of 6 topics of communicative tasks designed. It is the meaningful exchange of information between two or more students.

1.7.2 Oral English Communication Ability means the ability to communicate, express, share, and convey information using English language. In this study, oral English communication ability means that the students can perform the tasks on oral English communication ability test which can be evaluated by employing oral English communication rubrics as vocabulary, structure, speaking, movement and communication.

1.7.3 Communicative Tasks means learning tools which are aimed to expand students' oral communication ability. In this study communicative tasks were created and divided into 3 types under each situation within 6 topics as follows:

1.7.3.1 Information Gap : Giving Direction

1.7.3.2 Information Gap : Can I take a message?

1.7.3.3 Role Play : Greeting and Leave Taking

1.7.3.4 Role Play : At the Clothes Shop

1.7.3.5 Solving Problem : Food Street

1.7.3.6 Solving Problem : Group Holiday

1.7.4 Achievement Test is the performance test which evaluates students after they finish studying and performing the tasks in each lesson plan.

1.7.5 Oral English Communication Ability Test means the performance test which is evaluated before and after whole process of learning through communicative tasks. That is the pretest and posttest consisting of 3 items within 6 situations, totaling 60 marks for each. The first item is talking on the phone and holiday plans (20 marks), the second is asking and giving directions and ordering food (20 marks), and the last one is greetings and leave taking, and selling and buying clothes (20 marks).

1.7.6 Efficiency refers to the quality of the communicative tasks used as the teaching and learning tools that facilitate and reinforce students' learning effectively.

1.7.7 The criterion set at 75/75 means the mean scores that were employed to examine the efficiency.

1.7.7.1 The first criterion at 75 (efficiency of the process) is the percentage of the students' total mean scores from the achievement test in the end of each lesson plan scores.

1.7.7.2 The second criterion at 75 (efficiency of the outcome) is the percentage of the students' mean scores from the oral English communication ability test (posttest).

1.7.8 Satisfaction is the feelings of grade nine students that indicate favor, pleasure, and gladness which the students reveal toward learning oral English communication via the communicative tasks.

1.7.9 Students refer to grade nine students who study English fundamental course (E23101) at Ban Chorakhemak School, Prakhonchai District, Buriram Province under Buriram Primary Educational Service Area Office 2 in the first semester of academic year 2015.

1.8 Summary of the Chapter

This chapter mainly indicates the statement of the problem, followed by purposes and research questions. The present investigation also provides the hypothesis, significance of the study, scope and limitation of the study. The final section defines key terms which are used in the study. The next chapter, chapter two, emphasizes the review of the related literature.

CHAPTER 2

LITURATURE REVIEW

This chapter describes theories, principles and previous investigations related to the present study under the following topics:

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

2.2 Communicative Tasks

2.3 Oral Communication

2.4 Communicative Language Teaching (CLT)

2.5 Tasked-Based Approach

2.6 The Evaluation of Oral English Communication

2.7 Efficiency

2.8 Concept and Theory of Satisfaction

2.9 Previous Studies Related to the Present Study

2.10 Summary of the Chapter

2.1 The Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) emphasizes on enhancing the competence of all learners in order to achieve balanced development in all respects-physical strength, knowledge and morality. It is conducted by the Ministry of Education, Thailand (2008) which has prescribed eight learning areas of Thai Language, Mathematics, Science, Social Studies, Religion and Culture, Health and Physical Education, Arts, Occupations and Technology, and Foreign Languages.

It comprises of three educational levels: primary education level (grades 1-6), lower secondary education level (grades 7-9), and upper secondary education level (grades 10-12). The researcher teaches English at a lower secondary education level and aims to solve the learners' problems in oral English communication, the area of foreign languages learning is exposed.

2.1.1 Learning Area of Foreign Language

2.1.1.1 Why it is necessary to learn foreign languages?

In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding of themselves and others. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives. The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while for other foreign languages, e.g., French, German, Chinese, Japanese, Arabic, Pali and languages of neighbouring countries, it is left to the discretion of educational institutions to prepare courses and provide learning management as appropriate.

2.1.1.2 What is learned in foreign languages?

The learning area for foreign languages is aimed at enabling learners to acquire a favorable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

1) Language for Communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately

2) Language and Culture: use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application

3) Language and Relationship with Other Learning Areas: use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views

4) Language and relationship with Community and the World: use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society

2.1.1.3 Learners' Quality Graduated Grade Nine

After finishing grade nine (lower secondary education level), learners should occupy following qualities:

1) Act in compliance with requests, instructions, clarifications and explanations that they have heard or read; accurately read aloud texts, news, advertisements, tales and short verses by observing the principles of reading; specify/write various forms of non-text information related to sentences and texts that they have heard and read; choose and specify the topics, main ideas and supporting details, and express opinions about what they have heard or read from various types of media, as well as provide justifications and examples for illustration

2) Converse and write for an exchange of data about themselves, various matters around them, situations and news of interest to society, and communicate such data continuously and appropriately; use appropriate requests, clarifications and explanations and give suitable instructions; speak and write to show needs; offer and provide assistance; accept and refuse to give help; speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about what they have heard or read; speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents, as well as to provide appropriate justifications

3) Speak and write to describe themselves, experiences, news/incidents/various issues of interest to society; speak and write to summarize the main idea/theme or topic identified from the analysis of matters/news/incidents/situations of interest; speak and write to express opinions about activities, experiences and incidents, as well as provide justifications.

4) Choose appropriate language, tone of voice, gestures and manners by observing social manners and culture of native speakers; explain about the lifestyles, customs and traditions of native speakers; participate in/organize language and cultural activities in accordance with their interests

5) Compare and explain similarities and differences between pronunciation of various kinds of sentences and word orders regarding structures of sentences in foreign languages and in Thai language; compare and explain the similarities and differences between the lifestyles and culture of native speakers and those of Thais and apply them appropriately

6) Search for, collect and summarize data/information related to other learning areas from learning sources, and present them through speaking and writing

7) Use language for communication in real situations/simulated situations in the classroom, school, community and society

8) Use foreign languages in searching/conducting research, collecting and drawing conclusions about knowledge/various data sources from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area in foreign languages

9) Are skillful in the use of foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, travel for

tourism, provision of services, places, language and science and technology with a vocabulary of around 2,100-2,250 words (words of higher abstract quality)

10) Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations

2.1.2 Learning Strands and Standards for Foreign Language

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Standard F1.2: Possessing language communication skills for effective exchange of data and information; efficient expression of feeling and opinions.

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

Strand 2: Language and Culture

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge

and widen one's world view

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community languages.

2.1.3 Curriculum of Foreign Language Department for Grade Nine at Ban Chorakhemak School

Ban Chorakhemak School has developed the curriculum according to the learning manual, Foreign Language Department that parallels with Basic Education Curriculum 2008. As for the English course, the researcher is responsible for Basic English for grade nine students. The course has details as follows:

Course Code	E23101
Learning Unit	1.5
Course Name	Fundamental English
Department	Foreign Language
Semester	First
Level	Grade 9
Status	Core Subject
Durations	3 hours per week

Course Description:

The strand 1: language for communication; standard F1.2: Possessing language communication skills for effective exchange of date and information; efficient expression of felling and opinions (indicator 1: converse and write to

exchange data about themselves, various matters around them, situations, news and matters of interest to society, and communicate the data continuously and appropriately; indicator 2: use requests appropriately and give instructions, clarifications and explanations; indicator 3: speak and write appropriately to express needs, offer help and agree and refuse to give help in various situations; indicator 4: speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.) Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing (indicator 1: speak and write to describe themselves, experiences/ matters/ various issues of interest to society.)

The strand 4: language and relationship with community and the world; standard F4.1: Ability to use foreign languages in various situations in school, community and society (indicator 1: use language for communication in real situations/simulated situations in the classroom, school, community and society.)

Language for communication and relationship with community and the world of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) is focused on conducting communicative tasks of oral English communication in order to improve oral English communication ability of grade nine students.

2.2 Communicative Tasks

2.2.1 Definition and Importance of Communicative Tasks

The importance and several definitions of communicative tasks can be stated by educators as follows:

Bygate, Skehan and Swain (2001) point out a task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective. In

other words, tasks are used so learners can communicate with each other in English in order to achieve a nonlinguistic goal.

Breen (1987) suggests that a task is any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. Therefore task is assumed to refer to a range of workplans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem- solving or simulations and decision making.

Breen (1984) notes tasks as anything purposeful done in the classroom

Long (1985, 1990) states tasks as activity or practice of activities that learners are likely to do in the target language outside the classroom

Nunan (1989 : 10) defines the communicative task specifically as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" .

Skehan (1998) defines a communicative task as an activity in which: meaning is primary; there is some communication problem to solve; there is some sort of relationship to comparable real-world activities and task completion has some priority.

Long and Crookes (1992) discuss and suggest that tasks should have a clear pedagogic relationship to real-world language needs. They see needs analyses as a means of identifying target uses of language and argue that classroom tasks should

have a meaningful relationship to such language uses, and therefore are adapted from the real-world tasks.

Skehan (1998) notes that tasks though desirable are difficult to realize in practice. In this view, the emphasis should be on the cognitive processing demands that are made by the tasks.

Foster and Skehan (1996) notes communicative tasks are seen as a promising pedagogical approach due to their relationship to language learning. When learners work on tasks, they are engaging in meaningful activities and their focus is directed toward meaning and comprehensibility of the language, and so their interlanguage is developed

Pica, Kanagy and Falodun (1993) state task is assisted through the social interaction arising among themselves and their interlocutors, specifically as they negotiate meaning in an attempt to reach mutual comprehension. Within a supportive social context, the language development goal of communicative tasks is to create conversational interactions as the means for promoting SLA.

Gass (2003 : 224) points out that task is a research on interaction "takes as its starting point the assumption that language learning is stimulated by communicative pressure, and examines the relationship between communication and acquisition and the mechanisms (e.g., noticing, attention) that mediates between them".

Foster and Skehan (1996); Skehan (1998) point out due to their characteristics, communicative tasks tend to be motivating and appealing to both students and teachers. These characteristics include meaning-focused, outcome-evaluated, and real world related. While working on a task, students negotiate

meaning to accomplish it, and then teachers evaluate students' production based on the outcomes or accomplishments of the task. In addition, since the task is based on what students would do in real world activities, it motivates students more.

Hulstijn, Laufer and Hulstijn (2001) claim communicative tasks provide learners with learning opportunities as they attend to elaborate and rehearse the language meanings and forms they are learning in a social context which motivates them to use language to communicate new information. Such tasks guide students to do specific things in a way that are conducive to noticing, elaboration, and practice. As students work together on the tasks, being involved in the interaction, they may notice a gap in their understanding of the language item and attempt to solve it through negotiation, elaborating on aspects of the item's form and meaning, and helping each other. While negotiating meaning and completing the tasks, they are also practicing using the item. In other words, practice is increased with communicative tasks. Such interaction is an improvement over traditional learning activities which provide mere input exposure.

According to the definitions given above, the communicative tasks are as the learning's tool, methods, and learning's activities which aims to expand and stimulate students' communication ability. They are pieces of classroom work which involve students in comprehending, manipulating, producing or interacting in the target language. Moreover they are focused on meanings rather than patterns.

2.2.2 Types of Communicative Tasks

Task types are divergent according to their characteristics and expected effects on performance. There are several educators propose about communicative tasks that can be stated by as follows:

Ellis (2003) proposes a general framework with four design features and their key dimensions; these are input, conditions, processes, and outcomes.

Kehan (1998) offers the characteristics of tasks that are thought to alternatively promote fluency, accuracy, and complexity.

Pica, Kanagy, and Falodun (1993:14-15) categorize common types of communicative tasks according to certain features, in a framework that is useful for classroom research comparing task types. Their task typology is based on two recurrent task features, interactional activity and communicative goals, expanded into four categories.

1) Interactant relationship of request and suppliance activities, based on which interactants hold, request, or supply information directed toward task interaction and outcomes.

2) Interaction requirement for activity of request-suppliance directed toward task outcomes.

3) Goal orientation in using information requested and supplied.

4) Outcome options in attempting to meet goals (e.g., convergent/divergent solution).

They then differentiate five types of communication tasks based on these features. The first type is “jigsaw” in which each participant has information to share in order to complete the task, so the interactant relationship is two-way, and interaction is required to reach a convergent goal with a single outcome. The second one is “information gap”, which is similar to jigsaw except for the interactant relationship which is primarily one-way, because only one interactant holds information. The other three are “problem solving”, “decision making”, and “opinion

exchange". They are different from jigsaw and information gap in that the participants are not required to interact (interaction is optional) although they all have shared access to the information needed to complete the task. The differences among the three are in goal orientation and outcome options: whereas problem solving and decision making tasks have a convergent goal, an opinion exchange task has a divergent one; and whereas the outcome of a problem solving task is closed, that of decision making and opinion exchange tasks is open.

According to Littlewood (1981), the communicative process consists of stages, with learners starting in a structural period and progressing to a social interaction period. At the final stage, students should be able to speak the target language appropriately in specific social situations. The drills suggested above are communicative drills with limited responses. In communicative activities, however, learners have opportunities to produce sustained speech with more variation in possible responses. Here are three examples of communicative activities that provide practice speaking in a social context:

1) A Role-play involves the teacher giving role cards to students for pair work. In the following role-play, paired students are asked to provide sustained speech for the specific purpose of persuading each other without causing offense.

Student A: You like dancing and going to discos. Suggest your partner that you go out this evening. Try to persuade him/her to go where you prefer.

Student B: You don't like dancing and going to discos. You prefer going to the cinema or to a concert. Try to persuade your partner to go where you prefer. (White, 1982:21)

2) An Opinion gap activity involves identifying and articulating a personal preference, feeling, or attitude. The activity may require using factual information, formulating arguments, and justifying one's opinions. For some topics, there may be no right or wrong responses and no reason to expect the same answers or responses from different individuals or different groups. For example, the teacher divides the class into several groups that will discuss or describe a common object from different perspectives. After all groups finish, the teacher asks the groups to report to the rest of the class. Example: Describe a television set from one of the following points of view:

Group 1: prehistoric people

Group 2: modern people

Group 3: people from the future

Group 4: people from another planet

3) A Reasoning gap activity involves deriving some new information from given information through the process of inference or deduction and the perception of relationships or patterns. The activities necessarily involve comprehending and conveying information. Here is an ancient puzzle as an example: A man is standing by a river with a wolf, a sheep, and some vegetables. He wants to get everything across the river, but he has a small boat that cannot carry all three things at one time. The wolf will eat the sheep if the man goes away, and the sheep will eat the vegetables if the man goes away. Discuss how the man can get across the river without losing any of his belongings.

In summary, there are various types of communicative tasks, depends

on the characteristics and expected effects on performance. The general goal of each type of communicative tasks is to elicit student communication ability, such as role play, information gap, jigsaw, problem solving, etc.

2.2.3 Aspect of Communicative Tasks in the EFL Classroom

In EFL classroom the input and interaction experienced by the learners will also vary depending on the teaching context. Different communicative tasks will also lead to different performance and outcomes (e.g., in fluency, accuracy, and vocabulary). Individual learners may vary in the degree to which they benefit from the language exposure and interaction they have experienced from doing communicative tasks, depending on psychological factors, such as their cognitive abilities and their attitudes which contrast to the ESL setting; in an EFL setting exposure to and use of the L2 are mainly limited to the classroom environment.

Li (1998) points out that the EFL teachers tend to be limited in oral and sociolinguistic competence. Moreover, with teachers and students having a shared L1, it is difficult to engage them in communicative tasks without using the L1.

Orland-Barak and Yinon (2005) state the students and teachers' perceptions of L1 use in the EFL classroom show that the teachers used the L1 for clarification, communication, and rapport purposes.

Fotos (1998) notes that traditional EFL pedagogy aimed at developing formal knowledge of English structures and rules can now include a strong communicative component which provides examples of grammar used in meaningful context and promotes the development of communicative ability by using communicative activities or communicative tasks.

In conclusion, EFL environments features are under the control of a central organization which EFL determines not only the general curriculum but often include of courses or textbooks which are used, and are aimed at developing formal knowledge of English structures and rules. Yet the communication ability can develop by employing the communicative tasks or communicative activities.

2.3 Oral Communication

2.3.1 Definition of Oral Communication

Definitions of oral communication are given by many scholars as follows:

Rahman (2010) mentions oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Unlike conversational speech, speech in more formal environments does not come naturally. Oral communication can take many forms, ranging from informal conversation that occurs spontaneously and, in most cases, for which the content cannot be planned, to participation in meetings, which occurs in a structured environment, usually with a set agenda.

Richards and Rogers (1986) declares that oral communication is more than just a message being transmitted from a speaker to a listener. The speaker is at the same time both subject and object of his own message. The goal of this skill is to have the ability to understand the spoken language, and to provide a meaningful reply in the target language.

Nainby (2010) stats oral communication is a case for the integration of oral skills into all higher education courses.

Lane (2013) notes the typical oral communication class is a face-to-face skills course that implements a critical but standard fare of particular techniques and speeches. Usually this is a required general education core class that may be substituted with a more general Human Communication or Interpersonal Communication course.

In short, the definition of oral communication as the way of expressing and conveying information through the exchange of ideas, feelings, intentions, attitudes, expectations, perceptions or commands under the situations, by speech or verbal. It is the meaningful exchange of information between two or more participants.

2.3.2 The Importance of Oral Communication

Oral communication reflects the persistent and powerful role of language and communication in human society.

Halliday (1978 : 139, 169) explains, communication is more than merely an exchange of words between parties; it is a "...sociological encounter" and through exchange of meanings in the communication process, social reality is "created, maintained and modified".

Maes, Weldy, and Icenogle (1997) state oral communication skills are the top skill needed in business and management.

Lubin (2007) notes that the oral communication skill is really important for career success, promotions and professional credibility.

Sapp and Zhang (2009) claim that spoken communication skills are

cited as one of four skills of eleven where most skills development is needed by business interns in their organizations. Competent oral communication skills are essential to personal success in the fields of business.

Bizzell (1989) points out that to be successful academically and professionally, one needs to learn effective oral communication skills. Effective communication skills are critical. An effective communicator is able to conduct himself in a variety of personal, professional, and academic environments with confidence.

Wolsch and Wolsch (2001) note that limited oral language skills impact self-esteem, relationships, learning, and livelihood

Pearce (1989 : 11) presents a view of communication as a “primary social process” that engages a paradigm of humanity in an all-embracing and ongoing pattern of conversations and relationships.

Miller (2006) claims that the human construct reality through a web of daily mundane communication events

Overall, the oral communication skill is very crucial, effective on personal, professional, and academic environments. The practical oral communicators are able to convey the information effectively, and they can conduct themselves in various ways with confidence.

2.4 Communicative Language Teaching (CLT)

2.4.1 Background and Definitions of CLT

Communicative Language Teaching (CLT) appeared at a time when language teaching in many parts of the world was ready for a paradigm shift. Situation

Language Teaching and Audiolingualism were no longer left to be appropriate methodologies. CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority. The rapid adoption and worldwide dissemination of the communicative approach also resulted from the fact that it quickly assumed the status of old in British language teaching circles, receiving the sanction and support of leading applied linguist, language specialist, and publishers, as well as institutions such as the British Council (Richard. 1985)

CLT has passed a number of different phases as its advocates have sought to apply its principle to different dimensions of the teaching/learning process. In its first phase, a primary concern was the need to develop a syllabus that was compatible with the notion of communicative competence. This led to proposals for the organization of syllabuses in term of notion and function rather than grammatical structures (Wilkins. 1976). In the second phase, CLT focused on the procedures for identifying learners' needs and this resulted in proposals to make need analysis, an essential component of communicative methodology (Munby. 1978). Finally, in the third phase, CLT focused on the kinds of classroom activities that could be used as the basis of a communicative methodology, such as group work, task-work, and information gap activities (Prabhu. 1987)

In term of the definitions of CLT, Richard (2006) claims that communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom

activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Johnson and Johnson (1998) identify five core characteristics that underlie current applications of communicative methodology:

1) **Appropriateness:** Language use reflects the situations of its use and must be appropriate to that situation depending on the setting, the roles of the participants, and the purpose of the communication, for example. Thus learners may need to be able to use formal as well as casual styles of speaking.

2) **Message focus:** Learners need to be able to create and understand messages, that is, real meanings. Hence they focus on information sharing and information transfer in CLT activities.

3) **Psycholinguistic processing:** CLT activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.

4) **Risk taking:** Learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught, they are encouraged to employ a variety of communication strategies.

5) **Free practice:** CLT encourages the use of holistic practice involving the simultaneous use of a variety of subskills, rather than practicing individual skills one piece at a time.

In summary, the Communicative Language Teaching (CLT) could be said to be the approach of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction. There are three different phases of it: the first phase is a syllabus developing, the second

phase is learners' needs identifying, and the last phase is focused on classroom activities. In addition, the communicative language teaching is defined as the approach in language instruction which learners can improve their communication ability by the appropriated communicative methods, activities, or strategies. Moreover, learners can learn from their mistakes, and encouraged to think from their errors.

2.4.2 Types of Learning and Teaching Activities in CLT

The range of exercise types and activities compatible with communicative approach is unlimited. And providing such exercises and activities enable the learner to achieve the communicative objectives of the curriculum, engage learners in communication, and require the use of communicative processes as information sharing, negotiation, and interaction. For example, Wright (1976) achieve it by showing out of focus slides which the students attempt to identify; Byrne (1978) provides incomplete plans and diagrams which students have to complete by asking for information; Geddes and Sturtridge (1979) develop jigsaw listening in which students listen to different taped materials and then communicate their content to others in the class. Furthermore, classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

In short, types of learning and teaching in CLT are not specific and limited. There are various ways and methods to encourage learners to achieve the learning's goal. Classroom activities are created to stimulate learners' communication ability, most of these techniques operated by providing learners' chances to practice

and use language, such as, information sharing activity, jigsaw, role play, negotiation, etc.

2.4.3 Learner and Teacher Roles in CLT

2.4.3.1 Learner's Roles

The emphasis in CLT on the process of communication rather than mastery of language forms, leads to different roles for learners from those found in more traditional second language classroom.

Breen and Candlin (1980) point that the role of learners as negotiator-between the self, the learner process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities with the group undertakes. The implication for the learners is that he should contribute as much as he gains, and thereby learn in an interdependent way.

Henner – Stanchina and Riley (1978) state that learners bring preconceptions of what teaching and learning should be like. This constitute a set for learning, which when unrealized and lead to learner confusion and resentment.

Richards (2006) notes that in CLT approach often text, grammar rules are not presented, classroom arrangement is nonstandard, and students are expected to interact primarily with each other rather than with the teacher. Moreover correction of errors may be absent or infrequent. The cooperative approach is used rather than the individualistic approach to learning stressed in CLT may likewise be unfamiliar to learners. CLT methodologists consequently recommend that learners learn to see that failed communication is a joint responsibility and not the fault of speaker or listener. Similarly, successful communication is an accomplishment jointly

achieved and acknowledged.

In conclusion, learners' roles in CLT are as the performer or negotiator, and group activities are more necessary than individual activities. Moreover, students are expected to interact mainly with each other rather than with the teacher, or as a learner-centred. In addition, correction of errors may be unnecessary or infrequent in the processes.

2.4.3.2 Teacher's Roles

Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin (1980: 99) describe teacher roles in the following terms: the teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. Other roles assumed for teachers are needs analyst, counselor, and group process manager. In addition, Richards (2006) mentions teachers have to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of

error-free sentences, the teacher have to develop a different view of learners' errors and of her/his own role in facilitating language learning.

In short, there are two main roles for teacher in CLT. The first role is being as facilitator, facilitate all communication processes. And the second role is being as an independent participant in the learning-teaching group.

2.4.4 Instructional Materials in CLT

A wide variety of materials have been used to support communicative approach to language teaching. Instructional materials in CLT were considered as a way of influencing the quality of classroom interaction and language use. Thus the materials have the primary role of supporting communicative language use. Three kinds of materials currently used in CLT are considered and labeled here: text-based materials, tasks-based materials, and realia.

There are numerous test books designed to direct and support CLT such as Jones (1995) writes about pair work, consists of two different text for pair work, each containing different information needed to enact role play and carry out other pair activities. Task-based; a variety of game, role play, simulation, and task-based communication activities have been prepared to support CLT. Furthermore, many proponents of CLT have advocated the use of authentic material in the classroom, such as signs, magazine, advertisements, and newspaper, etc. which communicative activities can be built.

Overall, the instruction materials in CLT is various, they are viewed as a way of supporting the quality of classroom interaction and language use like text-based materials, tasks-based materials, and realia.

2.5 Tasked-Based Approach

2.5.1 Features of Tasks-Based

Willis and Willis (2007) define Task-based instruction with following features:

- 1) A holistic experience of language is provided to learners at the beginning by and then learners are helped to analyze the language they are studying in order to learn more efficiently.
- 2) The context is already established by the task itself. By the time learners reach the language focus phase, the language is already familiar.
- 3) Learners raise their consciousness through working on language focus activities which encourage them to think and to analyze.
- 4) A more varied exposure to natural language is provided through listening and reading.
- 5) The exposure includes a whole range of words, collocations, lexical phrases and patterns in addition to pre-selected language forms.
- 6) Learners are free to ask about any aspects of language they notice.
- 7) The aim is from fluency to accuracy (combined with fluency).
- 8) All four skills (listening, speaking, reading, and writing) are naturally integrated.

Bio (2011) points out that TBLT emphasizes the use of authentic language through meaningful tasks such as visiting the doctor or a telephone call. This method encourages meaningful communication and student-centered. She identifies the characteristics of TBLT as follows:

- 1) Students are encouraged to use language creatively and spontaneously through tasks and problem solving.
- 2) Students focus on a relationship that is comparable to real world activities.
- 3) The conveyance of some sort of meaning is central to this method.
- 4) Assessment is primarily based on task outcome.
- 5) TBLT is student-centered.

Swan (2005) emphasizes that there is a general characteristics of TBLT listed below:

- 1) Instructed language learning should mainly contain natural or naturalistic language use, and the activities are related to meaning rather than language.
- 2) Instruction should support learner-centeredness rather than teacher-centeredness.
- 3) Because totally naturalistic learning does not normally give rise to target-like accuracy, engagement is essential to promote the internalization of formal linguistic elements while keeping the perceived benefits of a natural approach.
- 4) This can be realized best by offering opportunities for focus on

the form, which will attract students' attention to linguistic components as they emerge incidentally in lessons whose main focus is on meaning or communication.

5) Communicative tasks are especially suitable devices for such an approach.

6) More formal pre- or post-task language study may be beneficial. This may make contribution to internalization by leading or maximizing familiarity with formal characteristics during communication.

7) Traditional approaches are unproductive and unsuitable, particularly where they require passive formal instruction and practice isolated from communicative work.

In short, Task-Based Language Teaching (TBLT) is defined as an instructional approach to encourage students to learn the second or foreign languages which emphasizes on communicative tasks and student-centred. Students are stimulated to use languages creatively and naturally by integration of four language's skills that focused on meaning rather than language structure.

2.5.2 Pedagogic Paradigm of Task-based Language Teaching and Learning

Willis (1996) claims that task-based approach can be constructed through a Pre-task, Task cycle, and Language focus sequence. The three components are illustrated as follows:

- 1) Pre-task: an introduction to the topic and the task.
- 2) Task cycle (task, planning or report): learners hear task recordings or read texts.
- 3) Language focus (analysis and practice): review and repeat

the task.

Additionally, Ellis (2006 : 20) points out that the design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. There are various designs have been proposed, but they all have in common three principal phases, which are shown in the figure of a framework for designing task-based lessons

Phase	Examples of options
A. Pre-task	<ul style="list-style-type: none"> * Framing the activity (e.g. establishing the outcome of the task) * Planning time * Doing a similar task
B. During task	<ul style="list-style-type: none"> * Time pressure * Number of participants
C. Post-task	<ul style="list-style-type: none"> * Learner report * Consciousness-raising * Repeat task

Figure 2.1 : A framework for designing task-based lessons

Source : (Ellis. 2006: 20)

These phases reflect the chronology of a task-based lesson. Thus, the first phase is pre-task and concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The second phase, the during task phase, centres on the task itself and affords various instructional options, including whether students are

required to operate under time-pressure or not. The final phase is post-task and involves procedures for following-up on the task performance. Only the during task phase is obligatory in task-based teaching. Thus, minimally, a task based lesson consists of the students just performing a task. Options selected from the pre-task or post-task phases are non-obligatory.

2.6 The Evaluation of Oral English Communication

The researcher uses the oral English communication rubric for grade 9 students adapted from a scoring rubric developed by ESL teacher S. Copley (1994) cited in Micheal O' Malley and Pierce (1996 : 84) to be the rubric of evaluation oral communication ability of the students which consists of vocabulary, communication, structure and speaking. The details are presented below.

Rating	Demonstrated Competence
4	<ul style="list-style-type: none"> • Uses a variety of descriptive vocabulary and expressions • Communicates effectively, almost always responding appropriately and developing the interaction • Uses a variety of structures with only occasional grammatical errors • Speaks with little hesitation that does not interfere with communication
3	<ul style="list-style-type: none"> • Uses a variety of descriptive vocabulary and expressions • Communicates effectively, often responding appropriately and developing the interaction • Uses a variety of structures with more than occasional errors • Speaks with some hesitation that does not interfere with

Rating	Demonstrated Competence
2	<p>communication</p> <ul style="list-style-type: none"> • Uses some descriptive vocabulary and expressions • Communicates acceptably although sometimes responding inappropriately or inadequately or developing little interaction • Uses a variety of structures with frequency errors or uses basic structures with only occasional errors • Speaks with some hesitation that interfere with communication
1	<ul style="list-style-type: none"> • Uses basic vocabulary and expressions • Communicates marginally; mostly responding inappropriately or inadequately. • Uses basic structures with frequently errors • Speaks with much hesitation that greatly interferes with communication

Table 2.1 Oral Language Scoring Rubric

Source: (Micheal O' Malley and Pierce. 1996: 84)

2.7 Efficiency

2.7.1 Definition of Efficiency

Phromwong (1987) points out that efficiency refers to the quality of multimedia package that is constructed in the instruction set. It facilitates and reinforces students' learning the content effectively.

Cambridge Dictionaries Online (2015) defines the efficiency as the good use of time and energy in a way that does not waste any.

Meriam-Webster (2015) gives the definition of efficiency as the ability to do something or produce something without wasting materials, time, or energy.

Investopedia (2015) claims that efficiency is a level of performance that describes a process that uses the lowest amount of inputs to create the greatest amount of outputs. Efficiency relates to the use of all inputs in producing any given output, including personal time and energy.

To sum up, efficiency is the quality of instruction's media. It supports effective learning of students.

2.7.2 The Evaluation of the Efficiency of Communicative Tasks by Empirical Approach

Communicative tasks are tried out with the target groups of students. Most of communicative tasks are calculated to find out the efficiency by considering from the percentage of activities, learning process, or sub-test (Kitrakarn. 2001), as follows.

Two numeric values such as $E1/E2 = 75/75$, $E1/E2 = 80/80$, $E1/E2 = 85/85$, $E1/E2 = 90/90$, etc.

The criteria of calculating for the efficiency such as $E1/E2 = 80/80$ has revealed that the criterion set 80/80, first criterion set 80 (efficiency of the process) is percentage of learners' total means score from activities scores of communicative tasks. Second criterion set 80 (efficiency of the outcomes) is percentage of learners' total means score from achievement test (Posttest). The statistical formulas are as follows:

$$E_1 = \frac{\sum X}{A} \times 100$$

E_1 = Efficiency of the Process

$\sum X$ = Samples' Total Score of Achievement Tests in Each Lesson Plan

A = Number of Samples

N = Total scores of tasks in Achievement Tests in Each Lesson Plan

$$E_2 = \frac{\sum F}{B} \times 100$$

E_2 = Efficiency of the Outcomes

$\sum F$ = Samples' Total Score of Posttest in Oral English Communication ability Test

A = Number of Samples

N = Total scores of the posttest in Posttest in Oral English Communication ability Test

Standard Criterion to find out the efficiency of instructional material should be 75/75, 80/80, 85/85, or 90/90, depending on the contents and characteristics of the subject. Normally, we define standard criterion 75/75 for subjects related to skill or attitude, and 80/80, 85/85, or 90/90 for the subjects related to cognition. The level of mistake is accepted at 2.5%

Efficiency criterion refers to the levels of efficiency of communicative tasks employed in classroom activity and helps reinforce students' learning and leads the satisfaction to those teachers who created them. Defining efficiency criterion can be defined by assessment the two kinds of the students' behavior: efficiency of procedure (E1) assessed by noticing and evaluating the students' learning activities performance continuously and efficiency of result (E2) assessed by posttest or final examination. Efficiency is expected as the criteria that satisfy the teachers with the students' learning behavior. Efficiency is defined as percentage of the students' whole score.

Srisa-ard (2003 : 153-156) mentions that the development of teaching and learning or innovation is inevitable to do the trial and find the efficiency of the development to ensure that it is valuable for teaching and learning activities. Finding the efficiency, the criterion widely used is 80/80 which comprises of two approaches are as follows:

- 1) Consider from the most of the students (80%) who are able to achieve learning outcomes at a high level (80%). In this case the innovation used take less time in teaching only one content. The criterion 80/80 refers to the number of students no less than 80% of students who scores at least 80% of the total scores.
- 2) Consider the result during and at the end of the procedure which is average in high level (80%). In the case of teaching several times with lots of contents such as three chapters and the measurement during the study (formative) take several times, the criterion 80/80 have the following meanings, namely, the first criterion set 80 is the efficiency of the process (E1), and the second criterion set 80 is the efficiency of the overall effect (E2).

Srisa-ard (2003 : 156) also indicates the concepts of determining the criterion as follows:

1) The efficiency criterion can be set variously depending on the researcher himself. If he wants high efficiency, the criterion may be set at 90/90, but in this case it may have problems that the efficiency cannot be achieved the goal. It is not easy to get most of the students scored an average almost 90%. Therefore, the criterion set 90/90 is not determined in most research. It is likely to set lower than 80 in both the process and the overall effect as the criterion set 70/70 that means the teaching material developed is effective and can be used to develop most students to achieve their learning at high levels. The criterion set 50/50 or 60/60 indicates that the students can be developed average score on one half or slightly more than half (60%), which is unlikely to be enough, it should be developed to be at a more higher level.

2) The criterion set 80/80 is not defined as the ratio between the two parts. Generally, it is not interpreted by the comparison. Therefore, the researchers cannot only write in the form 80/80 but also 80,80 or even a criterion 80% of the overall process and results. The 80/80 separates the efficiency of the process, the first 80 and the overall effect, the second 80.

3) The researcher may set the two parts which does not equal as the criterion set 70/80 which means that the efficiency of process is 70% and the overall efficiency is 80%. However, it is not commonly defined in such a manner.

2.8 Concept and Theory of Satisfaction

Satisfaction is an abstract attitude which cannot be seen as shapes. To know that the people were satisfied or not, they can be observed from their expressions.

People's satisfaction is difficult to measure directly. It can be measured by their opinion or performance. Nevertheless, the expression of their comments or opinions must match their real feeling.

2.8.1 Definition of Satisfaction

One of the most important factors is the students' satisfaction.

Satisfaction can be defined in many ways by the academics as follows:

Applewhite (1965 : 5) defines the satisfaction as gratification or happiness derived from physical environment and resulting from participating in activities.

Chai-anan (1997 : 17) indicates that satisfaction is a feeling that a person expresses his happiness or willing to meet the needs of what is missing or what is causing of the imbalance. In other words, satisfaction is what determines the behavior of individuals those impacts on their performance.

Puntevee (1998) mentions that satisfaction is a feeling with in the soul of human which is not expressed the same. It depends on the expectation of each person that whether he can meet a lot of satisfaction. Individuals feel satisfied when outcomes are less than expectation or desires.

The Royal Institute Dictionary (1999 : 775) points out the satisfaction as a human's satisfied feeling on behavior attempted to get rid of tension, anxiety or the unequilibrium condition in the body. For example, when a man can get rid of things, he would be satisfied with what he needs.

Chanprecharat (2000 : 52) indicates that satisfaction is person's feeling toward positive performance such as, favor, love, satisfy, and good attitude to work which occur from need response.

Saengchai (2000 : 11) states that satisfaction of performance is a feeling that performers have attitude toward performance. This feeling will motivate them to love, to work on their duty. They want to do and find out the effective performances which achieve organization purpose.

Muri (2001 : 35; cited in Narmratch. 2011) states that satisfaction refers to the emotion filled with joy or positive attitude toward work, organization and individuals that affect the imposed performance objectives in positive way.

Arunornsri (2003) indicates that human's satisfaction is behavioral performance abstract of a human that cannot be seen as shapes. To know that the people were satisfied or not can be observed from the expression which it quite complex and it needs to be stimulated to fulfill their expectations.

Khinna (2003 : 29) mentions that satisfaction to performance is the performers' thinking or attitude toward their performance. It concludes process, components, and factors of work. If it is positive, it provides good satisfaction toward performance. They will devote labor, spirit, money and wisdom to work a lot. In contrast, if it is negative, it provides bad satisfaction which lead them lack of enthusiasm and bad performance. Satisfactions of performance are supported by administrator to motivate the performers to want to act with happiness and achieve the performance efficiency based on the purposes of the organization.

In summary, satisfaction is one's joyful, happy, grateful, and willing feeling toward something which occurs in mind and affects a display of positive behavior or performance. Moreover, it depends on the expectation to get rid of the tension or anxiety condition in the body. In this study, the student's performance is an

important measure of the success. Therefore, it is important to know students' feeling about learning oral communication through communicative tasks.

2.8.2 Principle of Enhancing Motivation

Issarapreeda (2003 : 310) states that principle of enhancing motivation in learning are as follows:

- 1) Praise and blame, both of them influence the students' learning.
- 2) Many examinations, scores of tests are students' motivations.

They are significant to students and motivate them to pay attention in learning.

- 3) Self-learning provides students to always want to learn.
- 4) New methods enhance students' desire to learn.
- 5) Setting the price for assignment enhance students' aspiration to learn.
- 6) Giving examples which the students are familiar is sample to comprehend for students.
- 7) Connection the new lessons with the knowledge that they have learned supports the students' learning.
- 8) Games and drama, learning by doing or real situation is more understandable.
- 9) Reducing and avoiding stressful situations are crucial helping students learn effectively.
- 10) Motivation is a significant element of learning. Motivated students develop into active and curious learning. Learners will have a positive effect on their performance.

2.8.3 Theory related to Satisfaction

There are a variety of studies and theories about the motivations that will lead to satisfaction in the work.

Issarapreeda (2003 : 310) considers Maslow's the human needs theory; human always needs which never end when he achieves some needs he will need another. The followings are 5 needs according to Maslow's human needs theory.

- 1) Basic physiological needs are the most basic and instinctive needs in the hierarchy, such as the needs for food, air, water, temperature, sleep, defecation, residence, clothes, medicine, relaxation, and sex needs, etc.
- 2) Safety and security needs are the needs about shelter and removal from danger in work including security in economic status. Security needs are important for survival, but there are not as demanding as the physiological needs which include a desire for steady employment, health insurance, safe neighborhoods and shelter from the environment.
- 3) Love and belonging needs are the needs about love, acceptance, and being a part of groups. There are various groups such as, family, and social group. These needs are less basic than physiological and security needs.
- 4) Self - esteem needs are the esteem from others. They are the needs that influence display behavior of human in firstly.
- 5) Self-actualization is the highest level of human needs, such as need to be a leader of organization and famous people.

In conclusion, stimulating and assisting learners' necessary satisfaction of the learning experience, and offering external satisfying cause their achievements.

In addition, creating an awareness of just treatment is also important, and the strength of learning by affording useful and fair feedback are main factors in learning.

2.9 Previous Studies Related to the Present Study

This section focuses on major findings of the previous studies on the use of different types of communicative tasks in teaching. These studies are summarized and presented as follows:

Pica, Kanagy, and Sauro, (2006) examined information gap: their multiple roles and contributions to interaction research methodology. The development of such tasks was illustrated and data were presented on their role in drawing learners' attention to second language (L2) forms that were difficult to notice through classroom discussion alone. These processes can be observed by the researcher during task implementation. Thus, the tasks reduced researcher dependence on externally applied treatments and analytical instruments not integral to the interaction itself. Data revealed close relationships among learners' attentional processes, their recall of form, function, and meaning, and the interactional processes that supported their efforts.

Tulung (2008) examined communicative task-generated oral discourse in second: a case study of peer interaction and non-native teacher talk in an EFL classroom. This case study investigated the nature of the oral discourse generated through the use of selected communicative tasks in a university EFL class by students working in small groups and their non-native EFL teacher, emphasizing its interactive features. This study explored the students' and teacher's perceptions and attitudes with respect to the use of communicative tasks vis-a-vis the existing oral method, as well as changes in these attitudes and perceptions over a semester. Finally, it sought

evidence of language learning outcomes, particularly lexical development, from these tasks.

Thompson and Blake (2010) examined using a jigsaw task to develop Japanese learners' oral communicative skills. In an attempt to help meeting this objective a Jigsaw task was designed and then implemented into an intermediate level University EFL program to help develop the oral communication skills of Japanese learners, that focused on developing students' oral skills. The findings confirmed that all the teachers viewed the Jigsaw task as contributing towards students' use of English. Therefore the task appeared to be a success in helping to meet the communicative goals set out in MEXT. Finally, the findings from the student data showed the task seems to be a success as a motivational means of language learning. The majority of the students enjoyed participating in the task and would like to participate in similar tasks in the future.

Jondeya (2011) studied about the effectiveness of using information gap on developing speaking skills for the eighth graders in Gaza governorate schools. The sample of the study consisted of (70) female students equally divided into (35) students for the experimental group and (35) students for the control one. It was randomly chosen. The researcher designed activities related to speaking topics discussed in English for Palestine 8 textbook. These activities were based on information gap concept which was used in teaching the experimental group, while the ordinary method was used in teaching the control one. The data were analyzed statistically by using T-test paired sample to measure the differences between the performance of the experimental group in the pre and the posttest. T- Test independent sample was used to measure the differences in the speaking skills for the

experimental and control groups in the post test. The results proved that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores between the pre & post speaking test of the experimental group in each level of speaking skills in favor of the post test. The results also indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of each level of speaking skills in the post test for the experimental group compared with the control group.

Deepa (2012) investigated task-based oral communication teaching, the paper described the applications of the task-based approach to teach oral communication skills in an academic setting. A course "Oral Communication Skills" was taught to the post-graduate students studying management in a private business school to make them proficient in oral skills. The learners found the experience to be rewarding, intrinsically interesting, and educationally beneficial. They got involved in the task, because the tasks were giving the feeling of real life situation. Their final performances were impressively polished and much improved, that is, the final product was of high level. 74 percent of students scored grade "A". Furthermore, if the activities/tasks selected relate to well-defined needs in specific institutional contexts, the course becomes more relevant and useful in the minds of the students. However, if these were not perceived to be connected to one another, if they had not fit well defined goals and objectives, processes underlying their design had not got sufficient attention, and if the assessment criteria were not perceived to be valid, then the course would have been reduced to just one meaningless activity after another.

Rahimy and Safarpour (2012) studied the effect of using role-play on Iranian EFL learners' speaking ability. This study tried to determine whether using role-play activities in speaking classrooms might enhance a more acceptable speaking ability in

Iranian EFL learners at the intermediate level. The experimental group was taught speaking in lieu of the targeted role-play activity while the control group was taught speaking with respect the existing methods. The data was analyzed through calculating a t-test and ANCOVA coefficient. The results indicated that the means of the two groups were significantly different. The results of the present study enunciated that role- playing seems to provide a sort of enjoyable environment for the learners to flourish in.

Pipak (2012) examined organizing activities based on a communicative approach to enhance English listening and speaking activities of grade nine students. The samples were 30 grade nine students in Thantongpittayakom school, Lamplaimat District, Buriram Province. The six activities based on communicative lesson plan, an achievement test, an English listening and speaking ability test, and questionnaires were the research instruments. The results revealed that the posttest mean score was higher than the pretest mean score with a statistically significant difference at .0.1. The level of English speaking and listening ability was at a high level, and the students' opinions concerning activities based on communicative approach was at high level.

Oradee (2012) studied on developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing). The sample consisted of 49 students at a secondary school in Udon Thani, Thailand. A one group pretest-posttest design was also employed. The research instruments were 8 lesson plans, an English speaking ability test, and an attitude questionnaire. Percentage, mean, standard deviation and t-test for dependent samples were employed to analyze data. The findings revealed that the students' English speaking abilities after using the

three communicative activities were significantly higher than before their use. The students' attitudes toward teaching English speaking skills using the three communicative activities were rated as good.

Mutter (2010) investigated the effect of using role playing activities in developing students' oral skills for Iraqi college students. The samples of the study were 30 students. The result found that 71% of students said their oral ability has been improved as a result of using role play activities. Students practiced the target language in contexts similar to real life situations where stress and shyness are removed. The conclusion of this study refers to that the experimental group showed great gains in their oral skill. It was proved that the effectiveness of using role play activity in teaching English as a foreign language.

To sum up, using communicative tasks can help students improve their oral communication ability. Students gain more vocabulary and language usage. In addition the communicative tasks provide a sort of enjoyable environment for the learners to succeed. Students pay more attention to learning, and they are stimulated to participate in classroom activities by using the communicative tasks.

2.10 Summary of the Chapter

This chapter has presented the detail of Basic Educational Core Curriculum B.E. 2551 (A.D.2008), communicative tasks, oral communication, communicative language teaching (CLT), task-based approach, how to evaluate oral English communication, efficiency concept and theory of satisfaction, and the last one is previous studies related to the present study. The next chapter is chapter three, the methodological approach in this investigation is discussed in details.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter focuses on the research methodology utilized in the present study. First, a description of the research population and samples are introduced. Next, an explanation of the research instruments is identified. Then the data collection procedure is identified, and a description of the data analysis and statistical procedure is given. Finally, an explanation is given with the statistics used to analyze the data.

3.1 Population and Samples

3.1.1 Population

The population of this study included 44 grade nine students from 2 classes who enrolled in the fundamental English course (E23101) in the first semester of the academic year 2015 at Ban Chorakhemak School, Prakhonchai District, Buriram Province under Buriram Primary Educational Service Area Office 2.

3.1.2 Samples

The samples of this study were 22 grade nine students who enrolled in the fundamental English course (E23101) in the first semester of the academic year 2015 at Ban Chorakhemak School, Prakhonchai District, Buriram Province under Buriram Primary Educational Service Area Office 2. They were selected by simple random sampling technique with classrooms as the sampling units by drawing lots.

3.2 Research Instruments

Four main research instruments were used in this study: communicative tasks, lesson plans, students' achievement tests, and a satisfaction questionnaire. The detail of each instrument and how they were constructed are presented as follows:

3.2.1 The Communicative Tasks

According to the study of Pica, Kanagy and Falodun (1993), they studied communicative tasks: the information gap task, role-play, jigsaw task, decision making, problem solving, and opinion exchange, so the researcher and thesis advisor helped each other to consider and select the suitably 3 types of communicative tasks to use with the students in Ban Chorakhemak school. They were presented under the 3 types of communicative tasks within 6 topics as followings:

Communicative Task 1: Information Gap (Giving Directions)

Communicative Task 2: Information Gap (Can I take a message?)

Communicative Task 3: Role Play (Greeting and Leave Taking)

Communicative Task 4: Role Play (At the Clothes Shop)

Communicative Task 5: Solving Problem (Food Street)

Communicative Task 6: Solving Problem (Group Holidays)

The researcher constructed the communicative tasks of oral English communication based on The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and followed the steps of construction and testing quality of communicative tasks as follows:

3.2.1.1 The researcher studied the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) based on vision, principles, goals, learner's key competencies, desirable characteristics, learning standards of foreign languages, indicators, learning areas, and strands and learning standards of foreign languages

3.2.1.2 The researcher studied the limitations and details of content in the school's curriculum based on learning strands and indicators of foreign languages of grade nine students.

3.2.1.3 The researcher studied the characteristics, aspects, and principle of creating communicative tasks from documents and books; the previous studies about the tasks design (Milanovic. 2002), and creative learning and innovative teaching (Cachia et al. 2010).

3.2.1.4 The researcher constructed the communicative tasks based on learning strands and indicators of foreign languages of grade nine students and the principle of creating tasks.

3.2.1.5 The communicative tasks were given comments and suggestions by the thesis advisors for the appropriateness of contents, activities, tasks' format, tasks' assessment, English language and illustrations used. Then the researcher improved the lesson plans based on their suggestions.

3.2.1.6 The communicative tasks were then examined by experts for appropriateness (See Appendix A). The Likert rating scale was used to find out the communicative tasks' appropriateness as follows (Srisa-ard. 2011 : 121).

5 marks for extremely appropriate

4 marks for very appropriate

3 marks for moderately appropriate

2 marks for slightly appropriate

1 mark for not at all appropriate

Therefore, the researcher is confident that the instruments used in this research are appropriate. The names of three experts are as follows:

1. Dr. Surachai Piyanukool, Ph. D. (Reading), the English lecturer at Buriram Rajabhat University.

2. Assistant Professor Dr. Akkarapon Nuemaihom, Ph.D. (Linguistics), the English lecturer at Buriram Rajabhat University.

3. Mrs. Sureeporn Inprakhon, M.Ed. (Curriculum and Instruction), the English teacher of Banluk School under Buriram Primary Educational Service Area Office 2.

3.3.1.7 The researcher analyzed the scores from the experts to find out the mean scores of the communicative tasks' appropriation, and compared with five-point Likert scale (Srisa-ard, 2011 : 121) as followings:

Opinion Levels	Meanings
4.5 - 5.00	Extremely Appropriate
3.51- 4.50	Very Appropriate
2.51- 3.50	Moderately Appropriate
1.51- 2.50	Slightly Appropriate
1.00 -1.50	Not At All Appropriate

Appropriate scores of 3.50 and above were considered to indicate that the tasks can be used (See Appendix B). The mean score obtained was 4.59 (S.D.= 0.50). The researcher improved and revised the tasks according to the experts' suggestions and proposed them to check again.

3.2.1.8 The communicative tasks were tried out in three steps with 30 grade nine students in Banlawia (Plaengkhoruratbamrung) School under Buriram Primary Educational Service Area Office 2, with the reason of locating in the same area, using the same curriculum and having enough students to test. So Banlawia (Plaengkhoruratbamrung) School was selected in the pre-trials in order to find out the weak points and then improve the communicative tasks before using the samples (See Appendix C) with the following steps:

The First Step: One to One Trial. The communicative tasks were tried out with 1 high, 1 moderate and 1 low proficiency student. The criteria of discrimination to divide the students into different levels of English learning achievement was : 1) the students who had attained between grade 3.5 and grade 4 in English in the first semester of the academic year 2014 was considered high proficiency student, the student who had attained grade 2, grade 2.5 or grade 3 was considered a moderate proficiency student, and the students who had attained between grade 1 and grade 1.5 was considered a low proficiency student; and 2) the three students were allocated to carry out the pretest for 1 hour. While the students were studying via communicative tasks, they were instructed to do the achievement test for each lesson plan. After that, they were instructed to do the posttest for 1 hour, complete a questionnaire about their satisfaction towards communication tasks and give some opinions about it. In this step, the students suggested that the teacher should decrease the time for doing tests to 2 hours, give more examples of the conversation in each situation, and provide them with more vocabulary of each topic. In addition, the teacher found that the students had many problems with pronunciation

and sentence structure such as now knowing how to stress or intonate correctly in each word or sentence.

The Second Step: Small Group Trial. The communicative tasks were tried out with 9 students; 3 students in each group of low, moderate and high proficiency students. The criteria of discrimination to divide the students into different levels of English learning achievement was : 1) the students who had attained between grade 3.5 and grade 4 in English in the first semester of the academic year 2014 was considered high proficiency student, the student who had attained grade 2, grade 2.5 or grade 3 was considered a moderate proficiency student, and the students who had attained between grade 1 and grade 1.5 was considered a low proficiency student; and 2) the nine students were asked to carry out the pretest for 2 hours. While the students were studying via communicative tasks, they were requested to complete the achievement test for each lesson plan. After that, they were instructed to complete the posttest for 2 hours, complete a questionnaire about their satisfaction toward communication tasks and give some opinions about it. In this step, the students suggested that communicative tasks should be more interesting and more colorful. Furthermore, they claimed that the example of dialogues or the way to perform tasks should be more obvious in each task. In addition, some students wanted to see more related pictures in the tasks instead of all text in order to help them to decrease their anxiety and therefore be more relaxed to perform the tasks. Moreover, the teacher found that the students made many mistakes when they performed the tasks such as pronunciation, using grammar and using tone and intonation while speaking. For problems found in oral English communication, the teacher solved the problems about grammar and sentences structure by reviewing and giving them the

examples of the correct language patterns. For the tone and intonation, the teacher solved the problem by letting them repeat the words and sentences after the video clips.

The Third Step: Field Trial. In this step, there were 30 students with three different proficiency levels of English. They took the pretest for 2 hours and 1 hour for orientation about the communicative tasks and learning via communicative tasks. After that, they learned through communicative tasks for 6 periods for 18 hours, they performed the tasks while learning via communicative tasks. After learning, they took a posttest for 2 hours and 1 hour for doing a questionnaire about their satisfaction towards learning via communicative tasks. The scores of the achievement test in each lesson plan in oral English communication, and the posttest scores from the field trial were evaluated to find out the efficiency of communicative tasks based on 75/75 standard level (Phromwong, 1978). In this step, it was clearly found that most students were able to do the post-test better than the pretest. Moreover, the result of the field trial showed that the efficiency of communicative tasks on oral English communication was 76.06/75.89 (See Appendix C) which met the required criteria.

To conduct this research, the assessment of efficiency of communicative tasks was performed as shown in the following figure:

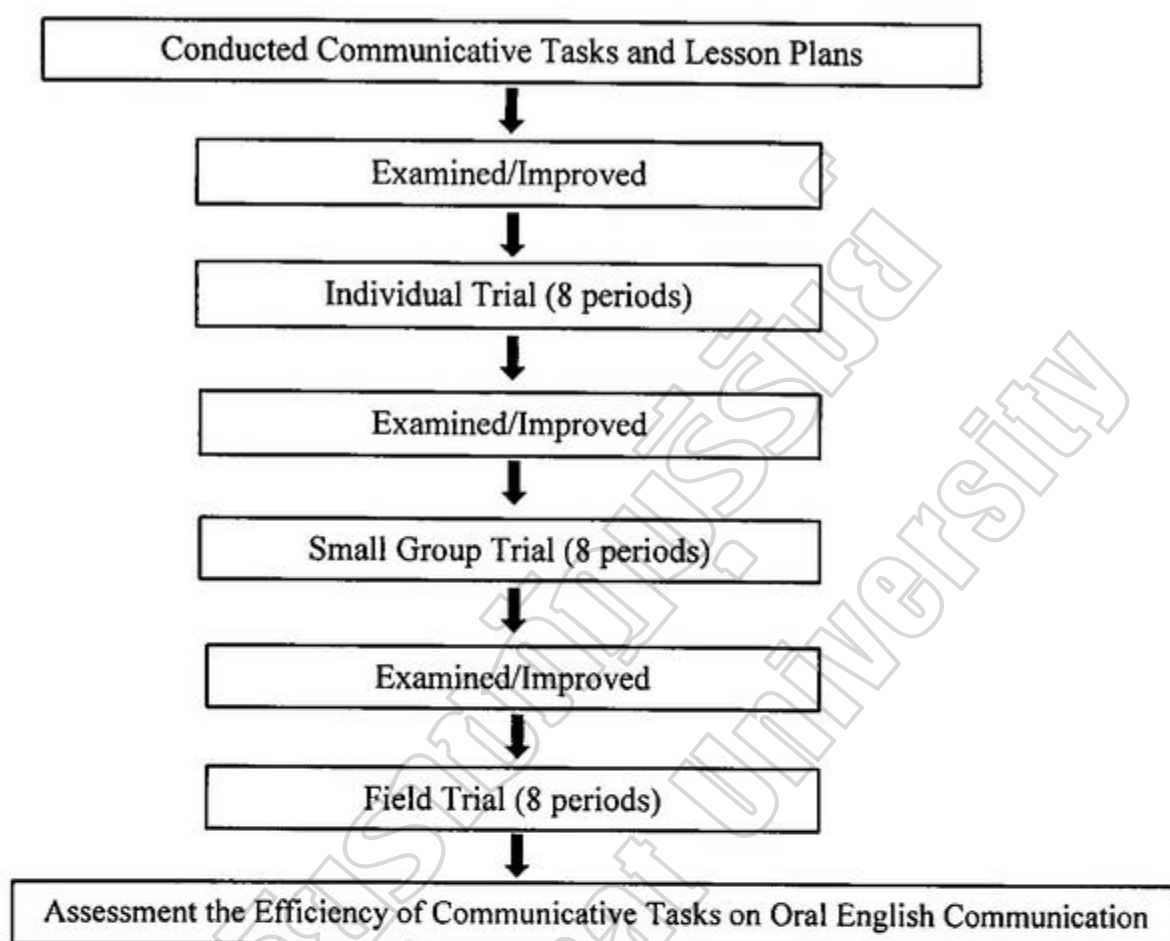


Figure 3.1: Steps of Trying out Communicative Tasks

Source: Suwanbenjakul (2002 : 52).

3.2.2 Lesson Plans

The researcher used the three-hour lesson plans employing the tasks-based approach, for grade nine students constructed by the researcher as the following steps:

3.2.2.1 The researcher studied the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) regarding vision, principles, goals, learner's key competencies, desirable characteristics, learning standards of foreign languages, indicators, learning areas, and strands and learning standards of foreign languages.

3.2.2.2 The researcher studied the methodology, principles, theory and technique of writing lesson plans regarding to the language teaching, for instance, *How to Teach English* (Harmer. 2002), *Approaches and Methods in Language Teaching* (Richards & Rodger. 2001), and *Aspects of Language Teaching* (Widdowson. 1999).

3.2.2.3 The researcher chose the appropriate contents and designed the purposes, objectives and contexts of lesson plans based on Basic Education Core Curriculum B.E. 2551 (A.D. 2008).

3.2.2.4 The researcher constructed 8 lesson plans based on tasks-based approach:

Lesson plan 1: Orientation, Doing the pre-test,

Lesson plan 2: Giving Directions (information gap)

Lesson plan 3: On the Phone (information gap)

Lesson plan 4: Hello!/Goodbye! (role - play)

Lesson plan 5: At the Clothes Shop (role- play)

Lesson plan 6: At the restaurant (solving a problem)

Lesson plan 7: Holidays (solving a problem)

Lesson plan 8: Doing the post-test and answering the questionnaire on satisfaction toward learning oral English communication through communicative tasks.

3.2.2.5 The thesis advisors gave suggestions to the lesson plans about key concepts, indicators, learning strands, activities, and learning assessment to give some comments about content validity quality .Then the researcher improved the lesson plans based on the suggestions.

3.2.2.6 The experts examined the lesson plans (See Appendix D) for content validity quality by using five-point Likert rating scale as follows (Srisard. 2011 : 121).

- 5 marks for extremely appropriate
- 4 marks for very appropriate
- 3 marks for moderately appropriate
- 2 marks for slightly appropriate
- 1 mark for not at all appropriate

3.2.2.7 The researcher analyzed the scores from the experts to find out the mean scores of lesson plan's appropriateness, and compared with five-point Likert scale (Srisard. 2011 : 121) as followings:

Opinion Levels	Meanings
4.51-5.00	Extremely Appropriate
3.51 - 4.50	Very Appropriate
2.51 - 3.50	Moderately Appropriate
1.51 - 2.50	Slightly Appropriate
1.00 - 1.50	Not At All Appropriate

3.2.2.8 The researcher considered that scores of 3.50 and above could be used. (See Appendix E). The mean score obtained was 4.67 (S.D. = 0.15).

3.2.2.9 The researcher improved and revised lesson plans according to the experts' suggestions, after that proposed them to the experts for checking again.

3.2.2.10 The researcher conducted the complete lesson plans with the samples (See Appendix F).

3.2.3 Oral English Communication Ability Test

The Oral English communication ability test was the performance test which included both pretest and posttest. They consisted of 3 items, 20 marks for each and totaling 60 marks for both pretest and posttest. Students had to perform related to the topics and situations in each item. They were evaluated on their performance using the oral English communication rubrics adapted by the researcher. Oral English communication ability test was constructed with the following steps:

3.3.3.1 The researcher studied documents and books about English teaching and constructing English tests; designing classroom language tests (Brown, 2004) and educational assessment (Phattiyatani, 2006).

3.3.3.1 The researcher conducted a performance test that consisted of 3 items under 6 situations, 20 marks for each, totaling 60 marks: the first item was talking on the phone and holiday plans, the second item was asking and giving directions and ordering food. The last one was greeting and leave taking and selling and buying clothes (See Appendix G).

3.2.4 Questionnaire

The questionnaire was employed as a data collection instrument in order to obtain students' satisfaction toward learning oral English communication through the communicative tasks. The questionnaire was divided into 2 parts: the first part was 15 statements of a five-point rating scale questionnaire with Likert's rating scale. It was aimed to elicit students' satisfaction toward learning oral English communication after learning through the communicative tasks. The second part was additional information or other opinions about learning oral English communication through the communicative tasks. The question was open-ended in form in which the samples

could write down their suggestions or comments in the questionnaire. Five-point

Likert scales were used for rating their satisfaction as follows (Srisa-ard, 2011 : 121):

Meaning	Opinion Level
5 means	Completely Agree
4 means	Mostly Agree
3 means	Moderately Agree
2 means	Slightly Agree
1 means	Do Not Agree

The questionnaire was constructed and developed as follows:

3.2.4.1 The researcher reviewed the literature on satisfaction.

3.2.4.2 The researcher studied the literature on how to construct a satisfaction questionnaire as explicated by Likert's method of the five-point rating scale.

3.2.4.3 The researcher gathered and arranged the learning issues through putting tasks into a list.

3.2.4.4 The researcher created 18 statements based on the issues which were understood to arise from learning via communicative tasks.

3.2.4.5 The researcher proposed the statements to thesis advisors to give their suggestions. (See Appendix H).

3.2.4.6 The experts examined the statements for correctness and appropriateness. The five rating levels were as follows (Srisa-ard, 2011 : 121):

Meaning	Opinion Level
5 means	Extremely Appropriate

4 means	Very Appropriate
3 means	Moderately Appropriate
2 means	Slightly Appropriate
1 means	Not At All Appropriate

3.2.4.7 The researcher performed calculations to find out the mean scores. Appropriateness mean scores of 3.50 and over were considered to indicate that the statements could be used. Five-point Likert scales were used for the level of appropriateness as follows (Srisa-ard. 2011 : 121):

Opinion Levels	Meanings
4.51-5.00	Extremely Appropriate
3.51 - 4.50	Very Appropriate
2.51 - 3.50	Moderately Appropriate
1.51 - 2.50	Slightly Appropriate
1.00 - 1.50	Not At All Appropriate

The mean score was 4.78 and S.D. was 0.24 (See Appendix I). The researcher improved and edited the questionnaire if they had weak points.

3.2.4.8 The researcher calculated each item of the 5 point rating scale by utilizing Pearson's Correlation Coefficient formula (R_{xy}) (Srisa-ard. 2011 : 130-131) to find out the discrimination power which must be at a level of 0.20-1.00. The discrimination power was at 0.55- 1.00 (See Appendix J).

3.2.4.9 The researcher found out the reliability coefficient used the method of Coefficient Alpha of Cronbach (α -Coefficient) (Srisa-ard. 2011 : 116-117). The reliability coefficient value must be more than 0.80. The data was calculated by

computer software program. The reliability coefficient of the questionnaire was 0.966 (See Appendix J).

3.3 Data Collection Procedure

A quantitative method was employed with a quasi-experimental one group pretest -posttest design in this study. The samples were given the pretest before getting any treatment by using the communicative tasks to improve their oral English communication ability. After they completed training, they were given the posttest and the satisfaction questionnaire in order to assess their learning achievement by comparing the pretest and posttest mean scores and their satisfaction towards learning oral English communication through communicative tasks. The efficiency of the communicative tasks (E1/E2), mean, and standard deviation were calculated by computer software program. A dependent sample t-test was used to analyze the statistics to compare the mean scores of the pretest and posttest. The design of this study is shown in table 3.2 below:

Table 3.2 Research Design

Group	Pretest	Treatment	Posttest
Quasi - Experimental	T ₁	X	T ₂

Source : (Sai-yot. 1995 : 248-249)

As shown in Table 3.2 above, T₁ was the pretest, X was the treatment, and T₂ was the posttest.

To collect the data, the present research included communicative tasks, lesson plans, achievement tests, and satisfaction questionnaires. The procedures for collecting data were as follows:

3.3.1 A pretest was given to all of the samples at the beginning of a class. The test consisted of three items of performance test under the situations of 6 topics: the first item is talking on the phone and holiday plan; the second item is asking and giving directions and ordering food; and the last topic is greeting and leave taking, and selling and buying clothes. There were 20 marks for each, totaling 60 marks.

3.3.2 The samples were orientated to understand about the communicative tasks. Then, they were taught by utilizing communicative tasks and performed the tasks for 6 periods, 18 hours.

3.3.3 A posttest was administered to all of the samples after attending the course.

3.3.4 After doing a posttest, the samples were asked to fill out the questionnaires focusing on their satisfaction toward learning oral English communication via communicative tasks.

The steps in data collection could be illustrated below:

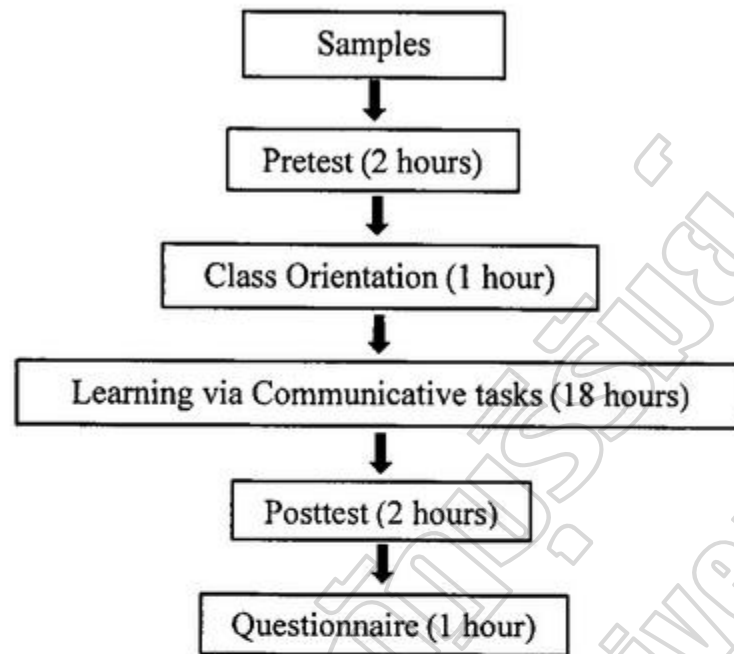


Figure 3.2 Steps of Data Collection

3.4 Data Analyses and Statistical Procedures

The obtained data was analyzed as follows:

3.4.1 The Data Obtained from Achievement Tests in each Lesson

Plan, Oral English Communication Ability Tests (Pretest and Posttest)

3.4.1.1 In order to evaluate the students' oral English communication ability before and after being taught through the communicative tasks, the pretest and posttest were computed to find out mean (\bar{X}) and standard deviation (S.D.).

3.4.1.2 The scores obtained from the achievement tests in each lesson plan and posttest from the oral English communication ability tests were calculated to find out the efficiency of process (E1) and the efficiency of the outcomes (E2), respectively.

3.4.1.3 A dependent sample t-test was used to compare pretest and posttest mean scores to detect a significant difference set at .05.

3.4.2 Oral English Communication Ability Rubrics

The researcher evaluated the students' oral English communication ability by using the oral English communication rubrics adapted from a scoring rubric developed by ESL teacher S. Copley (1994), cited in Micheal O' Malley and Pierce (1996 : 84) which consisted of structure, vocabulary, speaking, movement, and communication. There were two teachers who were the oral English communication raters from Anubarnsurin School, a public school in Mueang Surin District of Surin Province. The names of them were as follows:

- 1) Mr. Dominic James Armstrong: a coordinator teacher, B.A. First class degree with honours, English Literature and English language, Ebor.
- 2) Mr. Gerard Anthony Nolan: a coordinator teacher, BSc in Health and Leisure Studies.

The scores obtained from each rater were calculated to find out the mean scores.

3.4.3 The Data Obtained from the Satisfaction Questionnaire

3.4.3.1 In order to evaluate the students' satisfaction toward learning oral English communication via communicative tasks, the data from questionnaire was computed for mean (\bar{X}) and standard deviation (S.D.). The following criterion was employed for interpretation (Sri-ard. 2002:103)

Agreeing Levels	Meanings
4.51 - 5.00	Extremely Satisfied

3.51 - 4.50	Very Satisfied
2.51 - 3.50	Moderately Satisfied
1.51 - 2.50	Slightly Satisfied
1.00 - 1.50	Not At All Satisfied

3.4.3.2 The data obtained by students' opinions and suggestions from the final part of questionnaire was interpreted to find out their satisfaction and reactions toward learning oral English communication through communicative tasks .

3.5. Statistics Used to Analyze the Data

Statistics used to analyze the data were as follows:

3.5.1 Statistics Used to Find Out the Quality of Instruments

3.5.1.1 Discrimination power of each item for five-point rating scale questionnaire by using Pearson's Correlation Coefficient (Srisa-ard. 2011 : 130).

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

r_{xy} = Correlation Coefficient between Variable X and Variable Y

X = Total Scores of Variable X Index

$\sum Y$ = Total Scores of Variable Y Index

$\sum XY$ = Total of Multiplied Result between Variable X and Variable Y

$\sum X^2$ = Total Scores of Variable X Index's Square

$\sum Y^2$ = Total Scores of Variable X Index's Square

N = Number of a Pair of Variables Index or Number
of Samples

3.5.1.2 Reliability coefficient of the satisfaction questionnaire by
using Cronbach's Alpha-coefficient (α -Coefficient) (Srisa-ard. 2011 : 117).

$$\alpha = \frac{k}{k-1} \left\{ 1 - \frac{\sum S_i^2}{S_t^2} \right\}$$

α = Reliability Coefficient

k = Number of Statements

$\sum S_i^2$ = Total of Each Statement's Variance

s_t^2 = Variance of Total Scores

3.5.1.3 The efficiency of lesson plans (E_1/ E_2) (Kitrakarn. 2002 :
44-49).

$$E_1 = \frac{\sum X}{\frac{N}{A}} \times 100$$

E_1 = Efficiency of the Process

$\sum X$ = Samples' Total Score of Achievement Tests in Each
Lesson Plans

N = Number of Samples

A = Total Score of Achievement Tests in Each Lesson
Plans

$$E_2 = \frac{\sum X}{\frac{N}{B}} \times 100$$

E_2 = Efficiency of the Outcomes

$\sum F$ = Samples' Total Score of the Posttest in Oral English
Communication Ability Test

N = Number of Samples

B = Total Score of the Posttest in Oral English
Communication Ability Test

3.5.2 Basic Statistics Used to Analyze the Data

Basic statistics were used in this study as follows;

3.5.2.1 Percentage (%)

$$P = \frac{f}{n} \times 100$$

P = Percentage

f = Total of Frequency to Transform to Percentage

n = Number of Frequency

3.5.2.2 Mean (\bar{X})

$$\bar{X} = \frac{\sum X}{n}$$

\bar{X} = Mean

$\sum X$ = Total of Scores in Group

n = Number of Scores in Group

3.5.2.3 Standard Deviation (S.D.)

$$S.D. = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$$

S.D. = Standard Deviation

X = Score of Each Item

n = Number of Scores in Group

$\sum x$ = Total of Scores in Group

3.5.3 Dependent Samples t-test

The differences between pre-test and post-test mean scores before and after learning through communicative tasks were calculated by using the dependent sample t-test formula (Srisa-ard. 2011 : 133).

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{n-1}}}$$

t = Statistics Index Used to Compare with Critical Index to Find out Significant Difference

D = Different Result of Minus between a Pair of Scores

n = Number of Samples or a Pair of Scores

3.6 Summary of the Chapter

In short, this chapter presented population and samples. Then the details of methods and instruments used in this investigation were described. Additionally, data collection and data analysis were indicated. Finally, statistics were used in data analysis. The results of the research will be presented in the next chapter.

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CHAPTER 4

RESULTS

This chapter presents the findings of this study. The results of each question are expressed in the following order: 1) Research Question One regarding the determination of the efficiency of communicative tasks on oral communication ability of grade nine students based on the criterion set at 75/75; 2) Research Question Two regarding the comparison between students' oral English communication ability before and after learning through the communicative tasks; 3) Research Question Three regarding the overall satisfaction of grade nine students toward learning oral English communication by using communicative tasks. The findings presented are drawn from quantitative data from the achievement test of each lesson plan, oral English communication ability tests, and questionnaires; and the qualitative data from open-ended questions. The open-ended questions are presented generally descriptively.

4.1 Research Question One: What is the efficiency of communicative tasks on oral English communication ability of grade nine students?

This section reports the results of the analysis of the quantitative data from the communicative tasks and the achievement tests employed in this investigation to find out the efficiency of the communicative tasks for grade nine students based on the criterion set at 75/75. The quantitative data consisted of the achievement test of each lesson plan's scores (efficiency of the process), and oral

English communication ability test scores (efficiency of the outcome). There were 3 types of communicative tasks with 6 topics in this study. The total possible score from all achievement test scores in 6 lesson plans of communicative tasks was 120: giving directions (20), on the phone (20), hello! / goodbye! (20), at the clothes shop (20), at the restaurant (20), and holidays (20). The total mean scores from the oral English communication ability test or posttest was 60. Table 4.1 below illustrates the percentage, mean, and standard deviation.

Table 4.1 The Efficiency of the Communicative Tasks on Oral English Communication Ability of Grade Nine Students (n= 22)

No.	Achievement Test Scores of Learning through the Communicative Tasks (Efficiency of the Process)						Total Scores (120)	Posttest (60)
	Lesson Plan 1	Lesson Plan 2	Lesson Plan 3	Lesson Plan 4	Lesson Plan 5	Lesson Plan 6		
	(20)	(20)	(20)	(20)	(20)	(20)		
1	14	15	15	14	16	14	88	42.00
2	15	14	16	15	15	14	89	39.67
3	17	18	18	17	18	16	104	52.67
4	14	14	15	15	16	14	88	42.67
5	14	14	15	14	15	14	86	42.00
6	15	14	16	15	16	15	91	42.00

Table 4.1 (Continued)

No.	Achievement Test Scores of Learning through the Communicative Tasks (Efficiency of the Process)							Posttest (60)
	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson	Total	
	Plan 1	Plan 2	Plan 3	Plan 4	Plan 5	Plan 6	Scores	
	(20)	(20)	(20)	(20)	(20)	(20)	(120)	
7	15	15	14	15	16	14	89	41.33
8	16	17	16	17	16	15	97	48.00
9	17	18	17	18	17	15	102	50.33
10	14	15	15	14	16	14	88	43.33
11	16	17	17	17	18	16	101	47.00
12	14	15	15	14	16	14	88	46.00
13	16	17	17	17	18	15	100	50.00
14	16	16	15	16	16	15	94	48.33
15	15	15	16	15	15	14	90	43.33
16	17	18	18	18	18	16	105	52.00
17	15	15	16	15	15	14	90	45.33
18	16	17	17	18	17	15	100	49.67
19	17	18	18	18	17	16	104	49.00
20	15	16	16	15	16	14	92	45.67

Table 4.1 (Continued)

No.	Achievement Test Scores of Learning through the Communicative Tasks (Efficiency of the Process)							Posttest (60)
	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson	Total	
	Plan 1	Plan 2	Plan 3	Plan 4	Plan 5	Plan 6	Scores	
	(20)	(20)	(20)	(20)	(20)	(20)	(120)	
21	16	17	16	17	17	15	98	51.33
22	15	16	15	16	16	14	92	49.67
Total	339	351	353	350	360	323	2076	1021.33
\bar{X}	15.41	15.95	16.05	15.91	16.36	14.68	94.36	46.42
S.D.	1.05	1.43	1.13	1.44	1.00	0.78	6.31	3.91
%	75.05	79.75	80.25	79.55	81.80	73.40	78.63	77.37

As shown in Table 4.1, the efficiency of the communicative tasks on oral English communication for grade nine students, which were conducted by the researcher, is 78.63/77.37 which was higher than the criterion set at 75/75. It indicates that students who have learned oral English communication through communicative tasks, have received total mean scores from the achievement test scores in each lesson plan of communicative tasks at 76.33 and total mean scores from the oral English communication ability test (Posttest) after learning through communicative tasks at 77.37.

4.2 Research Question Two: Do students who learn oral English communication through the communicative tasks have a higher mean score on their posttest than their pretest mean score?

This section reports the results of the analysis of the quantitative data from the oral English communication ability test used in this investigation to compare students' oral English communication ability before and after learning through communicative tasks. Pretest scores (60) and posttest scores (60) were compared to find out the statistically significant difference as shown in Table 4.2 and 4.3, respectively.

Table 4.2 The Difference between Pre-test and Post-test Scores

No	Pre-test Scores (60)	Post-test Scores (60)	Difference	Double Difference(D^2)
1	22.67	42.00	19.33	373.65
2	21.33	39.67	18.33	335.99
3	35.67	52.67	17.00	289.00
4	21.67	42.67	21.00	441.00
5	21.67	42.00	20.33	413.31
6	25.33	42.00	16.67	277.89
7	23.67	41.33	17.67	312.23
8	27.00	48.00	21.00	441.00

Table 4.2 (Continued)

No	Pre-test Scores (60)	Post-test Scores (60)	Difference	Double Difference(D^2)
9	34.33	50.33	16.00	256.00
10	24.33	43.33	19.00	361.00
11	31.00	47.00	16.00	256.00
12	28.67	46.00	17.33	300.33
13	29.33	50.00	20.67	427.25
14	28.67	48.33	19.67	386.91
15	25.33	43.33	18.00	324.00
16	36.33	52.00	15.67	245.55
17	27.33	45.33	18.00	324.00
18	29.33	49.67	20.33	413.31
19	31.00	49.00	18.00	324.00
20	26.67	45.67	19.00	361.00
21	28.00	51.33	23.33	544.29
22	27.33	49.67	22.33	498.63
Total	606.67	1021.33	414.67	7906.33
\bar{X}	27.58	46.42	18.85	359.38

Table 4.3 Comparison of the Difference between Pretest and Posttest Mean Score

Learning Achievement	n	Total Scores	\bar{X}	S.D.	df	t-test
Pre-test	22	606.67	27.58	4.31	21	42.51*
Post-test	22	1021.33	46.42	3.91		

*significant difference at .05

As shown in Table 4.3, students who learned oral English communication through communicative tasks had higher oral English communication ability on posttest mean scores ($\bar{X} = 46.42$) than in pretest mean scores ($\bar{X} = 27.58$) at .05 level of statistically significant difference.

4.3 Research Question Three: What is the overall satisfaction of grade nine students toward learning oral English communication by using the communicative tasks?

The third research question emphasized on gaining an understanding of the overall satisfaction of the students toward learning oral English communication through the communicative tasks hence the samples were asked to complete the 15 items of five rating scale satisfaction questionnaires ranging from completely agree (5) to do not agree (1). The table 4.4 below indicates the mean and standard deviation for each questionnaire item.

Table 4.4 The Mean and Standard Deviation for Each Satisfaction Questionnaire

Item (n=22)

Statements	\bar{x}	S.D.	Level of Satisfaction
1. The communicative tasks helped me practice oral communicative skill in class.	4.50	0.51	Very Satisfied
2. The communicative tasks helped me to work and learn with others.	4.09	0.81	Very Satisfied
3. The communicative tasks helped me to learn oral English communication in a fun way.	4.50	0.51	Very Satisfied
4. The communicative tasks were suitable and useful for my level.	4.27	0.83	Very Satisfied
5. The communicative tasks were relevant to the content of the lessons.	4.09	0.81	Very Satisfied
6. The communicative tasks should be used for teaching oral English communication.	4.09	0.75	Very Satisfied
7. The communicative tasks encouraged me to use more English.	4.09	0.75	Very Satisfied
8. The communicative tasks made the lesson more interesting.	4.55	0.51	Very Satisfied
9. The communicative tasks helped me be confident to use English for oral communication appropriately.	4.18	0.73	Very Satisfied
10. The communicative tasks helped me to enjoy studying English as a subject	4.18	0.66	Very Satisfied
11. The communicative tasks stimulated students to participate in classroom's activities.	4.55	0.51	Extremely Satisfied

Table 4.4 (Continued)

Statements	\bar{x}	S.D.	Level of Satisfaction
12. The Communicative tasks helped me to improve oral English communication ability.	4.73	0.46	Extremely Satisfied
13. The communicative tasks helped me to understand and accumulate the vocabulary better.	4.32	0.65	Very Satisfied
14. The communicative tasks helped me to understand the language and structure better.	4.23	0.69	Very Satisfied
15. The communicative tasks were useful for practicing English in daily life.	4.36	0.66	Very Satisfied
Total	4.32	0.52	Very Satisfied

As revealed in Table 4.4, it shows that the students' overall satisfaction toward learning oral English communication through communicative tasks was at "Very Satisfied" ($\bar{x} = 4.32$, S.D. = 0.52). When considering each item, it was found that the first highest mean score was no. 12 "The Communicative tasks helped me to improve oral English communication ability." ($\bar{x} = 4.73$, S.D. = 0.46). The second highest mean score was no. 8 "The communicative tasks made the lesson more interesting." ($\bar{x} = 4.55$, S.D. = 0.51), and no. 11 "The communicative tasks stimulated students to participate in classroom's activities." ($\bar{x} = 4.55$, S.D. = 0.51). Finally, the third highest mean score was no. 1 "The communicative tasks helped me practice oral communicative skill in class" ($\bar{x} = 4.50$, S.D. = 0.51), and no. 3 "The communicative

tasks helped me to learn oral English communication in a fun way.” ($\bar{x} = 4.50$, S.D. = 0.51).

Furthermore, some additional opinions from the open-ended question, most students stated that communicative tasks helped them be better in oral communication and be more confident in speaking. In addition, they pointed out that they gained much more lexical, phrases, sentences, and language structure to communicate in their daily life. It was enjoyable and motivating learning through communicative tasks thus they felt free from language control, they can use all their language resources rather than just practicing on the prepared dialogue. However, they stated that the weak points of communicative tasks were the students spent much time to learn and practice. They took long time to get the correct language usage or knowledge. Finally, they wanted to learn oral English communication through the communicative tasks in other situations or topics.

4.4 Summary of the Chapter

In brief, this chapter presents the findings and data analysis of the investigation. The results of each question are expressed from question one to question three. Detailed summary of the findings; discussions, and implications for instruction are proposed in the next chapter.

CHAPTER 5

CONCLUSION AND DISCUSSION

This investigation aimed to create the communicative tasks of oral English communication for grade 9 students. This chapter presents the findings of data analysis under the following topics: 1) summary of the results, which reviews the purposes, the procedures of this study, and the results; 2) discussions of the findings; 3) pedagogical implications; and 4) suggestions for future study.

5.1 Summary of the Findings

The main purpose of the study was to investigate the efficiency of communicative tasks to improve grade nine students' oral English communication ability. Specifically, the objectives of this research were: 1) to construct and determine the efficiency of communicative tasks on the oral English communication ability of grade nine students with criterion set at 75/75; 2) to compare students' learning achievement before and after learning by using the communicative tasks; and 3) to investigate the satisfaction of grade nine students toward learning oral English communication by employing the communicative tasks. The research hypothesis was that students who learned oral English communication through the communicative tasks would get higher mean scores on post-test than pre-test mean scores.

The independent variable of this study was teaching oral English communication through communicative tasks. The dependent variables were students' oral English communication ability, students' satisfaction toward learning oral

English communication through communicative tasks, and the efficiency of the communicative tasks.

The samples of this study were 22 grade nine students who enrolled in the fundamental English course (E23101) in the first semester of academic year 2015 at Ban Chorakhemak School, Prakhonchai District, Buriram Province under Buriram Primary Educational Service Area Office 2. The samples were selected by a simple random sampling technique with the classrooms as a sampling unit by drawing lots. The research instruments were communicative tasks, lesson plans, achievement tests, and questionnaires. The statistics used to analyze the collected data were percentage, mean, standard deviation, and dependent sample t-tests.

This study was conducted in the first semester of the academic year 2015 for 8 periods, 3 hours for each period totaling 24 hours described as follows: 1) 6 periods for learning oral English communication through communicative tasks; 2) 1 period for orientation and doing pre-test; and 3) 1 period for doing oral English communication ability tests (posttest) and doing satisfaction questionnaires toward learning oral English communication through communicative tasks. The content of the study comprised of 6 topics or situations with 3 types of communicative tasks.

The communicative tasks and lesson plans were conducted by the researcher as follows: 1) Information Gap : Giving Direction (Asking and Giving Directions); 2) Information Gap : Can I take a message? (Talking on the Phone); 3) Role Play : Greeting and Leave Taking (Greeting and Leave Taking); 4) Role Play : At the Clothes Shop (Selling and Buying Clothes); 5) Solving Problem : Food Street (Ordering Food); 6) Solving Problem : Group Holiday (Talking about Holiday Plans).

The findings of the study were as follows:

1) The efficiency of the communicative tasks on oral English communication was 78.63/77.37 which was higher than the criterion set at 75/75.

2) The students' oral English communication ability posttest mean score was higher than the pretest mean score with statistically significance difference at .05 level.

3) The overall students' satisfaction toward learning oral English communication through communicative tasks was at the very satisfied level.

Below is the discussion of the following aspects based on the findings: 1) the efficiency of the communicative tasks on oral English communication for grade 9 students; 2) comparison of the Students' oral English communication ability between post-test and pre-test mean scores; and 3) students' satisfaction toward learning oral English communication through communicative tasks.

5.2 Discussion of the Findings

The researcher discusses the findings of using communicative tasks to improve oral English communication ability of grade nine students as follows:

5.2.1 Efficiency of Communicative Tasks on Oral English Communication

Ability

The findings showed that the efficiency of communicative task was 78.63/77.37, which was higher than the criterion set at 75/75. In addition, the results indicated that the first efficiency of the process (E1) was higher than the second efficiency of the outcomes (E2). That means the students got achievement scores in each lesson plan more than the oral English communication ability test (posttest) scores. This is because before doing the achievement test the students perform the

communicative tasks, and practice the words, phrases, sentences, language structure, and dialogues related to each provided situations. Moreover, the achievement test in each lesson plan is quite easy because there is only one situation for each item. Additionally, the efficiency of the outcomes was lower than the efficiency of the process since the oral English communication ability test was more difficult and complicated than the achievement test hence two situations were merged into one situation in each item of the oral English communication ability test, so students have to perform the test according to the merged situations.

The findings of the study could be considered that the researcher studied and analyzed the causes and problems while learning and teaching oral English communication from observation and the students' learning achievement and the researcher reviewed the related literature. In addition, the communicative tasks were given comments and examined by thesis advisors and experts about the correctness and appropriateness. Also, the communicative tasks were tried out in three steps to find out the efficiency before using them with the samples. Moreover, the researcher conducted the lesson plans following the steps of the task-based approach as proposed by Willis (1996): 1) pre-task, 2) task cycle; task; planning; report, and 3) language focus; analysis; practice, which facilitated and encouraged learning through communicative tasks.

5.2.2 Comparison of the Students' Oral English Communication Ability between Post-test and Pre-test Mean Scores

The result exposed that the students' oral English communication ability posttest mean score was higher than the pretest mean score with a statistically significant difference at .05. Characteristics of the communicative tasks: information

gap, role play, and solving problem and also the steps of teaching may have encouraged and stimulated interaction and participation among the students in the classroom as the idea proposed by Pica, Kanagy and Falodun (1993). These could afford opportunities and activities for oral English communication practice.

Furthermore, the researcher prepared and arranged for language functions: asking and giving directions, talking on the phone, greeting and leave taking, selling and buying clothes, ordering food, and talking about holiday plans. These types of tasks and language functions can give students' experiences useful for real-life communication using the language. This idea was consistent with Johnson and Morrow (1981) who proposed that the learner should know the purpose of speaking, what to speak, with whom, where to speak, and how to use appropriate language. In addition, the contents of the language through the three communicative tasks were carefully selected to suit the syllabus, the learners' age and language proficiency level to challenge the learners to improve their oral English communication ability.

According to the teaching and learning cycle employing the task based approach in this current study, the students were encouraged and stimulated to produce the language confidently and independently. While the students were involved in communicative tasks, there was no teacher invention. The teacher just introduced the topic or situations and gave the students clear instructions or a model of what performance they had to do. Students could perform the tasks freely and give assistance to their friends which can reduce their fear of making mistakes about language structures when performing the tasks. This is supported by Nunan (1989) and Harmer (2007) who noted that when conducting the communicative tasks and activities in the target language, the content should be principally focused on meaning

rather than form. With these logical reasons mentioned above, students who learned with oral English communication through communicative tasks, therefore had higher oral English communication ability.

The result confirmed the hypothesis in chapter 1 and is in accordance with past research works, namely, Pipak (2012) who studied organizing activities based on a communicative approach to enhance English listening and speaking activities of grade nine students. The results revealed that the posttest mean score was higher than the pretest mean score with a statistically significant difference at .01. Jondeya (2011) studied the effectiveness of using information gap activities on developing speaking skills for the eighth graders in Gaza government schools. The results also indicated that there were statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of each level of speaking skills in the post test for the experimental group compared with the control group. Additionally, Mutter (2010) noted that 71% of students said their oral ability has been improved as a result of using role play activities, which is in accordance with Rahimy and Safarpour (2012) who mentioned that the mean scores of the two groups were significantly different in studying the effect of using role-play on Iranian EFL learners' speaking ability. Moreover, Oradee (2012) stated that students' English speaking abilities were significantly higher after using the three communicative activities than before their use.

5.2.3 Students' Satisfaction toward Learning Oral English

Communication through Communicative Tasks

The result illustrates that overall students' satisfaction toward learning oral English communication through communicative tasks was at "Very Satisfied" level. This may results from having been provided suitable language functions in

situations that occur in real life communication leading to their confidence in oral communication. Students felt satisfied with their oral English communication through the communicative tasks because the process of teaching and learning helped to create enjoyment and confidence in performing the tasks. This finding is supported by the results from the researcher's observation of their keen participation expressed by their behavior while performing the communicative tasks. This finding is supported by Oradee (2012) who studied developing skills using three communicative activities: discussion, problem-solving, and role-playing, the result revealed that the students' attitude towards learning English speaking skills using the three communicative activities was rated as good ($\bar{x} = 4.50$). In accordance with the study of Rahimy and Safarpour (2012), the results enunciated that role- playing seems to provide an enjoyable environment for the learners to flourish in.

Moreover, communicative tasks help the lesson to be more interesting and joyful, encourage students to use and speak more English confidently, and improve their oral communication. For these reasons, students who learned oral English communication through communicative tasks had higher achievement in learning and were very satisfied in the students' satisfaction level. This is augmented by the study of Mutter (2010) in which students practiced the target language in contexts similar to real life situations where stress and shyness were removed. Role play helped them overcome their shyness, hesitations and built confidence.

Additionally, Pipak (2012) stated that students speak English fluently, and they dared to communicate with foreigners confidently after learning through the communicative approach. Furthermore communicative tasks help students understand and accumulate the vocabulary, phrases, and language structure more. It corresponds with

the study of Tulung (2008) which mentions that there is obvious evidence of language learning outcomes, particularly lexical development, from using communicative tasks.

Additionally, on comments obtained from the opened question, most students claimed that communicative tasks helped them be better in oral communication and be more confident in speaking. They pointed out that they gained much more vocabulary, phrases, sentences, and language structures to communicate in their daily lives. It was enjoyable and motivating learning through communicative tasks thus they felt free of language control, they were able to use all their language resources rather than just practicing with a prepared dialogue. However, they stated that the weak points of communicative tasks were that students took a long time to learn and practice. They spent much time to get the correct language usage. Finally, they stated that they wanted to learn oral English communication through communicative tasks in other variety situations or topics.

5.3 Pedagogical Implications

As a result of the findings from the study, the researcher made expedient pedagogical implications as follows:

5.3.1 Communicative tasks support the oral English communication ability of students. Accordingly, administrators, teachers, and related person in learning management should use communicative tasks on oral English communication for grade nine students to develop the oral communication ability of students in other contexts, or classes.

5.3.2 In tasks performance, teachers need to manage time effectively, give students suitable time to perform each task depending on the topic, situation, activity, language used, difficulty, and task type.

5.3.3 Communicative tasks cannot be useful if the teacher does not introduce and explain the tasks to students clearly. Make instructions explicit and ensure students understand the way to perform the tasks in order to reach the tasks' goal. According to the task-based approach, allow students to be free when they use their language, do not put them in a stressful situation. The teacher is a facilitator to encourage students to speak or use language as much as possible, free from the anxiety of making any mistakes.

5.3.4 In order to achieve good oral English communication ability, it is crucial that suitable communicative task types are chosen. Whenever a communicative task is to be conducted, the number of students, proficiency level, learning topics, cultural context, timing, and the classroom setting are factors that should be taken into account.

5.3.5 Those concerned with learning management should hold workshops in conducting educational innovation and supervise to solve oral English communication problems. Furthermore, they should support teachers to use communicative tasks to develop students' oral English communication ability, which make students achieve well in learning oral communication.

5.4 Suggestions for Future Research

Some suggestions for future research are proposed as follows:

5.4.1 Future research should select the different and various communicative task types suitable for the level and efficiency of the students.

5.4.2 Future research should employ the communicative tasks with other classes, contents, topics, and students' level.

5.4.3 Future research should compare students' learning retention between learning through communicative tasks and other medias or techniques in teaching oral communication.

In conclusion, the findings will be as a guideline for teachers and students to develop and improve their oral communication skills by using communicative tasks in the EFL setting.

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APPENDICES

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Rajabhat University

APPENDIX A

The Evaluation Form of Correctness and Appropriateness of Communicative Tasks on Oral English Communication for Grade Nine Students (For Experts)

Directions: Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) in the table which is your opinion. There are five alternatives as follows:

- 5 means extremely appropriate 4 means very appropriate
3 means moderately appropriate 2 means slightly appropriate
1 means not at all appropriate

Statements	Opinion Level				
	5	4	3	2	1
1. Core Concept					
1.1 Correspond with learning objectives					
1.2 Useful for daily life					
1.3 Suitable for students					
1.4 Clear and easy to understand					
2. Communicative Tasks' Figures					
2.1 Beautiful and interesting					

Statements	Opinion Level				
	5	4	3	2	1
2.2 Clear and easy to understand					
2.3 Suitable for students' level					
3. Contents					
3.1 Clear and easy to understand and interesting					
3.2 Correspond with learning objectives					
3.3 Suitable for students' level					
4. Learning Activities					
4.1 Enhance learning					
4.2 Correspond with contents					
4.3 Correspond with learning objectives					
4.4 Appropriate with duration					
4.5 Suitable for students' level					
5. Assessment and Evaluation					
5.1 Correspond with learning objectives					
5.2 Assess by using holistic assessment.					

Signature..... Evaluator

(.....)

APPENDIX B

The Evaluation of Correctness and Appropriateness of Communicative Tasks on Oral English Communication for Grade Nine Students by the Experts

Directions: Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) in the table which is your opinion. There are five alternatives as follows:

5 means extremely appropriate 4 means very appropriate
3 means moderately appropriate 2 means slightly appropriate
1 means not at all appropriate

Statements	Opinion Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriateness)
	1	2	3			
	1. Core Concept					
1.1 Correspond with learning objectives	4	5	5	4.67	0.58	Extremely Appropriate
1.2 Useful for daily life	4	5	5	4.67	0.58	Extremely Appropriate
1.3 Suitable for students	4	5	5	4.67	0.58	Extremely Appropriate
1.4 Clear and easy to understand	4	5	5	4.67	0.58	Extremely Appropriate
Total				4.67	0.49	Extremely Appropriate
2. Communicative Tasks' Figures						
2.1 Beautiful and interesting	4	5	5	4.67	0.58	Extremely Appropriate

Statements	Opinion Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriateness)
	1	2	3			
	2.2 Clear and easy to understand	4	5			
2.3 Suitable for students' level	4	5	5	4.67	0.58	Extremely Appropriate
Total				4.67	0.50	Extremely Appropriate
3. Contents						
3.1 Clear and easy to understand and interesting	4	5	5	4.67	0.58	Extremely Appropriate
3.2 Correspond with learning objectives	4	5	5	4.67	0.58	Extremely Appropriate
3.3 Suitable for students' level	4	5	5	4.67	0.58	Extremely Appropriate
Total				4.67	0.50	Extremely Appropriate
4. Learning Activities						
4.1 Enhance learning	4	5	5	4.67	0.58	Extremely Appropriate
4.2 Correspond with contents	4	5	5	4.67	0.58	Extremely Appropriate
4.3 Correspond with learning objectives	4	5	5	4.67	0.58	Extremely Appropriate
4.4 Appropriate with duration	4	5	4	4.33	0.58	Very Appropriate
4.5 Suitable for students' level	4	4	5	4.33	0.58	Very Appropriate
Total				4.53	0.52	Extremely Appropriate

Statements	Opinion Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriateness)
	1	2	3			
	5. Assessment and Evaluation					
5.1 Correspond with learning objectives	4	4	5	4.33	0.58	Very Appropriate
5.2 Assess by using holistic assessment	4	4	5	4.33	0.58	Very Appropriate
Total				4.33	0.52	Very Appropriate
Total				4.59	0.50	Extremely Appropriate

APPENDIX C

The Evaluation of Efficiency of Communicative Tasks on Oral English Communication for Grade Nine Students

The field trial for effectiveness evaluation of Communicative Tasks
on Oral English Communication for Grade 9 Students

Student Number	Pre-test Scores (60)	Posttest in Each Lesson Plan (120)	Post-test Scores (60)	E1	E2
1	15	81	39		
2	13	84	38		
3	17	91	45		
4	16	88	44		
5	19	87	44		
6	16	87	41		
7	16	85	40		
8	12	88	40		
9	15	88	43		
10	17	89	44		
11	18	94	49		
12	20	92	45		

Student Number	Pre-test Scores (60)	Posttest		E1	E2
		in Each Lesson Plan (120)	Post-test Scores (60)		
13	21	96	51		
14	19	87	45		
15	18	90	42		
16	18	86	42		
17	18	91	46		
18	23	99	51		
19	22	101	50		
20	21	93	49		
21	24	94	49		
22	24	95	49		
23	20	92	48		
24	23	96	50		
25	24	100	51		
26	20	93	48		
27	18	91	45		
28	19	95	46		
29	21	91	44		
30	22	94	48		

Student Number	Pre-test Scores (60)	Posttest		E1	E2
		in Each Lesson Plan (120)	Post-test Scores (60)		
Total Scores	569	2738	1366		
Mean Scores	18.97	91.27	45.53		
Percentages	31.61	76.06	75.89	76.06	75.89

APPENDIX D

The Evaluation Form of Content Validity of Lesson Plan of Communicative Tasks on Oral English Communication

for Grade Nine Students

(For Experts)

.....

Directions: Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) in the table which is your opinion. There are five alternatives as follows:

5 means extremely appropriate 4 means very appropriate
3 means moderately appropriate 2 means slightly appropriate
1 means not at all appropriate

Statements	Opinion Level				
	5	4	3	2	1
1. Core Concept					
1.1 Correspond with learning objectives					
1.2 Useful for daily life					
1.3 Suitable for students					
1.4 Clear and easy to understand					
2. Learning Objectives					
2.1 Correspond with contents					
2.2 Clear and easy to understand					

Statements	Opinion Level				
	5	4	3	2	1
2.3 Suitable for students' level					
3. Contents					
3.1 Clear and easy to understand and interesting					
3.2 Correspond with learning objectives					
3.3 Suitable for students' level					
4. Learning Activities					
4.1 Enhance learning					
4.2 Correspond with contents					
4.3 Correspond with learning objectives					
4.4 Appropriate with duration					
4.5 Suitable for students' level					
4.6 Learning activities begin from easy to difficult.					
5. Assessment and Evaluation					
5.1 Correspond with learning objectives					
5.2 Assess by covering all contents which consist of activities and post-test					

Signature..... Evaluator

(.....)

APPENDIX E

The Evaluation of Content Validity of Lesson Plan of Communicative Tasks on Oral English Communication for Grade Nine Students

By the Experts

Statements	Opinion Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriateness)
	1	2	3			
	1. Core Concept					
1.1 Correspond with learning objectives	5	5	5	5.00	0.00	Extremely Appropriate
1.2 Useful for daily life	4	5	5	4.67	0.58	Extremely Appropriate
1.3 Suitable for students	4	5	4	4.33	0.58	Very Appropriate
1.4 Clear and easy to understand	4	4	4	4.00	0.00	Very Appropriate
Total				4.50	0.52	Very Appropriate
2. Learning Objectives						
2.1 Correspond with contents	5	5	5	5.00	0.00	Extremely Appropriate
2.2 Clear and easy to understand	4	5	5	4.67	0.58	Extremely Appropriate
2.3 Suitable for students' level	4	5	5	4.67	0.58	Extremely Appropriate
Total				4.78	0.44	Extremely Appropriate
3. Contents						
3.1 Clear and easy to understand and interesting	4	5	5	4.67	0.58	Extremely Appropriate

Statements	Opinion Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriateness)
	1	2	3			
	3.2	5	5			
3.3	4	4	4	4.00	0.00	Very Appropriate
Total				4.56	0.53	Extremely Appropriate
4. Learning Activities						
4.1	4	5	5	4.67	0.58	Extremely Appropriate
4.2	4	5	5	4.67	0.58	Extremely Appropriate
4.3	5	5	5	5.00	0.00	Extremely Appropriate
4.4	4	5	4	4.33	0.58	Very Appropriate
4.5	4	4	4	4.00	0.00	Very Appropriate
4.6	4	4	5	4.33	0.58	Very Appropriate
difficult.						
Total				4.50	0.51	Very Appropriate
5. Assessment and Evaluation						
5.1	5	5	5	5.00	0.00	Extremely Appropriate
5.2	5	5	5	5.00	0.00	Extremely Appropriate
which consist of activities and post-test						
Total				5.00	0.00	Extremely Appropriate
Total				4.61	0.49	Extremely Appropriate

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APPENDIX F

Lesson Plans

Lesson Plan 2

Course: Fundamental English (E23102)	Grade Level: Grade 9
Theme: Oral Communication	Topic: Giving Directions
Semester 1/2015	Time Allocation: 3 hours

1. Core Concept

Asking and giving directions is one of several topics used to improve the oral English communication skill, and people always do that in daily life. Students have to know how to ask and give the directions correctly in order to improve their English communication ability.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1: Converse and write to exchange data about themselves, various matters around them, situations, news and matters of interest to society, and communicate the data continuously and appropriately.

Indicator 2: Use requests appropriately and give instructions, clarifications and explanations.

Indicator 4: Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1: Use language for communication in real situations/simulated situations in the classroom, school, community and society.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to ask and give directions.

3.2 Enabling Objectives

Students are able to:

3.2.1 Spell and give the meaning of the vocabulary correctly.

3.2.2 Use the word/phrase/sentences to ask about the direction appropriately.

3.2.3 Give the directions correctly.

3.2.4 Do the asking and giving direction task completely.

4. Expected Characteristics

4.1 Honesty and integrity

4.2 Self-discipline

4.3 Avidity for learning

4.4 Dedication and commitment to work

5. Content

5.1 Vocabulary: street, avenue, restaurant, bakery shop, jewelry, theater, hotel, bookstore, aquarium, supermarket, museum, café, department store, chemist's

5.2 Grammar Focus: Using preposition of place to give directions

- It's on your left/right.

- It's opposite the café.

- It's next to the café.

- It's near the café.

- It's in front of the café.

- It's behind the café.

5.3 Language Function: Asking and giving direction

Asking directions

- Excuse me, could you tell me how to get to?
- Excuse me, do you know where the is?
- I'm looking for, where is it?
- How can I get to the?
- Is this the right way for?

Giving directions

- Take the road/street.
- Go down the.....road/street.
- Go ahead the..... road/street.
- Turn left/right.
- Take the first road on the left.
- Take the second traffic light on the right.
- Turn right at the crossroads.
- Continue straight ahead for about a mile.
- Continue past the.....
- You'll pass on your left.
- Keep going for another two crossroads.
- It's on your left/right.

5.4 Dialogue:

Dialogue 1

A: Excuse me, how can I get to the hospital?

B: Go down the Papaya street to Broadway. After that turn left at Broadway. You can see it on your right.

A: Thank you for your help.

B: You're welcome.

Dialogue 2

A: We are lost. Could you tell me where the hospital is?

B: Sure, go straight on the Papaya street to Broadway. After that, turn right at Broadway. Go down the Pine street about 100 meters, it's on the corner.

A: Thank you very much.

B: It's my pleasure.

5.4 Culture

-

6. Teaching Materials

6.1 Video clip of asking and giving direction

6.2 Communicative Task (Information Gap Task-Giving Direction)

7. Learning Activities/ Procedures:

Warm up: Teacher asks students, "Have they ever lost when they travelled?" and "How did they cope for that?" Students answer the questions.

7.1 Pre-Task:

1. Teacher opens the video clip about asking and giving direction, and

the students try to catch up the words/phrases/sentences of giving direction as much as they can. (Go straight on, It's opposite....., Turn left/right, It's on your left/right, etc....)

2. Teacher introduces the information gap task (asking and giving direction) to the class.

3. Teacher explains them how to do the task.

7.2 Task Cycle:

Task: Students perform the information gap task in pairs, and the teacher just observes the performance. Don't correct them if there are any mistakes. Let them do the task independently.

Planning: Students prepare for reporting the task. Check up for the vocabulary, sentences and language structure used carefully. Teacher is a helper, to guide them.

Report: 2-3 volunteer pairs present doing the task to the class, another pairs check and compare their tasks with the presenters. Teacher comments and corrects the mistakes after reporting.

7.3 Language Focus:

Analysis: The teacher and students discuss about the words/phrases/sentences used to ask and give for direction. Students read and write them down.

Practice: Students practice the dialogues of asking and giving direction. After that they perform the information gap task (asking and giving direction) again.

Wrap up: 1. Students review vocabulary, phrases, and sentences used to ask and give direction.

2. Students perform the achievement test (performance test).

8. Evaluation

8.1 How to evaluate:

- Check the students' performance of communicative task.
- Check the students' achievement test.

8.2 Instruments of evaluation

- Communicative Task (the information gap-asking and giving direction)
- Achievement Test
- Oral Communication Rubric

9. Suggestion Activities/Other Comments

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10. Department Head's Comments

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Signature

(Mr. Sanoë Nuekman)

Department Head

11. School Vice Director's Comments

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Signature

(Mr. Saneh Wueamprakhon)

Ban Chorakemak School Vice Director

12. School Director's Comments

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Signature

(Dr. Nikhom Khansom)

Ban Chorakhemak School Director

...../...../.....

13. Remark

13.1 Result of the Learning

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13.2 Problems/Obstacles

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13.3 Other Suggestions

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Signature

(Mrs. Thawinrat Srahom)

Teacher

...../...../.....

Video Clip's Script

Asking and Giving Direction

<https://www.youtube.com/watch?v=1-y6t7bnjU0>

A : Excuse me, is there a café near here?

B : Yes, there is one across the post office.

A : How do I get there?

B : Well, you go down the street to the signal. Then you turn right.

A : Down the street to the right?

B : Yes, it's just past the park.

A : Just past the park. Thanks. And where is the Grand Hotel?

Right here?

B : Right here, behind you.

A : Oh, thanks.

Information Gap Task

Giving Directions

Highlights: two-way gap activities, both learners have some information and must share it with the other to complete the task. (Pair Work)

Objective: To find and share information (Directions) by asking and answering questions in order to complete a task.

Level: Grade nine students

Estimated time: 25-30 minutes.

Materials: Information Gap Task; the map

Procedure:

1. Pre-teach and practice vocabulary and structures for the task. Learners should also be familiar with question and answer formulas and ways to ask for clarification.
2. Explain the information-gap procedures by modeling a sample gap activity with an able volunteer from the class.
3. Have learners work with a partner. One learner in each pair gets task "A" and the other gets task "B".
4. Learners ask and answer questions and record answers until both form "A" and form "B" have been completed.
5. Ask learners to compare their papers with each other.
6. To complete the activity as a whole group, ask volunteers to come up to the board or overhead to fill in information they've gathered from their partner. This

GIVING DIRECTIONS



helps solidify the knowledge and gives some slower learners or pairs a chance to catch up and check their work without stress.

Evaluation: Walking around the room observing learners during the activity, how well individual learners use and understand English in the activity.

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Giving Directions

Student A

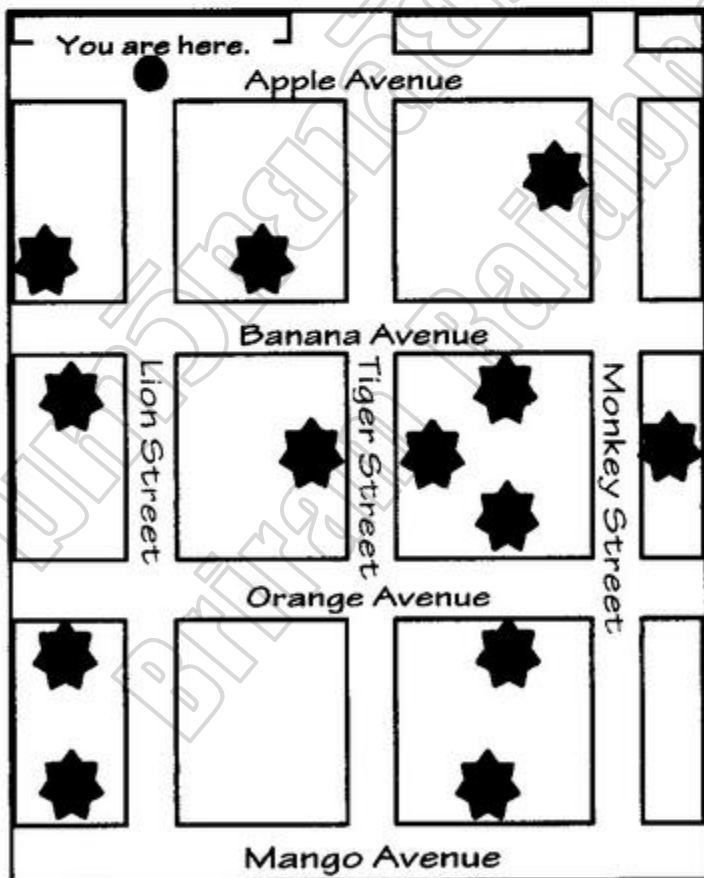
Language guide

Go Down
Go down Tiger Street to Orange Avenue.
Turn
Turn right on Banana Avenue. Turn left on Monkey Street.
It's on
It's on your right. It's on your left.



Use this map to give your partner directions.

Ask your partner how to get to the following places:



- The TTF Theater
- Central Park
- Japanese restaurant
- Bell's Bakery Shop
- Ami's Jewelry Shop
- Chemist's

Fill in the name of the buildings that belong in the blanks:

1	Star Hotel
2	
3	Johnny's Bookstore
4	
5	The Aquarium
6	
7	The supermarket
8	
9	The museum
10	
11	The Thomson's café
12	
13	Mez Department Store

Giving Directions

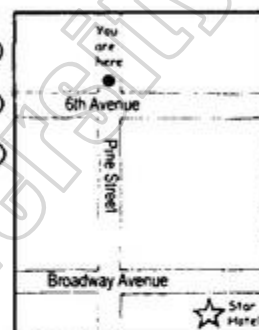
Student B

Language guide

Go Down
Go down Tiger Street to Orange Avenue.
Turn
Turn right on Banana Avenue. Turn left on Monkey Street.
It's on
It's on your right. It's on your left.

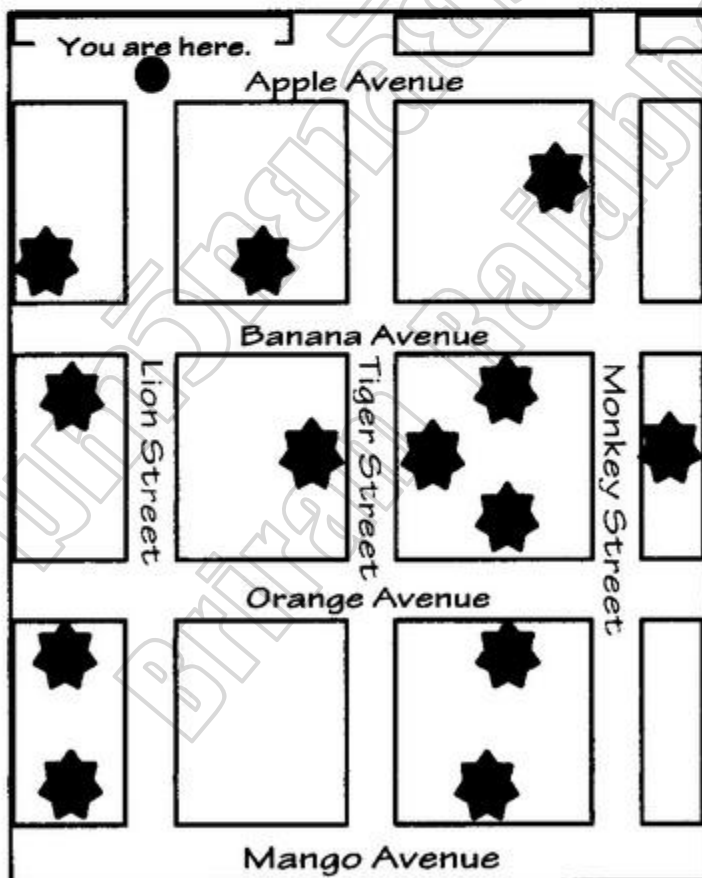


Go down Pine Street to Broadway.
Turn left on Broadway.
It's on your right.



Use this map to give your partner directions.

Ask your partner how to get to the following places:



- Johnny's bookstore
- The Aquarium
- The Supermarket
- The Museum
- The Thomson's cafe
- Mez Department Store

Fill in the name of the buildings that belong in the blanks:

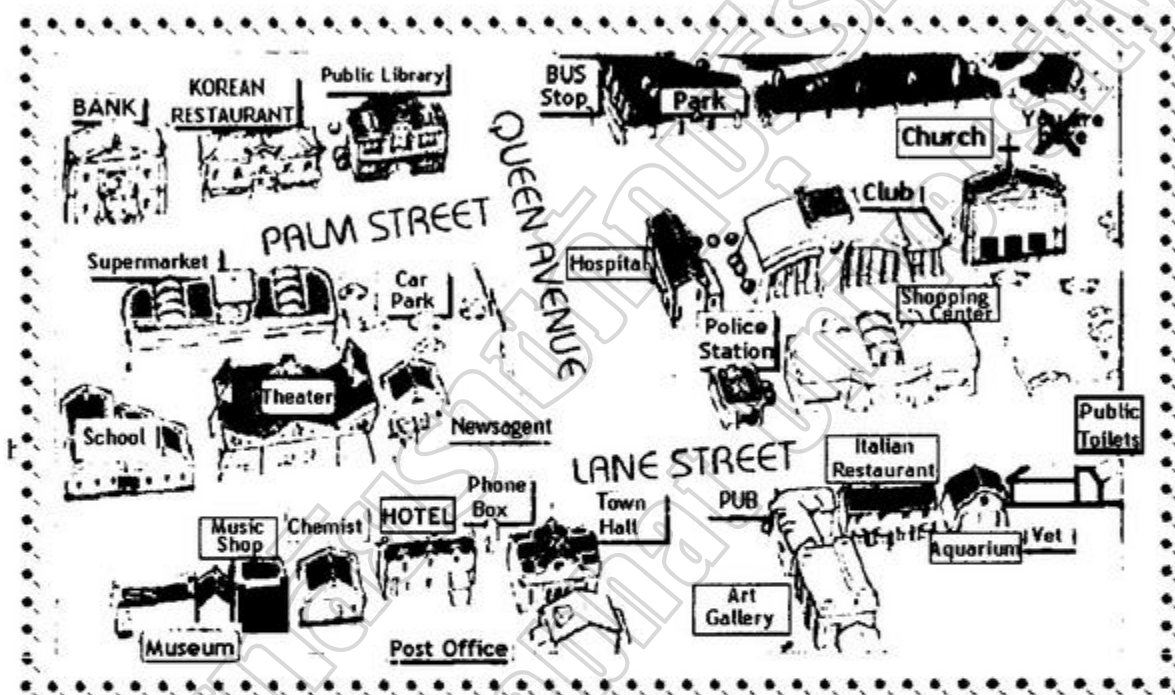
1	Star Hotel
2	The TTF theater
3	
4	Central Park
5	
6	Japanese Restaurant
7	
8	Bell's Bakery Shop
9	
10	Aml's Jewelry Shop
11	
12	Chemiet's
13	

Achievement Test

Asking and Giving Direction (20 marks)

Direction: Look at the map. Ask and give the directions. Take turn to ask and answer, but it must be the different place.

(Pair Work)



Oral English Communication Rubric

Rating	Criteria
Structure	
4	Uses a variety of structures with only occasional grammatical errors
3	Uses a variety of structures with more than occasional errors
2	Uses a variety of structures with frequent errors or uses basic structure with only occasional errors
1	Uses basic structures with frequent errors
Vocabulary	
4	Uses a variety of descriptive vocabulary and expressions almost always
3	Uses a variety of descriptive vocabulary and expressions often
2	Uses some descriptive vocabulary and expressions
1	Uses basic vocabulary and expressions
Speaking	
4	Speaks with little hesitation that does not interfere with communication
3	Speaks with some hesitation that does not interfere with communication
2	Speaks with some hesitation that interferes with communication
1	Speaks with much hesitation that greatly interferes with communication
Movement	
4	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable
3	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable
2	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message
1	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.
Communication	
4	Communicate effectively, almost always responding appropriately and developing the interaction
3	Communicate effectively, often responding appropriately and developing the interaction
2	Communicate acceptably although sometimes responding inappropriately or inadequately or developing little interaction
1	Communicate marginally; mostly responding inappropriately or inadequately

Lesson Plan 3

Course: Fundamental English (E23102)	Grade Level: Grade 9
Theme: Oral Communication	Topic: On the Phone
Semester 1/2015	Time Allocation: 3 hours

1. Core Concept

Talking on phone is the important oral communication in daily life. Students have to learn and practice talking on phone appropriately in order to improve their English communication ability.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1: Converse and write to exchange data about themselves, various matters around them, situations, news and matters of interest to society, and communicate the data continuously and appropriately.

Indicator 2: Use requests appropriately and give instructions, clarifications and explanations.

Indicator 4: Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1: Use language for communication in real situations/simulated situations in the classroom, school, community and society.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to talk on the phone appropriately.

3.2 Enabling Objectives

Students are able to:

3.2.1 Spell and give the meaning of the vocabulary correctly.

3.2.2 Use the words/phrases/sentences to talk on phone properly.

3.2.3 Perform the information gap tasks (talking on the phone)

completely.

4. Expected Characteristics

4.1 Honesty and integrity

4.2 Self-discipline

4.3 Avidity for learning

4.4 Dedication and commitment to work

5. Content

5.1 Vocabulary/phrases: caller, receiver, hang on, hold on, wait a moment, just a second, hold the line, call, drop by, possible, chance, pick up, step out, available, line, leave, message

5.2 Grammar Focus: Auxiliary Verb + Subject + V.1

Can I	} V1.....?
Could I	
May I	
Would I	
Shall I	

5.3 Language Function: Talking on phone

Telling who is speaking

- Hello. This's Kim speaking.
- Hello. Joe's speaking. May I help you?
- Hello! Lucy's speaking. What can I do for you?
- Hello, this's 3735135. May I help you?

Asking for the callers

- Who is calling, please?
- Who shall I say is calling?
- Who is this, please?
- May I ask who is calling, please?
- Can you tell me where you're calling from, please?

Asking to talk to the others

- Hello. Is Jim there?
- May I speak to Mary please?
- I'd like to speak to Mary please?
- This is Roger Aslin. May I speak to John?
- This is Roger Aslin. Is John there?
- I'm Peter Thomson. Could I speak to Mr. Thomson, please?
- I'm calling from the board of Investment and I'd like to speak to Mr. John of TYK Company. Would you get him on the phone, please?
- Can I speak to Kelly please?

Telling to hold on

- Just a moment, please
- Hold on, please.
- Hang on, please.
- Wait a moment, please.
- Just a second, please.
- Will you hold the line for a moment?

Telling unavailable

- I'm afraid. He isn't in right now.
- I'm sorry. He just left and I don't think he'll be back again today.
- He's just stepped out.
- I'm sorry. Mr. Thomson is tied up at the moment.
- I'm afraid. He's not available at the moment.
- I'm sorry. He is in a meeting
- I'm afraid. She is out for lunch.
- I'm sorry. She's on another line at the moment.
- I'm sorry. He has a visitor with him right now.

Taking messages

- Would you like to leave a message?
- Shall I have him call you back?
- Can you leave a message?
- Is there any message?
- May I take a message?
- Can I have her call you back?

Leaving a message

- Would you have him return my call?
- Would you ask him to call me when he comes in?
- Could you ask him to call me back right away?
- Please have him call me back at 3735135 between 2 to 5 p.m.
- Please ask him to call me back when he is free.
- Please tell him I called.
- I'll ring him at about 8.30 p.m.

5.4 Dialogue:**Dialogue 1**

Receiver: Hello, Mary's speaking.

Caller: Hello, I'm Lucy. Is Kim there?

Receiver: Sorry, she's out. Can I take a message?

Caller: Yes, please tell her to pick up some books to me tomorrow.

Receiver: Ok, I will tell her when she comes.

Caller: Thank you

Receiver: You're welcome.

Dialogue 2

Caller : Hello, is that 2473210?

Receiver : Yes, that's right.

Caller : Could I speak to Mr. Jackson, please?

Receiver: Yes, who's speaking, please?

Caller : My name is Roger Aslin.

Receiver: Wait a second, please. I'm sorry, he isn't in the office.

Caller : Well, then, could I leave a message for him?

Receiver: Yes, please.

Caller : Thanks. Please tell him to send me the marketing report.

Receiver: Is that all?

Caller : Yes, that is all. Thanks again. Good-bye.

Receiver: You're welcome. Good-bye.

5.4 Culture

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6. Teaching Materials

6.1 Information Gap Task (Communicative Task)

7. Learning Activities/Procedures:

Warm up: Teacher asks students "How often do you talk on phone?" and "with whom? And how do you talk?" Students answer the questions.

7.1 Pre-Task:

1. Teacher introduces the information gap task (talking on the phone) to the class.

2. Teacher explains them how to do the task.

3. Teacher asks for the volunteer to demonstrate the task to the class.

7.2 Task Cycle:

Task: Students perform the information gap task in pairs, and the teacher just observes the performance. Don't correct them if they make any mistakes. Let them do the task independently.

Planning: Students prepare for reporting the task. Check up for the vocabulary, sentences and language structure used carefully. Teacher is a helper, to guild them.

Report: 2-3 volunteer pairs present doing the task to the class, another pairs check and compare their tasks to the presenters. Teacher comments and corrects the mistakes after reporting.

7.3 Language Focus:

Analysis: The teacher and students talk about the words, phrases, sentences using to talk on phone. Teacher presents words/phrases/sentences, and students read/practice and write them down.

Practice: Teacher presents the dialogue of talking on phone, and students practice the dialogues in pair by changing the sentences used. After that, students perform the information gap task (talking on phone) again.

Wrap up: 1. Students review vocabulary, phrases, and sentences using to talk on the phone.

2. Students perform the achievement test (performance test)

8. Evaluation

8.1 How to evaluate:

- Check the students' performance of communicative task.
- Check the students' achievement test.

8.2 Instruments of evaluation

- Communicative Task (talking on the phone-the information gap)
- Achievement Test
- Oral Communication Rubric

9. Suggestion Activities/Other Comments

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10. Department Head's Comments

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Signature

(Mr. Sanoë Nuekman)

Department Head

11. School Vice Director's Comments

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Signature

(Mr. Saneh Wueamprakhon)

Ban Chorakemak School Vice Director

12. School Director's Comments

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Signature

(Dr. Nikhom Khansom)

Ban Chorakhemak School Director

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13. Remark

13.1 Result of the Learning

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13.2 Problems/Obstacles

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13.3 Other Suggestions

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Signature

(Mrs. Thawinrat Srahom)

Teacher

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Information Gap Task

On the Phone

Highlights: two-way gap activities, both learners have some information and must share it with the other to complete the task. (Pair Work)

Objective: To find and share information (talking on phone) by conversation in order to complete a task.

Level: Grade nine students

Estimated time: 25-30 minutes.

Materials: Information Gap Task

Procedure:



1. Pre-teach and practice vocabulary and structures for the task. Learners should also be familiar with the words/phrases/sentences using to talk on phone.
2. Explain the information-gap procedures by modeling a sample gap activity with an able volunteer from the class.
3. Have learners work with a partner. One learner in each pair gets task "A" and the other gets task "B".
4. Learners convers as the example dialogue and record answers until both form "A" and form "B" have been completed.
5. Ask learners to compare their papers with each other.
6. To complete the activity as a whole group, ask volunteers to come up to the board or overhead to fill in information they've gathered from their partner. This helps solidify the knowledge and gives some slower learners or pairs a chance to catch up and check their work without stress.

Evaluation: Walking around the room observing learners during the activity, how well individual learners use and understand English in the activity, how they participate.

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Rajabhat University

Information Gap Task

Can I take a message?



Sorry, she isn't in.
Can I take a
message?



Yes, please tell her
to pick up some books
for me tomorrow.

Receiver: Hello, Mary's speaking.

Caller: Hello, I'm Lucy. Is Kim there?

Receiver: Sorry, she's out. Can I take a message?

Caller: Yes, please tell her to pick up some books for me tomorrow.

Receiver: Ok, I will tell her when she comes.

Caller: Thank you

Receiver: You're welcome.

Relay these messages to your partner as this conversation.

callers

messages

Lucy >>

pick up some books for me tomorrow

Ken >>

to drop by when she has a chance

Sara >>

call me back as soon as possible

Information Gap Task

Can I take a message?



Sorry, she isn't in.
Can I take a
message?



Yes, please tell her
to pick up some books
for me tomorrow.

Receiver: Hello, Mary's speaking.

Caller: Hello, I'm Lucy. Is Kim there?

Receiver: Sorry, she's out. Can I take a message?

Caller: Yes, please tell her to pick up some books for me tomorrow.

Receiver: Ok, I will tell her when she comes.

Caller: Thank you

Receiver: You're welcome.

Relay these messages to your partner as this conversation.

callers

messages

Lucy

pick up some books for me tomorrow

John

Let me know what time the starts

Erin

send Mr. Lee the picture



Achievement Test

Talking on Phone (20 marks)

Direction: Complete the conversation. Then converse the conversation with your partner. (Pair Work)

Hold on, please
Is that Joe's house?
That's alright.
as soon as he gets back
Can I take a message?
Could I speak to Joe?

Caller : Hello, _____

Receiver : Yes, that's right.

Caller : _____, please?

Receiver: Yes, who's speaking, please?

Caller : My name is Kelly Thomson.

Receiver: _____. I'm sorry, he isn't in now.

Caller : Well, when will he come back?

Receiver: Umm, I don't know. _____

Caller : Yes. Please tell him to call me back after he comes.

Receiver: Ok, I will tell him _____

Caller : Thank you very much.

Receiver: _____. Good-bye.



Oral English Communication Rubric

Rating	Criteria
Structure	
4	Uses a variety of structures with only occasional grammatical errors
3	Uses a variety of structures with more than occasional errors
2	Uses a variety of structures with frequent errors or uses basic structure with only occasional errors
1	Uses basic structures with frequent errors
Vocabulary	
4	Uses a variety of descriptive vocabulary and expressions almost always
3	Uses a variety of descriptive vocabulary and expressions often
2	Uses some descriptive vocabulary and expressions
1	Uses basic vocabulary and expressions
Speaking	
4	Speaks with little hesitation that does not interfere with communication
3	Speaks with some hesitation that does not interfere with communication
2	Speaks with some hesitation that interferes with communication
1	Speaks with much hesitation that greatly interferes with communication
Movement	
4	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable
3	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable
2	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message
1	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.
Communication	
4	Communicate effectively, almost always responding appropriately and developing the interaction
3	Communicate effectively, often responding appropriately and developing the interaction
2	Communicate acceptably although sometimes responding inappropriately or inadequately or developing little interaction
1	Communicate marginally; mostly responding inappropriately or inadequately

Lesson Plan 4

Course: Fundamental English (E23102) Grade Level: Grade 9

Theme: Oral Communication

Topic: Hello! / Goodbye!

Semester 1/2015

Time Allocation: 3 hours

1. Core Concept

Greeting and leave taking is the important oral communication in daily life.

Students have to know how to greet and take leave appropriately in order to improve their English communication ability.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1: Converse and write to exchange data about themselves, various matters around them, situations, news and matters of interest to society, and communicate the data continuously and appropriately.

Indicator 2: Use requests appropriately and give instructions, clarifications and explanations.

Indicator 4: Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1: Use language for communication in real situations/simulated situations in the classroom, school, community and society.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to greet and take leave appropriately.

3.2 Enabling Objectives

Students are able to:

3.2.1 Spell and give the meaning of the vocabulary correctly.

3.2.2 Use the words/phrases/sentences to greet and take leave appropriately.

3.2.3 Perform the greeting and leave taking task completely.

4. Expected Characteristics

4.1 Honesty and integrity

4.2 Self-discipline

4.3 Avidity for learning

4.4 Dedication and commitment to work

5. Content

5.1 Vocabulary: quite, holiday, great, glamorous, beloved, hometown, greeting, held, amazing, nice, pleasure

5.2 Grammar Focus:

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5.3 Language Function: Greeting and Leave Taking

General greetings (Formal)

- Hi! /Hello!
- Good morning / Good afternoon / Good evening
- How are you?

- How are you doing?
- How is everything?
- How's everything going?
- How have you been keeping?
- I trust that everything is well.

General greetings (Informal)

- Hi.
- What's up?
- Good to see you.
- How're things (with you)?
- How's it going?
- How's life been treating you?
- How're you doing?
- How are you doing?

Greeting a person you haven't seen for a long time (Formal)

- It has been a long time.
- It's been too long.
- What have you been up to all these years?
- It's always a pleasure to see you.
- How long has it been?
- I'm so happy to see you again.

Greeting a person you haven't seen for a long time (Informal)

- How come I never see you?
- It's been such a long time.

- Long time no see.
- Where have you been hiding?
- It's been ages since we last met.

Leave Takings and Responses

Leave Takings	Responses
<ul style="list-style-type: none"> - Sorry, I have to go now - I'll talk to you later. - It's been nice talking to you. - Good bye - Bye-bye / Bye - See you tomorrow. - It was pleasure seeing you. 	<ul style="list-style-type: none"> - Yes of course. See you. - Sure. See you later. - So long - Take care - Keep in touch. - See you at - Hope to see you later. - Have a nice time. - Have a good time. - Catch you later

5.4 Dialogue:

Dialogue 1: *Lucy runs into her old neighbor who moved to America*

3 years ago in the park.

Lucy : Good Morning, Mary.

Mary : Good Morning, Lucy.

Lucy : How are you? I think we've been quite a long time no see.

Mary : Very well, thank you. Yeah, I've been visiting my mother this holiday. How about you?

Lucy : I'm fine too. What about America? It's great, isn't it?

Mary : Oh, not really. With all of glamorous things there, I still love our beloved hometown.

Lucy : Well, I hope you are doing great, Mary. I need to go home now. Give my greeting to your mother. Good bye.

Mary : Good bye, Lucy.

Dialogue 2 *John and Ted are close friends. They meet at the mall.*

John : Hi, Ted!

Ted : Hello, John! How are you doing?

John : Really great!

Ted : Wow, you look so happy. What's the matter?

John : Tomorrow is my birthday and my dad will have my party held in Four Seasons Hotel.

Ted : That's really amazing! Happy Birthday, John.

John : Thanks. Please come to my party at 7 p.m.

Ted : O.K. Catch you later. See you.

John : Take care.

6. Teaching Materials

6.1 Role Play Task (Role Cards)

6.2 Video clip of greeting and leave taking

7. Learning Activities/ Procedures:

Warm up: Teacher asks students “How do they greet people in different time?” for review about the general greeting (in the morning, afternoon, evening)

Students answer the questions.

7.1 Pre-Task:

1. Teacher introduces the role play task (greeting and leave taking) to the students.
2. Teacher explains them how to perform the task.
3. Teacher opens the video clip about greeting and leave taking, and students try to catch up the words/phrases/sentences of greeting and leave taking as much as they can. (hi/hello, how are you?....., good bye, see you, etc....)

7.2 Task Cycle:

Task: Students perform the role play task related to the role, and the teacher just observes the performance. Don't correct them if there are any mistakes. Let them do the task independently.

Planning: Students prepare for reporting the task. Check up for the vocabulary, sentences and language structure used carefully. Teacher is a helper, to guild them.

Report: 2-3 pairs present doing the task to the class, another pairs check and compare their tasks to the presenters. Teacher comments and corrects the mistakes after reporting.

7.3 Language Focus:

Analysis: The teacher and students discuss about the words/phrases/sentences using to greet and take leave. Students read and write them down.

Practice: Students practice the dialogues of greeting and leave taking after performance the role play task (greeting and leave taking) again.

Wrap up: 1. Students review vocabulary, phrases, and sentences using to greet and take leave both in formal and informal ways.

2. Students perform achievement test (performance test)

8. Evaluation

8.1 How to evaluate:

- Check the students' performance of communicative task.
- Check the students' achievement test.

8.2 Instruments of evaluation

- Communicative Task (greeting and leave taking-role play)
- Achievement Test
- Oral Communication Rubric

9. Suggestion Activities/Other Comments

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10. Department Head's Comments

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Signature

(Mr. Sanoë Nuekman)

Department Head

11. School Vice Director's Comments

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Signature

(Mr. Saneh Wueamprakhon)

Ban Chorakemak School Vice Director

12. School Director's Comments

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Signature

(Dr. Nikhom Khansom)

Ban Chorakhemak School Director

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13. Remark

13.1 Result of the Learning

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13.2 Problems/Obstacles

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13.3 Other Suggestions

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Signature

(Mrs. Thawinrat Srahom)

Teacher

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Video Clip's Script

Greeting and Leave Taking

<https://www.youtube.com/watch?v=I8PZVc5dSk0>

<https://www.youtube.com/watch?v=SWw5CdkOp0s>

Chris : Hello Jane, how are you?

Jane : Christ! Nice to see you. I'm fine, and you?

Chris : I couldn't be better.

Jane : I'm glad to hear that. What are you doing here?

Chris : I came for a walk with my wife.

Jane : I don't see your wife. Where is she now?

Chris : She went to get something to eat.

She'll be back soon.

Jane: I'd love to stay, but I have to go now

Chris : You can't wait a couple more minutes?

Jane : I really have to go now. Please give my regards

to your wife for me.

Chris : I will. Take care.

Jane : Thanks, you too. See you again.

Role Play Task



Greeting and Leave Taking

Highlights: In this task, the learners have to greet and say goodbye, and act it out related to the role cards. (Pair Work)

Objective: To greet and say goodbye by using English language.

Level: Grade nine students

Estimated time: 30 minutes.

Materials: Role Cards

Procedure:

1. Students find their partners.
2. Each pair receives role cards, which tell the learners what the person whose role they are talking is like.
3. Students create the greeting and leave taking conversation according to the role cards. And each pair does the role play. (Leave them free to express themselves without restrictions)



Evaluation: Walking around the room observing learners during the activity, how well individual learners participate in the activity.



Greeting and Leave Taking



Situation: Erin and John are good friends.

They meet at a coffee shop after a month.

Role Card
Student A: You are Erin.

Role Card
Student B: You are John.

Study the role cards. Create your own greeting and leave taking conversation according to the situation. After that, act out according to the role cards.

At the Coffee Shop



Oral English Communication Rubric

Rating	Criteria
Structure	
4	Uses a variety of structures with only occasional grammatical errors
3	Uses a variety of structures with more than occasional errors
2	Uses a variety of structures with frequent errors or uses basic structure with only occasional errors
1	Uses basic structures with frequent errors
Vocabulary	
4	Uses a variety of descriptive vocabulary and expressions almost always
3	Uses a variety of descriptive vocabulary and expressions often
2	Uses some descriptive vocabulary and expressions
1	Uses basic vocabulary and expressions
Speaking	
4	Speaks with little hesitation that does not interfere with communication
3	Speaks with some hesitation that does not interfere with communication
2	Speaks with some hesitation that interferes with communication
1	Speaks with much hesitation that greatly interferes with communication
Movement	
4	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable
3	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable
2	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message
1	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.
Communication	
4	Communicate effectively, almost always responding appropriately and developing the interaction
3	Communicate effectively, often responding appropriately and developing the interaction
2	Communicate acceptably although sometimes responding inappropriately or inadequately or developing little interaction
1	Communicate marginally; mostly responding inappropriately or inadequately

Lesson Plan 5

Course: Fundamental English (E23102)	Grade Level: Grade 9
Theme: Oral Communication	Topic: At the Clothes Shop
Semester 1/2015	Time Allocation: 3 hours

1. Core Concept

Selling and buying is the important oral communication in daily life. Students have to know how to talk about selling and buying appropriately in order to improve their English communication ability.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1: Converse and write to exchange data about themselves, various matters around them, situations, news and matters of interest to society, and communicate the data continuously and appropriately.

Indicator 2: Use requests appropriately and give instructions, clarifications and explanations.

Indicator 4: Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1: Use language for communication in real situations/simulated situations in the classroom, school, community and society.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to talk about selling and buying appropriately.

3.2 Enabling Objectives

Students are able to:

3.2.1 Spell and give the meaning of the vocabulary correctly.

3.2.2 Use the word/phrase/sentences to talk about selling and buying appropriately.

3.2.3 Perform the role play task completely.

4. Expected Characteristics

4.1 Honesty and integrity

4.2 Self-discipline

4.3 Avidity for learning

4.4 Dedication and commitment to work

5. Content

5.1 Vocabulary: trousers, jeans, slippers, jacket, earrings, scarf, trainers, sandal, necklace, boots, shorts, shirt, dress, watch, bracelet, tie, blouse, skirt, belt, cheque, discount, cash, credit card, refund, wool, cotton

5.2 Grammar Focus: Singular / Plural

- How much do they cost? (jeans, trousers, pants, shoes...etc)

- How much does it cost? (shirt, tie, jacket...etc)

5.4 Language Function: Selling and Buying Clothes

At the shop***Shop Assistant***

- May I help you find anything?
- Can I help you?
- What would you like to get?
- May I help you?
- What can I do for you?
- Is there something I can help you with?

Customer

- I'm looking for
- Is there somewhere I can try this on, please?
- Does it suit me?
- Do you have this in a (larger/smaller size/different colour), please?
- Do you do alterations?
- Do you have a refund policy?
- Is this in the sale?
- Is everything on this table 20 percent off?
- Is this shirt colorfast?
- What's your return policy?
- Is it possible to return something I buy on sale?
- Do you have this in a small?
- Does this come in yellow?
- Does it come in other color?
- What would look good with these pants?

- Do these jeans make me look fat?
- It's too long / short.
- It's too tight / loose.

Paying

- Do you take credit cards?
- Do you give credit?
- Do you have a loyalty card?
- Does it have a warranty?
- Can I pay by cheque?
- Do you offer a cash discount?
- Could I have a VAT receipt, please?
- Could I leave my bags here and pick them up later?

Bargaining

- That's too expensive.
- It's a little overpriced.
- Oh! That's too much!
- Can you lower the price a little?
- I'd buy it, if it were cheaper.
- Fifteen dollars? How about twelve dollars?
- Lower the price and I'll consider it.
- I've seen it cheaper in other places.
- I like everything about it except the price.
- If I buy more than one, will you give me a discount?
-

5.4 Dialogue:**Dialogue 1 : Selling and buying clothes**

Shop Assistant : May I help you?

Tom : Yes, I'm looking for a pair of trousers.

Shop Assistant : What colour would you like?

Tom : Black.

Shop Assistant : And what size are you?

Tom : I'm not sure. Can you measure me?

Shop Assistant : [measures customer] You're a 34 inch waist. How about these?

Tom : What material are they?

Shop Assistant : Wool.

Tom : Do you have anything in cotton?

Shop Assistant : Yes, these.

Tom : Can I try them on?

Shop Assistant : Of course. The fitting room's over there.

Tom : [tries trousers] They're a little long. Do you have anything shorter?

Shop Assistant : These are shorter.

Tom : I'll take them. How much do they cost?

Shop Assistant : They are 1000 Baht.

Tom : I'll take them. That's too much! Can you lower the price, a little?

Shop Assistant : 950 Baht.

Tom : Okay. That's reasonable.

Dialogue 2 Returning Something to the Shop

Mike: I'd like to return this please.

Assistant: Do you have the receipt?

Mike: Yes. *(Mike gives the receipt to the assistant.)*

Assistant: Would you like to choose something else?

Mike: No, can I have a refund please?

Assistant: Here you are. *(The assistant gives Mike the money.)*

Mike: Thank you.

6. Teaching Materials

6.1 Pictures of clothes and accessories (grouping game)

6.2 The three jumbled shopping conversation's sheet

6.3 Communicative Task (Role Play Task –At the Clothes Shop)

7. Learning Activities/ Procedures:

Warm up: Students play grouping game.

7.1 Pre-Task:

1. Divide students into groups, let them help each other to do the three jumbled shopping conversation.

2. Teacher and students help each other to answer it.

3. Teacher introduces the role play task (selling and buying) to the class.

4. Teacher explains them how to perform the role paly task.

7.2 Task Cycle:

Task: Students perform the role play task related to the role cards, and

the teacher just observes their performance. Don't correct them if there are any mistakes. Let them do the task independently.

Planning: Students prepare for reporting the task. Check up for the vocabulary, sentences and the structure used carefully. Teacher is a helper, to guide them.

Report: 2-3 pairs present doing the task to the class, and other pairs check and compare their tasks to the presenters. Teacher comments and corrects the mistakes after reporting.

7.3 Language Focus:

Analysis: The teacher and students discuss about the words/phrases/sentences using in selling and buying clothes. Students read and write them down.

Practice: Students practice the dialogues of selling and buying clothes (dialogue 1 and 2). They rewrite and practice their dialogue again.

Wrap up: 1. Students review vocabulary, phrases, and sentences using in the situations of selling and buying.

2. Students perform the achievement test (performance test).

8. Evaluation

8.1 How to evaluate:

- Check the students' performance of communicative task (role play).
- Check the students' achievement test.

8.2 Instruments of evaluation

- Communicative Task (selling and buying clothes-role play)
- Achievement Test

- Oral Communication Rubric

9. Suggestion Activities/Other Comments

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10. Department Head's Comments

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Signature

(Mr. Sanoë Nuekman)

Department Head

11. School Vice Director's Comments

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Signature

(Mr. Saneh Wueamprakhon)

Ban Chorakemak School Vice Director

12. School Director's Comments

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Signature

(Dr. Nikhom Khansom)

Ban Chorakhemak School Director

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13. Remark

13.1 Result of the Learning

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13.2 Problems/Obstacles

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13.3 Other Suggestions

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Signature

(Mrs. Thawinrat Srahom)

Teacher

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Grouping Game

Material

1. Pictures of clothes, foot wear, accessories



2. Table

Clothes	Foot Wear	Accessories

How to play:

1. Divide students into group.
2. Each group helps each other to put the pictures into the right group.
3. The group that finishes grouping the picture first will be the winner.

Objective:

To review the vocabulary about clothes, foot wear, and accessories

Three Jumbled Shopping Conversation

.....
 Separate the three jumbled shopping conversation into dialogue one, two, and three.

At the Clothes Shop

Customer

- ___ *Could you tell me how much these jeans are, please?*
- ___ *I'm looking for something to go with this shirt.*
- ___ *I bought this skirt last week, but it's too small.*

Shop Assistant

- ___ *I'm afraid that's the only size we have at the moment.*
- ___ *There are 1,500 Baht.*
- ___ *Well, we have some new trousers just in. They are half price, too.*

Customer

- ___ *Do you accept visa?*
- ___ *Could you order another one for me?*
- ___ *They are nice. Do you have one in dark blue?*

Shop Assistant

- ___ *Yes, but it would take two weeks I'm afraid.*
- ___ *I'm afraid not. But there is a light blue one.*
- ___ *Yes, of course.*

Customer

- ___ *OK, I'll take it then.*
- ___ *That's too long. I need it for a party on Friday.*
- ___ *They are nice, too. Could I try them on?*

Shop Assistant

- ___ *I'm sorry. Would you like to choose something else?*
- ___ *Of course, the changing rooms are over there.*
- ___ *I'll just put it in a bag for you.*

Role Play Task

At the Clothes Shop

Highlights: In this task, the learners have to create the conversation in a clothes shop, and act it out related to the role cards. (Pair Work)

Objective: To talk about buying and selling some clothes by using English language.

Level: Grade nine students

Estimated time: 30 minutes.

Materials: Role Cards

Procedure:

1. Students find their partners.
2. Each pair receives role cards, which tell the learners what the person whose role they are talking is like.
3. Students create the clothes shop conversation between a shop assistant and a customer according to the role cards. And each pair does the role play. (Leave them free to express themselves without restrictions)

Evaluation: Walking around the room observing learners during the activity, how well individual learners participate in the activity.



Achievement Test
Selling and Buying (20 marks)



Direction: Create the conversation between the shop assistant and the customer. After that, do the role play.



Customer: You bought something (clothes) from the store yesterday, and you can't wear it properly (too tight, too big...or whatever) so you come back to the store and asking for the exchange.



Shop Assistant: You are a seller in a store, talking with the customer who wants to exchange the clothes.

At the Clothes Store

Oral English Communication Rubric

Rating	Criteria
Structure	
4	Uses a variety of structures with only occasional grammatical errors
3	Uses a variety of structures with more than occasional errors
2	Uses a variety of structures with frequent errors or uses basic structure with only occasional errors
1	Uses basic structures with frequent errors
Vocabulary	
4	Uses a variety of descriptive vocabulary and expressions almost always
3	Uses a variety of descriptive vocabulary and expressions often
2	Uses some descriptive vocabulary and expressions
1	Uses basic vocabulary and expressions
Speaking	
4	Speaks with little hesitation that does not interfere with communication
3	Speaks with some hesitation that does not interfere with communication
2	Speaks with some hesitation that interferes with communication
1	Speaks with much hesitation that greatly interferes with communication
Movement	
4	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable
3	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable
2	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message
1	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.
Communication	
4	Communicate effectively, almost always responding appropriately and developing the interaction
3	Communicate effectively, often responding appropriately and developing the interaction
2	Communicate acceptably although sometimes responding inappropriately or inadequately or developing little interaction
1	Communicate marginally; mostly responding inappropriately or inadequately

Lesson Plan 6

Course: Fundamental English (E23102)	Grade Level: Grade 9
Theme: Oral Communication	Topic: At the restaurant
Semester 1/2015	Time Allocation: 3 hours

1. Core Concept

Ordering and talking about food is the important oral communication in daily life. Students have to know how to order food appropriately in order to improve their English communication ability.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1: Converse and write to exchange data about themselves, various matters around them, situations, news and matters of interest to society, and communicate the data continuously and appropriately.

Indicator 2: Use requests appropriately and give instructions, clarifications and explanations.

Indicator 4: Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1: Use language for communication in real situations/simulated situations in the classroom, school, community and society.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to order and talk about food appropriately.

3.2 Enabling Objectives

Students are able to:

3.2.1 Spell and give the meaning of the vocabulary correctly.

3.2.2 Use the words/phrases/sentences to order and talk about food appropriately.

3.2.3 Perform the role play task completely.

4. Expected Characteristics

4.1 Honesty and integrity

4.2 Self-discipline

4.3 Avidity for learning

4.4 Dedication and commitment to work

5. Content

5.1 Vocabulary: order, taste, dessert, menu, recommend, vegetable, steak, waiter, waitress, chips, salad, garlic bread, soup, roast chicken, omelet, pasta, cake, apple pie, punch, coffee, cocktail, juice

5.2 Grammar Focus:

-

5.5 Language Function: ordering food

At the restaurant

Waiter/waitress

- Are you ready to order?

- Would you like to taste the wine?
- Would you like any coffee or dessert?
- Would you like drinks?
- Can I get you drinks?
- Can I get your any drinks?
- What will you have?

Customer

- Could I see the menu, please?
- Could I see the wine list, please?
- Could I see the dessert menu?
- Can I see the menu please?
- Do you have any specials?
- Do you have any dessert?
- What's the soup of the day?
- What do you recommend?
- I'd like to order.
- I'm ready to order.
- I will have the
- Can we have some please?

5.4 Dialogue:

Dialogue 1 : ordering food

Waitress: Good evening. Are you ready to order?

Emily: What are today's specials?

Waitress: Today we have grilled tuna and New York strip steak served with creamy Italian herb sauce.

Emily: I think I'll have the grilled tuna.

Waitress: It is served with a choice of rice, baked potatoes, or French fries.

Emily: Rice, please.

Waitress: Anything to drink?

Emily: A glass of lemonade, please.

Waitress: Ok. Your order will be served soon.

Dialogue 2 : After finishing dinner

Emily : The bill, please.

Waitress : Yes, just a minute.... Here is your bill.

Emily: Excuse me, there is a mistake.

Waitress : Is there a mistake? We'll check it right away..... You are right. We are terrible sorry. It was the cashier's mistake.

Emily: No problem. Here is the money.

Waitress: Thank you. Please do visit next time and have a wonderful day.

Emily: Thanks, I will come again.

6. Teaching Materials

6.1 Game "Find Out My Group!"

6.2 Communicative Task (Solving problem Task - Food Street)

7. Learning Activities/ Procedures:

Warm up: Students play game (“Find Out My Group!”).

7.1 Pre-Task:

1. Teacher introduces the solving problem task (FOOD STREET) to the class.
2. Teacher explains them how to do the task.
3. Teacher shows the pictures and name of food, drinks, and desserts, from the power point. Students repeat the words.

7.2 Task Cycle:

Task: Students perform the solving problem task (FOOD STREET), and the teacher just observes their performance. Don't correct them if there are any mistakes. Let them do the task independently.

Planning: Students prepare for reporting the task. Check up for the answer written in the diagram of Food Street. Teacher is a helper, to guild them.

Report: 2-3 pairs present the diagram of Food Street to the class, and other pairs check and compare their tasks to the presenters. Teacher comments and corrects the mistakes after reporting.

7.3 Language Focus:

Analysis: The teacher and students discuss about the words/phrases/sentences using in ordering food in the restaurant. Students read and write them down.

Practice: Students practice the dialogues of ordering food (dialogue 1 and 2). They take turn to be the waiter/waitress and the customer.

Wrap up: 1. Students review vocabulary, phrases, and sentences using in the situations of ordering food at the restaurant.

2. Students perform the achievement test (performance test)

8. Evaluation

8.1 How to evaluate:

- Check the students' performance of communicative task.
- Check the students' achievement test.

8.2 Instruments of evaluation

- Communicative Task (FOOD STREET-solving problem task)
- Achievement Test.
- Oral Communication Rubric.

9. Suggestion Activities/Other Comments

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10. Department Head's Comments

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Signature

(Mr. Sanoë Nuekman)

Department Head

11. School Vice Director's Comments

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Signature

(Mr. Saneh Wueamprakhon)

Ban Chorakemak School Vice Director

12. School Director's Comments

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Signature

(Dr. Nikhom Khansom)

Ban Chorakhemak School Director

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13. Remark

13.1 Result of the Learning

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13.2 Problems/Obstacles

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13.3 Other Suggestions

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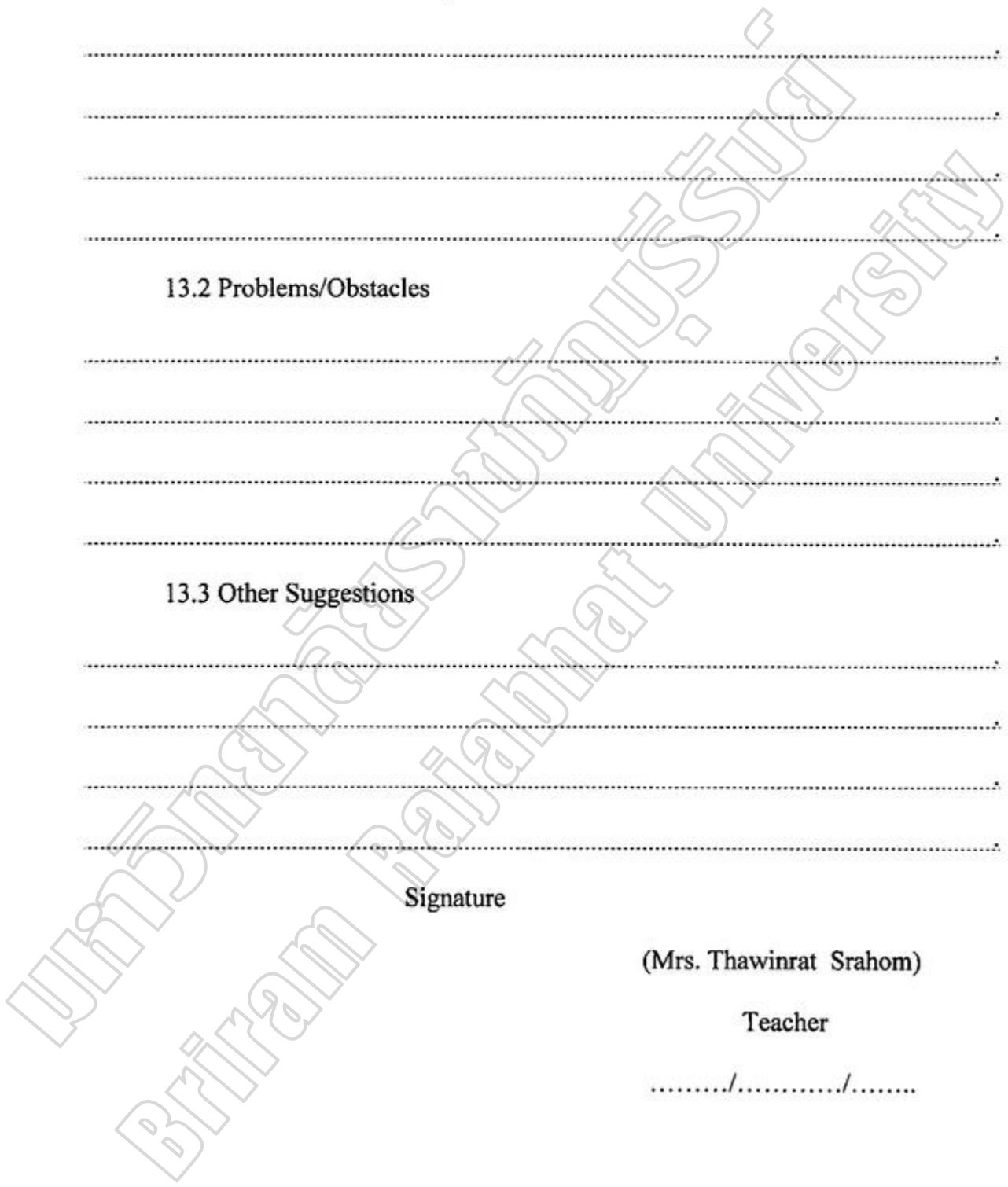
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Signature

(Mrs. Thawinrat Srahom)

Teacher

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Game

Find Out My Group!

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Material

The strips of the name of food, drinks, and desserts:

soup	coffee	fried rice
salad	ice cream	tea
chips	cocktail	strawberry pie
cake	steak	wine

How to play:

1. Give students the strips of the name of food, drink, and sweet, one for each student.
2. Students find out their group related to the received strips in 1 minute.
3. The first group who finishes finding all members is the winner.

Objective:

To review the vocabulary about food, beverage, and sweet before starting the lesson.

Picture of food, drinks, and desserts from power point



vegetable



steak



chips



salad



garlic bread



soup



roast chicken



omelette



pasta



cake



apple pie



coffee



cocktail



juice



punch

Solving Problem Task

FOOD STREET

Highlights: In this task, the learners have to help each other to find out the solution of the problem. This kind of solving problem task is puzzles. (Group Work)

Objective: To share the information for solving the problem set by using English language.

SITUATION

"There are 5 restaurants in Food Street. One restaurant is in each block. You want to go to the Chinese restaurant, and you don't know yet which one it is, so you want to find out each restaurant's name, kind of food, beverages, prices, and the location of each restaurant in order to get it".

Estimated time: 30 minutes.


Materials: One copy of the handout, cut into strips


Procedure:

1. Divide students into group of four.
2. Give each group of a diagram of Food Street.
3. Each student in a group receives 5 strips of paper with some information on it. Share what they know to group and try to fill in the diagram.
4. The activity should be left entirely to the students how they organize the collection of the information. The teacher's role is to remind the students to use English.


Evaluation: Walking around the room observing learners during the activity, how well individual learners participate in the activity.

FOOD STREET





	Restaurant 1	Restaurant 2	Restaurant 3	Restaurant 4	Restaurant 5
Restaurant's Name					
Food					
Beverage					
Price					
Location					



"There are 5 restaurants in Food Street.
 One restaurant is in each block. You want to go to the Chinese restaurant, and you don't know yet which one it is, so you want to find out each restaurant's name, kind of food, beverages, prices, and the location of each restaurant in order to get it".

FOOD STREET

Star Chef restaurant has beer.



The beverage in restaurant 1 is wine.

The restaurant which serves beer is near the river.

My Beach is a tasty sea food restaurant.

Baan Peet is a plain Italian food. It's near spicy Indian food restaurant.

Sea food restaurant is rather cheap.

The restaurant which is located opposite the bank has fruit juice.

The restaurant 2 serves fruit juice.

There are 6 kinds of beverage in Food Street; wine, beer, coffee, tea, fruit juice and cocktail.

A nice Japanese food restaurant is quite expensive.

Baan Peet restaurant isn't too expensive. The price is reasonable.

The Italian food restaurant and the delicious Chinese food restaurant are near the beautiful river.

The restaurant which is located in front of the flora park serves coffee and tea.

The restaurant which serves beer and located next to the Japanese restaurant is a keen of high cost.

The TopThat restaurant is located between the Star Chef and Hindra restaurant.

The sea food restaurant is behind the central park.



The beverage in the restaurant 2 is beer.

Baan Peet is the restaurant 5

The restaurant which serves beer and one which serves cocktail aren't located next to each other.

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Answer

FOOD STREET



	Restaurant 1	Restaurant 2	Restaurant 3	Restaurant 4	Restaurant 5
Restaurant's Name	My Beach	Star Chef	Top That	Hindra	Baan Peet
Food	Sea food	Chinese food	Japanese food	Indian food	Italian Food
Beverage	wine	beer	coffee and tea	fruit juice	cocktail
Price	cheap	high cost	expensive	low cost	reasonable
Location	Behind the central park	near the beautiful river	in front of the flora park	opposite the bank	near the beautiful river

Achievement Test

At the restaurant (20 marks)



Situation: You and a friend are at the restaurant.

Direction: Rearrange the conversation between you, your friend, and the waiter/waitress and then act out with your partners. (Group of three)

- | | |
|---|-----------------------------------|
| 1. Yes, please follow me to this way. | 8. Well, like well-done. |
| 2. Hello. Can I help you? | 9. What would you like to drink? |
| 3. How do you like it? | 10. Are you ready to order? |
| 4. Yes, of course. Here you are. | 11. Could I see the menu, please? |
| 5. A table for four, please. Is there
a beautiful table near the Garden? | 12. Just some water, please. |
| 6. We'll have the chicken with vegetables,
and the vegetable pasta please.
What'll you have, Tam? | 13. I'd like beef steak. |
| 7. Your order will be delivered within 5-10 minutes | |



At The Restaurant



Oral English Communication Rubric

Rating	Criteria
Structure	
4	Uses a variety of structures with only occasional grammatical errors
3	Uses a variety of structures with more than occasional errors
2	Uses a variety of structures with frequent errors or uses basic structure with only occasional errors
1	Uses basic structures with frequent errors
Vocabulary	
4	Uses a variety of descriptive vocabulary and expressions almost always
3	Uses a variety of descriptive vocabulary and expressions often
2	Uses some descriptive vocabulary and expressions
1	Uses basic vocabulary and expressions
Speaking	
4	Speaks with little hesitation that does not interfere with communication
3	Speaks with some hesitation that does not interfere with communication
2	Speaks with some hesitation that interferes with communication
1	Speaks with much hesitation that greatly interferes with communication
Movement	
4	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable
3	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable
2	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message
1	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.
Communication	
4	Communicate effectively, almost always responding appropriately and developing the interaction
3	Communicate effectively, often responding appropriately and developing the interaction
2	Communicate acceptably although sometimes responding inappropriately or inadequately or developing little interaction
1	Communicate marginally; mostly responding inappropriately or inadequately

Lesson Plan 7

Course: Fundamental English (E23102)	Grade Level: Grade 9
Theme: Oral Communication	Topic: Holidays
Semester 1/2015	Time Allocation: 3 hours

1. Core Concept

Talking about holiday is the important oral communication in daily life.

Students have to know how to talk about the interesting places, holiday plan, and holiday activities appropriately in order to improve their English communication ability.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 1: Converse and write to exchange data about themselves, various matters around them, situations, news and matters of interest to society, and communicate the data continuously and appropriately.

Indicator 2: Use requests appropriately and give instructions, clarifications and explanations.

Indicator 4: Speak and write appropriately to ask for and give data, explain, compare and express opinions about what has been heard or read.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1: Use language for communication in real situations/simulated situations in the classroom, school, community and society.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to talk about holiday plan appropriately.

3.2 Enabling Objectives

Students are able to:

3.2.1 Spell and give the meaning of the vocabulary correctly.

3.2.2 Use the word/phrase/sentences to talk about holiday plan appropriately.

3.2.3 Perform the solving problem task completely.

4. Expected Characteristics

4.1 Honesty and integrity

4.2 Self-discipline

4.3 Avidity for learning

4.4 Dedication and commitment to work

5. Content

5.1 Vocabulary: popular, crowded, spoil, trip, naturally, scenery, village, historical, bored, hiking, trekking, interesting, great, accommodation, sauna, canoe, entertainment, fishing, island, rate, coach

5.2 Grammar Focus: Suggestion/ Future Plan

Why don't.....+ V.1

is, am, are +going to+V.1

A: Do you have any plans for the summer holiday?

B : Yes, I *am going to* travel to Japan.

A : *Why don't you go* to another country? Japan is high cost of plane ticket.

5.6 Language Function: Talking about holiday

- It *is / isn't* a very popular tourist site.
- It *is / isn't* too crowded.
- It's a lot of people there. I think it will spoil the atmosphere a bit.
- It is too *hot / cold* there.
- It's naturally air conditioned.
- There is the beautiful natural scenery.
- There are beautiful mountains.
- There are lots of things to do.
- I can go hiking, visiting villages.
- It's very historical city.
- It sounds really interesting / boring / exciting.
- I will be able to eat very delicious food and have a nice drink.
- It's really nice going there.
- It sounds great going there.

5.4 Dialogue:

Dialogue : Taking about holiday plan

Fay: Hi Jerry. Do you have any plans for the summer holiday?

Jerry: Actually, I'm going to go down to Guizhou Province.

Fay: Really? Why would you go to Guizhou? It's not a very popular tourist site. Why don't you go to the popular one?

Jerry: Exactly! It's not very popular, so it won't be too crowded.

Fay: I'm sure Guizhou won't be so crowded. But won't it be too hot in the summer?

Jerry: No, it's very cool in the summer. It is "naturally air conditioned".

Fay: Is there anything worth seeing in Guizhou?

Jerry: Sure! For one thing, there's the beautiful natural scenery. There're mountains everywhere in Guizhou, even in the capital city of Guiyang.

Fay: Yes, I have heard of Huang Guo Shu Pabu, but won't you get bored just looking at the scenery?

Jerry: Come on Fay, there're lots of things to do. I can go hiking, trekking, and learning the history.

Fay: When you describe it like that, it sounds really interesting!

Jerry: And that's not all. I'll be able to eat very delicious, spicy food.

Fay: That's great, Jerry. I'm looking forward to seeing your photos when you get back.

6. Teaching Materials

6.1 Pictures and word cards of holiday activities

6.2 Video clip of talking about holiday plan

6.3 Communicative Task (solving problem task - GROUP HOLIDAY)

7. Learning Activities/ Procedures:

Warm up: Teacher asks students about their holiday "where did you go last holiday?" and "How was it?" Students answer the questions.

7.1 Pre-Task:

1. Students help each other in class match the pictures of holiday activities and words.
2. Teacher and students help each other to correct them.
3. Teacher opens a video clip talking about holiday plan, and let

students help each other answer the question (Before listening, teacher tells them to relax, don't worry about it, no need to catch all words in the video clip).

"Does Eddie want a cheap or expensive vacation?"

4. Students try to answer the question without any anxiety.

5. Teacher introduces the solving problem task (GROUP HOLIDAY) to the class, explains and demonstrate them how to do the task.

7.2 Task Cycle:

Task: Students perform the solving problem task (GROUP HOLIDAY), and the teacher just observes their performance. Don't correct them if there are any mistakes. Let them do the task independently.

Planning: Students prepare for reporting the task. To present where did they choose for group holiday and tell the classmates the reasons of choosing it. Teacher is a helper, to guild them and tell them that no any specific selected placed is correct. It is up to the reason of choosing that place.

Report: 2-3 pairs present their tasks to the class, and other pairs might ask some questions about the holiday. They have to answer the questions. Teacher comments and corrects the mistakes after reporting.

7.3 Language Focus:

Analysis: The teacher and students discuss about the words/phrases/sentences and language patterns using to talk about holiday activities. Students read and write them down.

Practice: Students practice the dialogues of holiday plan (dialogue 1 and 2). They take turn to be the person in the dialogues.

Wrap up: 1. Students review vocabulary, phrases, and sentences using in the situations of holiday activities.

2. Students perform the achievement test (performance test).

8. Evaluation

8.1 How to evaluate:

- Check the students' performance of communicative task.
- Check the students' achievement test.

8.2 Instruments of evaluation

- Communicative Task (GROUP HOLIDAY-solving problem task)
- Achievement Test.
- Oral Communication Rubric.

9. Suggestion Activities/Other Comments

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10. Department Head's Comments

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Signature

(Mr. Sanoë Nuekman)

Department Head

11. School Vice Director's Comments

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Signature

(Mr. Saneh Wueamprakhon)

Ban Chorakemak School Vice Director

12. School Director's Comments

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Signature

(Dr. Nikhom Khansom)

Ban Chorakhemak School Director

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13. Remark

13.1 Result of the Learning

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13.2 Problems/Obstacles

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13.3 Other Suggestions

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Signature

(Mrs. Thawinrat Srahom)

Teacher

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Pictures and Word Cards of Holiday Activities



A



B



C



D



E



F



G

1.

trekking

2.

fishing

3.

diving

4.

hiking

5.

skiing

6.

camping

7.

swimming

Video Clip's Script

Holiday Plan

.....
https://www.youtube.com/watch?v=IS_-8NnkEeI

Christina : I've got you some travel brochure. Wanna look?

Eddie : Brilliant thanks. Do you get some for Greece?

Christina : I've got you a whole range. Everything from the cheapest Package tour to the most expensive resort.

Eddie : Where is place to go the beach?

Christina : That's in the Canary Island. It's supported to be one of the cleanest and most beautiful beaches, but it's super expensive.

Eddie : I'm on a pretty tight budget. Where would you go?

Christina : Well, I like diving, so I'll go to the place with the best water and sea life.

Eddie : OK.

Solving Problem Task



GROUP HOLIDAY

Highlights: In this task, the learners have to discuss, find good arguments for a two weeks holiday. This kind of solving problem task is discussion and decision.

(Group Work)

Objective: To discuss and find the final decision to solve the problem set by using English language.

SITUATION

"You and your friends are the company officers. All of you have a 2-week holiday, and you are helping each other to find the one holiday that you would like to have together. Try to give the reasons why it's good or interesting to your group."

Level: Grade nine students

Estimated time: 30 minutes.

Materials: Group holiday handout

Procedure:



1. Divide student into group of four.
2. Give each student of a group holiday handout containing six suggestions for a two week holiday. Each group has to find the one holiday that they would like to have together. A decision should be reached by discussion and finding good arguments and not by a majority vote.
3. Each group describes the holiday they have chosen and outlines the reason for this choice. The other groups may ask questions or comment.

Evaluation: Walking around the room observing learners during the activity, how well individual learners participate in the activity.

GROUP HOLIDAY

You and your friends are company officers. All of you have a two week holiday, and you are helping each other to find the one holiday that you would like to have together. Try to give the reasons why it's good or interesting to your group.

HIKE ALONG KHAO YAI



*Camping + Good Hotel
All Food, Maps and
Guide Included*

*At the End
A Weekend in
The Lake District*

HELPING ON FARM ON SMALL ISLAND CHOK DEE FARM



Food and Accommodation Free

Work 6 Days a Week plus Free Extra

RELAX Happy LAKE



*Swimming, Fishing
Sauna, Canoe
in Wooden Hut
Provide Own Meals*

KOH SAMUI



*First Class Hotel-
Great Rate
Food and Spa*

*Diving
Banana Boat
Elephant Trekking
Kayaking
Sauna*

*See the Cultural and Historic Parts
of LANNA the North Part of
Thailand by Coach.*



*SMALL HOTELS
BED & BREAKFAST*

TWO WEEKS IN PATTAYA



FIRST CLASS HOTEL

Disco. Bar. Trips. Entertainment. Good food

YOUR GROUP DECISION:

**Achievement Test****Holiday (20 marks)**

Situation: You and a friend are talking about a holiday plan, making a decision for some interesting holiday attractions.

Direction: Create a conversation; try to find the reason to support your places. After that converse the written conversation.

Holiday Conversation

Blank lines for writing the conversation.



Oral English Communication Rubric

Rating	Criteria
Structure	
4	Uses a variety of structures with only occasional grammatical errors
3	Uses a variety of structures with more than occasional errors
2	Uses a variety of structures with frequent errors or uses basic structure with only occasional errors
1	Uses basic structures with frequent errors
Vocabulary	
4	Uses a variety of descriptive vocabulary and expressions almost always
3	Uses a variety of descriptive vocabulary and expressions often
2	Uses some descriptive vocabulary and expressions
1	Uses basic vocabulary and expressions
Speaking	
4	Speaks with little hesitation that does not interfere with communication
3	Speaks with some hesitation that does not interfere with communication
2	Speaks with some hesitation that interferes with communication
1	Speaks with much hesitation that greatly interferes with communication
Movement	
4	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable
3	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable
2	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message
1	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.
Communication	
4	Communicate effectively, almost always responding appropriately and developing the interaction
3	Communicate effectively, often responding appropriately and developing the interaction
2	Communicate acceptably although sometimes responding inappropriately or inadequately or developing little interaction
1	Communicate marginally; mostly responding inappropriately or inadequately

APPENDIX G

Oral English Communication Ability Test

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Rajabhat University

2. Direction: Write a dialogue related to the situation and converse it. (20 marks)

Situation: You are asking for directions to the restaurant from a local person.

When you reach the restaurant you are ordering food for dinner.

Student A : a local person / a waiter-waitress

Student B : a person who asks for directions - a person
who orders food.



Language Function: 1. Asking and giving directions

2. Ordering food

Blank lined area for writing the dialogue.



APPENDIX H

Questionnaire of Students' Satisfaction towards Learning Oral English Communication through Communicative Tasks for Grade Nine Students

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This questionnaire is designed to assess students' satisfaction toward learning oral English communication through communicative tasks for grade 9 students. The questionnaire is divided into 2 parts.

Part 1: Students' Satisfaction toward Learning Oral English Communication through the Communicative Tasks for Grade 9 Students

Directions: Read each statement in the questionnaire, then put a tick

in the box that best represents your opinions.

5 = Completely agree

4 = Mostly agree

3 = Moderately agree

2 = Slightly agree

1 = Do not agree

Example

No.	Statements	Levels of Opinion				
		5	4	3	2	1
0	The communicative tasks are beautiful.		✓			

items	Statements	Opinion Level				
		5	4	3	2	1
1	The communicative tasks helped me practice oral communicative skill in class.					
2	The communicative tasks helped me to work and learn with others.					
3	The communicative tasks helped me to learn oral English communication in a fun way.					
4	The communicative tasks were suitable and useful for my level.					
5	The communicative tasks were relevant to the content of the lessons.					
6	The communicative tasks should be used for teaching oral English communication.					
7	The communicative tasks encouraged me to use more English.					
8	The communicative tasks made the lesson more interesting.					
9	The communicative tasks helped me be confident to use English for oral communication appropriately.					
10	The communicative tasks helped me to enjoy studying English as a subject					

items	Statements	Opinion Level				
		5	4	3	2	1
11	The communicative tasks stimulated students to participate in classroom's activities.					
12	The Communicative tasks helped me to improve oral English communication ability.					
13	The communicative tasks helped me to understand and accumulate the vocabulary better.					
14	The communicative tasks helped me to understand the language and structure better.					
15	The communicative tasks were useful for practicing English in daily life.					
16	The communicative tasks were good.					
17	The communicative tasks were clear.					
18	The communicative tasks were easy.					

Part 2: Open-ended Questions

Directions: Express your opinions or make suggestions regarding learning oral English communication through the communicative tasks.

Thank you very much for your cooperation

APPENDIX I

**The Evaluation of Correctness and Appropriateness of Statements in the
Questionnaire of students' satisfaction towards learning oral English
communication through communicative tasks for grade nine students by the
Experts**

Statements	Opinion Level			\bar{x}	S.D.	Level of Appropriateness
	1	2	3			
1. The communicative tasks helped me practice oral communicative skill in class.	5	5	5	5.00	0.00	Extremely Appropriate
2. The communicative tasks helped me to work and learn with others.	5	5	5	5.00	0.00	Extremely Appropriate
3. The communicative tasks helped me to learn oral English communication in a fun way.	5	5	5	5.00	0.00	Extremely Appropriate
4. The communicative tasks were suitable and useful for my level.	5	5	5	5.00	0.00	Extremely Appropriate
5. The communicative tasks were relevant to the content of the lessons.	5	5	5	5.00	0.00	Extremely Appropriate
6. The communicative tasks should be used for teaching oral English communication.	3	4	4	3.67	0.58	Very Appropriate
7. The communicative tasks encouraged me to use more English.	5	5	5	5.00	0.00	Extremely Appropriate

APPENDIX H

Questionnaire of Students' Satisfaction towards Learning Oral English Communication through Communicative Tasks for Grade Nine Students

.....

This questionnaire is designed to assess students' satisfaction toward learning oral English communication through communicative tasks for grade 9 students. The questionnaire is divided into 2 parts.

Part 1: Students' Satisfaction toward Learning Oral English Communication through the Communicative Tasks for Grade 9 Students

Directions: Read each statement in the questionnaire, then put a tick in the box that best represents your opinions.

5 = Completely agree

4 = Mostly agree

3 = Moderately agree

2 = Slightly agree

1 = Do not agree

Example

No.	Statements	Levels of Opinion				
		5	4	3	2	1
0	The communicative tasks are beautiful.		✓			

items	Statements	Opinion Level				
		5	4	3	2	1
1	The communicative tasks helped me practice oral communicative skill in class.					
2	The communicative tasks helped me to work and learn with others.					
3	The communicative tasks helped me to learn oral English communication in a fun way.					
4	The communicative tasks were suitable and useful for my level.					
5	The communicative tasks were relevant to the content of the lessons.					
6	The communicative tasks should be used for teaching oral English communication.					
7	The communicative tasks encouraged me to use more English.					
8	The communicative tasks made the lesson more interesting.					
9	The communicative tasks helped me be confident to use English for oral communication appropriately.					
10	The communicative tasks helped me to enjoy studying English as a subject					

items	Statements	Opinion Level				
		5	4	3	2	1
11	The communicative tasks stimulated students to participate in classroom's activities.					
12	The Communicative tasks helped me to improve oral English communication ability.					
13	The communicative tasks helped me to understand and accumulate the vocabulary better.					
14	The communicative tasks helped me to understand the language and structure better.					
15	The communicative tasks were useful for practicing English in daily life.					
16	The communicative tasks were good.					
17	The communicative tasks were clear.					
18	The communicative tasks were easy.					

Part 2: Open-ended Questions

Directions: Express your opinions or make suggestions regarding learning oral English communication through the communicative tasks.

Thank you very much for your cooperation

APPENDIX I

**The Evaluation of Correctness and Appropriateness of Statements in the
Questionnaire of students' satisfaction towards learning oral English
communication through communicative tasks for grade nine students by the
Experts**

Statements	Opinion Level			\bar{x}	S.D.	Level of Appropriateness
	1	2	3			
1. The communicative tasks helped me practice oral communicative skill in class.	5	5	5	5.00	0.00	Extremely Appropriate
2. The communicative tasks helped me to work and learn with others.	5	5	5	5.00	0.00	Extremely Appropriate
3. The communicative tasks helped me to learn oral English communication in a fun way.	5	5	5	5.00	0.00	Extremely Appropriate
4. The communicative tasks were suitable and useful for my level.	5	5	5	5.00	0.00	Extremely Appropriate
5. The communicative tasks were relevant to the content of the lessons.	5	5	5	5.00	0.00	Extremely Appropriate
6. The communicative tasks should be used for teaching oral English communication.	3	4	4	3.67	0.58	Very Appropriate
7. The communicative tasks encouraged me to use more English.	5	5	5	5.00	0.00	Extremely Appropriate

Statements	Opinion Level			\bar{x}	S.D.	Level of Appropriateness
	1	2	3			
	8. The communicative tasks made the lesson more interesting.	5	5			
9. The communicative tasks helped me be confident to use English for oral communication appropriately.	5	5	5	5.00	0.00	Extremely Appropriate
10. The communicative tasks helped me to enjoy studying English as a subject.	5	4	4	4.33	0.58	Very Appropriate
11. The communicative tasks stimulated students to participate in classroom's activities.	3	4	4	3.67	0.58	Very Appropriate
12. The Communicative tasks helped me to improve oral English communication ability.	5	5	5	5.00	0.00	Extremely Appropriate
13. The communicative tasks helped me to understand and accumulate the vocabulary better.	5	5	5	5.00	0.00	Extremely Appropriate
14. The communicative tasks helped me to understand the language and structure better.	5	5	5	5.00	0.00	Extremely Appropriate
15. The communicative tasks were useful for practicing English in daily life.	5	5	5	5.00	0.00	Extremely Appropriate
Total				4.78	0.24	Extremely Appropriate

APPENDIX J

The Item-total Correlation for each Item of Five –Point Rating Scale

Questionnaire

Item No.	R_{xy}	Sig.	Remark
1	1.00	.01	
2	0.69	.01	
3	1.00	.01	
4	0.79	.01	
5	0.80	.01	
6	0.74	.01	
7	0.74	.01	
8	0.55	.01	
9	0.76	.01	
10	0.70	.01	
11	0.73	.01	
12	0.71	.01	
13	0.79	.01	
14	0.75	.01	
15	0.61	.01	

Critical values for Pearson r at 0.55-1.00 (df= $n-2=22-2=20$)

The reliability coefficient (Coefficient Alpha of Cronbach)

Numbers of Students	=	30
Numbers of Items	=	15
α - Coefficient	=	0.966

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Rajabhat University

APPENDIX K

The Lists of Experts

1. Dr. Surachai Piyanukool, Ph. D. (Reading), the English lecturer at Buriram Rajabhat University.
2. Assistant Professor Dr. Akkarapon Nuemaihom, Ph.D. (Linguistics), the English lecturer at Buriram Rajabhat University.
3. Mrs. Sureeporn Inprakhon, M.Ed. (Curriculum and Instruction), the English teacher of Banluk school under Buriram Primary Educational Service Area Office 2.

APPENDIX L

Letter for Experts

The Letters Requesting to be the Expert for the Research Instruments

มหาวิทยาลัยสุโขทัย
Briram Rajabhat University



No. 0545.11/๓ 47

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

February 13, 2015

Dear Assistant Professor Dr. Akkarapon Nuemaihom;

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to you, the English lecturer of Buriram Rajabhat University to be the expert for examining the research instruments. I would like to inform you that Mrs. Thawinrat Srahom, a student studying in the Master of Arts Program in English at BRU, is conducting the research, entitled "**The Implementation of Communicative Tasks on Oral English Communication Ability of Grade Nine Students**" under the supervision of Assistant Professor Dr. Chookiat Jarat, a Chairperson of the thesis.

In this regard, BRU strongly believes in your kindness and academic capabilities to be the expert for giving suggestions in her research instruments.

Thank you very much for your kind consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

- Enc: 1.) Lesson Plans
2.) Chapters 1-3
3.) Evaluation Forms of the Research Instruments

Office of Graduate School
Tel. 0 4461 1221, 0446 1616 ext. 3806
Fax. 0 4461 2858



No. 0545.11/๓ 47

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

February 13, 2015

Dear Dr. Surachai Piyankool;

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to you, the English lecturer of Buriram Rajabhat University to be the expert for examining the research instruments. I would like to inform you that Mrs. Thawinrat Srahom, a student studying in the Master of Arts Program in English at BRU, is conducting the research, entitled "**The Implementation of Communicative Tasks on Oral English Communication Ability of Grade Nine Students**" under the supervision of Assistant Professor Dr. Chookiat Jarat, a Chairperson of the thesis.

In this regard, BRU strongly believes in your kindness and academic capabilities to be the expert for giving suggestions in her research instruments.

Thank you very much for your kind consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

- Enc: 1.) Lesson Plans
2.) Chapters 1-3
3.) Evaluation Forms of the Research Instruments

Office of Graduate School
Tel. 0 4461 1221, 0446 1616 ext. 3806
Fax. 0 4461 2858



No. 0545.11/ว 47

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

February 13, 2015

Dear Mrs. Sureeporn Inprakhon;

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to you, the English teacher of Banluk school under the Buriram Primary Educational Service Area Office 2 to be the expert for examining the research instruments. I would like to inform you that Mrs. Thawinrat Srahom, a student studying in the Master of Arts Program in English at BRU, is conducting the research, entitled "**The Implementation of Communicative Tasks on Oral English Communication Ability of Grade Nine Students**" under the supervision of Assistant Professor Dr. Chookiat Jarat, a Chairperson of the thesis.

In this regard, BRU strongly believes in your kindness and academic capabilities to be the expert for giving suggestions in her research instruments.

Thank you very much for your kind consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

- Enc: 1.) Lesson Plans
2.) Chapters 1-3
3.) Evaluation Forms of the Research Instruments

Office of Graduate School
Tel. 0 4461 1221, 0446 1616 ext. 3806
Fax. 0 4461 2858

APPENDIX M

Formal Letter

The Letter Asking Permission to Try out the Research Instruments

มหาวิทยาลัยสุโขทัย
Briram Rajabhat University



No. 0545.11/๖711

Buriram Rajabhat University
Jira Road, Mueng District,
Buriram 31000, THAILAND

June 25, 2015

Dear Mr. Banlawia (Plaengkhoruratbamrung) School;

Subject: Asking Permission to Try out the Research Instruments

Buriram Rajabhat University (BRU) presents this letter to the Director of Banlawia (Plaengkhoruratbamrung) School to ask permission to try out the research instruments. I wish to inform you that Mrs. Thawinrat Srahom, a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled **“The Implementation of Communicative Tasks on Oral English Communication Ability of Grade Nine Students”** under the supervision of Assistant professor Dr. Chookiat Jarat, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mr. Director of Banlawia (Plaengkhoruratbamrung) School to allow her to collect the research data from grade 9 students at Banlawia (Plaengkhoruratbamrung) School by responding to her research methodologies in Mach 2015.

Please accept, Mr. School Director, my sincere appreciation and the Assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
BuriramRajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0446 1616 ext. 3806

Fax. 0 4461 2858

APPENDIX N

Formal Letter

The Letter Asking Permission to Collect the Research Data

มหาวิทยาลัยศรีนครินทรวิโรฒ
Briram Rajabhat University



No. 0545.11/๓711

Buriram Rajabhat University
Jira Road, Mueng District,
Buriram 31000, THAILAND

June 25, 2015

Dear Mr. Director of Ban Chorakhemak School;

Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to the Director of Ban Chorakhemak School to ask permission to collect the research data. I wish to inform you that Mrs. Thawinrat Srahom, a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**The Implementation of Communicative Tasks on Oral English Communication Ability of Grade Nine Students**" under the supervision of Assistant professor Dr. Chookiat Jarat, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mr. Director of Ban Chorakhemak School to allow her to collect the research data from grade 9 students at Ban Chorakhemak School by responding to her research methodologies during July to August 2015.

Please accept, Mr. School Director, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
BuriramRajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0446 1616 ext. 3806

Fax. 0 4461 2858

APPENDIX O

Oral English Communication Rubric

Rating	Criteria
Structure	
4	Uses a variety of structures with only occasional grammatical errors
3	Uses a variety of structures with more than occasional errors
2	Uses a variety of structures with frequent errors or uses basic structure with only occasional errors
1	Uses basic structures with frequent errors
Vocabulary	
4	Uses a variety of descriptive vocabulary and expressions almost always
3	Uses a variety of descriptive vocabulary and expressions often
2	Uses some descriptive vocabulary and expressions
1	Uses basic vocabulary and expressions
Speaking	
4	Speaks with little hesitation that does not interfere with communication
3	Speaks with some hesitation that does not interfere with communication
2	Speaks with some hesitation that interferes with communication
1	Speaks with much hesitation that greatly interferes with communication
Movement	
4	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable

Rating	Criteria
3	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable
2	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message
1	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.

Communication

4	Communicate effectively, almost always responding inappropriately and developing the interaction
3	Communicate effectively, often responding appropriately and developing the interaction
2	Communicate acceptably although sometimes responding inappropriately or inadequately or developing little interaction
1	Communicate marginally; mostly responding inappropriately or inadequately

CURRICULUM VITAE

Name: Thawinrat Srahom

Date of Birth: August 22, 1981

Place of Birth: 16 Moo 10, Cokwan Subdistrict, Lahansai District,
Buriram Province, Thailand

Address: 382 Moo 7 Ban Suanthada, Prakhonchai Subdistrict,
Prakhonchai District, Buriram Province, Thailand

Education: 1988 - 1994 Primary School from
Bannongmee School, Lahansai District,
Buriram Province, Thailand

1994-2000 Secondary School from Lahansairatchadaphisek
School, Lahansai District, Buriram Province, Thailand

2000-2004 Bachelor of Education in English from Buriram
Rajabhat University, Mueang District, Buriram
Province, Thailand

2013-2016 Master of Arts in English, Buriram Rajabhat
University, Mueang District, Buriram Province,
Thailand

Working Place: English Teacher at Ban Chorakhemak School,
Prakhonchai District, Buriram Province, Thailand
The Buriram Primary Educational Service Area
Office 2