

## CHAPTER 2

### LITERATURE REVIEW

The purpose of this chapter is to describe related theories and the previous research that is concerned with the research under the following topics:

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

2.2 Task-based Learning

2.3 Writing

2.4 Grammars in writing

2.5 Tenses

2.6 Concepts and Theories of Satisfaction

2.7 Efficiency

2.8 Previous Studies Related to the Present Study

2.9 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) conducted by the Ministry of Education, Thailand (2008) focuses on enhancement in competence of all learners in order to achieve balanced development in all respects—physical strength, knowledge and morality. The Basic Education Core Curriculum has imposed the following eight learning areas: Thai Language, Mathematics, Science, Social Studies, Religion and Culture, Health and Physical Education, Arts, Occupations and Technology, and Foreign languages. It covers three educational levels: primary

education level (primary education grades 1-6), lower secondary education level (lower secondary education grades 1-3, also known as grades 7-9), and upper secondary education level (upper secondary education grades 4-6, also known as grades 10-12). As the researcher teaches English in lower secondary education level and intends to solve the learners' problems in English tenses on writing, the area of foreign languages learning is revealed.

### **2.1.1 The Area of Foreign Languages Learning**

#### **2.1.1.1 The Importance of Foreign Language**

The Ministry of Education, Thailand (2008) declares learning foreign languages is very crucial and necessary to daily life in the present global society, as foreign languages are used as important tools for communication, education, seeking knowledge, livelihood, creating understanding of cultures and visions of the world community, gaining knowledge of diversity of cultures and viewpoints in the world community, leading friendship and cooperation with various countries. The foreign language constituting fundamental learning content prescribed for the complete basic education core curriculum is English.

#### **2.1.1.2 The Area of Foreign Languages Learning**

The area of foreign languages learning is aimed at enabling learners to gain a positive attitude towards foreign languages, the capacity to utilize foreign languages for communicating in different situations, searching for 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.

### 2.1.1.3 Learners' Quality Graduated Grade 9 (Lower Secondary Education Level)

After graduating grade 9, students will have the qualities as follows:

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 summarise 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/organise 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 summarise 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 skilful 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.

#### 2.1.1.4 Strands and Learning Standards

##### 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: Endowment with language communication skills for exchange of data and information; efficient expression of feelings 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.

### **2.1.2 Curriculum of Foreign Language Department for Students in Grade 9, Phnomrung School**

Phnomrung School has developed the curriculum according to the learning manual, Foreign Language Department that parallel with Basic Education Core Curriculum B.E.2551 (A.D.2008). It has opened courses for learners based on The Basic Education Core Curriculum B.E.2551 (A.D.2008) framework. As for the English course, the researcher is responsible for the Additional English course for Grade 9 students for conducting this research. The course has the details as follows.

Course Code	E23201
Course Name	Additional English
Department	Foreign Language
Semester	First
Level	Grade 9
Periods per week	3

### **2.2 Task-based Learning (TBL)**

Task-based Learning (TBL) is another methodology that can be regarded as developing from a focus on classroom processes. In the case of TBL, the claim is that

language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create them is to use specially designed instructional tasks.

### **2.2.1 Definition of Task**

Task-based Learning has gone through numerous modifications in recent years and has been recommended as a way forward in communicative language teaching. Thus it has several educators define the task as follows:

Crookers (1986) states a task as a piece of work or an activity, usually with a specified objective, undertaken as part of educational course, at work, or used to elicit data for research.

Prabhu (1987) describes a task as an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process.

Willis (1996) defines a task as an activity in which the target language is used by the learners for a communicative purpose (goal) in order to achieve an outcome.

Skehan (1998) draws on a number of other writers, puts forward five key characteristics of a task as follows:

1. Meaning is primary
2. Learners are not given other people's meaning to regurgitate.
3. There is some sort of relationship to comparable real-world activities.
4. Task completion has some priority
5. The assessment of the task is in terms of outcome.

Lee (2000) states a task as a classroom activity or exercise that has an objective obtainable only by interaction among participants, a mechanism for structuring and sequencing interaction and a focus on meaning exchange. Moreover, a task refers to a language learning endeavor that requires learners to comprehend, manipulate and produce the target language as they perform some set of workplans.

Ellis (2003) summarizes that a task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes.

Nunan (2004) states that a task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

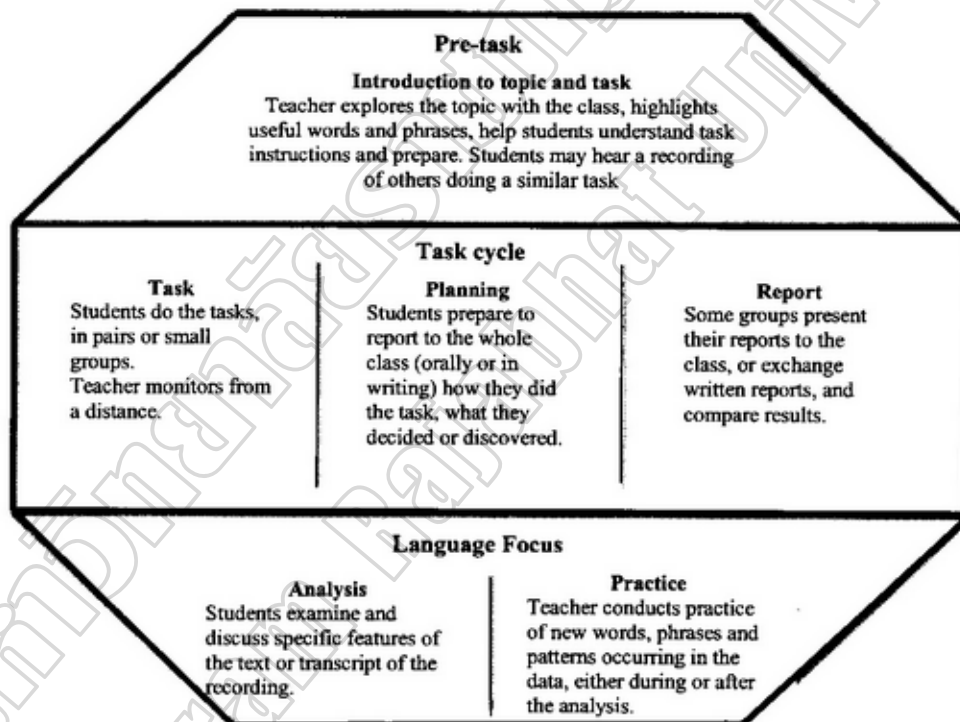


In summary, task is a piece of classroom works or activities that increase communicative competence of learners. Learners work on tasks together to enhance the targets follows the task frameworks.

### 2.2.2 Components of Task-based Learning Framework

Many scholars design the components of task-based learning framework as mention below.

Willis (1996) suggests that the framework consists of three phases: pre-task, task cycle and language focus, these components are shown in figure 2.1.



**Figure 2.1** Components of the Task-based Learning Framework

**Source :** Willis (1996: 38)

The pre-task phase introduces the class to the topic and the task, activating topic-related words and phrases.

The task cycle offers learners the chance to use whatever language they already know in order to carry out the task, and then improve that language, under

teachers guidance, while planning their reports of the task. Feedback from the teacher comes when they want it most, at the planning stage, and after the report. Exposure to language in use can be provided at different points, depending on the type of task. Either before or during the task cycle, students might listen to recording of other people doing the task, or read a text connected with the task topic, and relate this to their own experience of doing the task. So the TBL framework so far provides the three basics conditions for language learning: 1) exposure; 2) use; and 3) motivation. Within the framework, there is natural progression from the holistic to specific. The task cycle offers learners a holistic experience of language in use.

The last phase in the framework, language focus, allows a closer study of some specific features naturally occurring in the language used during the task cycle. By this point, the learners will have already worked with the language and processed it for meaning, so they are ready to focus on the specific language forms that carry that meaning. Thus the study of these forms is clearly contextualized through the task itself. This final phase, which includes analysis and practice components, fulfils the fourth desirable extra condition for learning explicit study of language form.

Ellis (2003) specifies the components of task-based learning as follows:

1. Goal is the general purpose of the task, e.g. to practice the ability to describe objects concisely; to provide an opportunity for the use of relative clauses.
2. Input refers to the verbal or non-verbal information supplied by the task, e.g. pictures; a map; written text.
3. Conditions are the way in which the information is presented. e.g. split vs. shared information, or the way in which it is to be used, e.g. converging vs. diverging.

4. Procedures refer to the methodological procedures to be followed in performing the task, e.g. group vs. pair work; planning time vs. no planning time.

5. Predicted outcomes combine product and process which the product that results from completing the task, e.g. a completed table; a draw in a map; a list of differences between two pictures. The predicted product can be 'open', i.e. allow several possibilities, or 'close', i.e. allow for only one 'correct' solution. The process refer to the linguistic and cognitive processes that the task is hypothesised to generate.

Nunan (2004) proposes a minimum specification of task which will include:

1) goals; 2) input; and 3) procedures; and that these will be supported by 4) teacher's roles; 5) learner's roles; and 6) settings, as shown in figure 1.



**Figure 2.2** A simple diagrammatically framework

**Source :** Nunan (2004 : 41)

Goals are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum. Moreover, goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior. Input refers to the spoken, written and visual data that learners work in the course of completing a task. Procedures specify what learners will actually do with the input that forms the point of departure for the learning task.

Teacher's role and student' role refer to the part that learners and teachers are

expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Settings refer to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

In this study, the researcher chose to follow Willis's framework that consists of the three phrases pre-task, task cycle and language focus. These methods are suitable to develop the English tenses on writing skill of Grade 9 students at Phnomrung School. Moreover, teachers have to choose the appropriate tasks to design the learning activities which there are various types of tasks.

### **2.2.3 Types of Tasks**

There are many different types of tasks as there are several educators who have written on task-based language teaching as follows:

Prabhu (1987) classify the task types into three aspects as follow:

1. Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

2. Reasoning-gap activity, which involves deriving some new

information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

3. Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

Willis (1996: 26-27) has described six types of tasks as the followings:

1. Listing may seem unimaginative, but in practice, listing tasks tend to generate a lot of talk as learners explain their ideas. The processes involved are:

1.1 brainstorming, in which learners draw on their own knowledge and experience either as a class or in pairs/ groups

1.2 fact-finding, in which learners find things out by asking each other or other people and referring to books, etc.

2. Ordering and sorting, these tasks involve four main processes:

2.1 sequencing items, actions or events in a logical or

chronological order

2.2 ranking items according to personal values or specified criteria

2.3 categorizing items in given groups or grouping them under given headings

2.4 classifying items in different ways, where the categories themselves are not given

3. Comparing, these tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences. The processes involved are:

3.1 matching to identify specific points and relate them to each other

3.2 finding similarities and things in common

3.3 finding differences

4. Problem solving tasks make demands upon people's intellectual and reasoning powers, and, though challenging, they are engaging and often satisfying to solve. The processes and time scale will vary enormously depending on the type and complexity of the problem.

5. Sharing personal experiences, these tasks encourage learners to talk more freely about themselves and share their experiences with others. The resulting interaction is closer to casual social conversation in that it is not so directly goal-oriented as in other tasks. For that reason, however, these open tasks may be more difficult to get going in the classroom.

6. Creative tasks, these are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and can involve combinations of task types: listing, ordering, and sorting, comparing and problem solving. Out-of-class research is sometimes needed. Organizational skills and team-work are important in getting the task done. The outcome can often be appreciated by a wider audience than the students who produce it.

Nunan (1999) proposes five different strategy types of tasks: cognitive, interpersonal, linguistic, affective and creative.

1. Cognitive consists of the followings:

- 1.1 Classifying, putting things that are similar together in groups
- 1.2 Predicting what is to come in the learning process
- 1.3 Inducting, looking for patterns and regularities
- 1.4 Taking Notes, writing down the important information in a text in your own words
- 1.5 Concept Mapping, showing the main ideas in a text in the form of a map
- 1.6 Inferencing, using what you know to learn something new
- 1.7 Discriminating, distinguishing between the main idea and supporting information
- 1.8 Diagramming, using information from a text to label a diagram

2. Interpersonal consists of the following:

- 2.1 Co-operating, sharing ideas and learning with other students and complete a table

2.2 Role Playing, pretending to be somebody else and using the language for the situation you are in

### 3. Linguistic

3.1 Conversational Patterns, using expressions to start conversations and keep them going

3.2 Practising, doing controlled exercises to improve knowledge and Skills

3.3 Using Context, using the surrounding context to guess the meaning of an unknown word, phrase, or concept

3.4 Summarizing, picking out and presenting the major points in a text in summary form

3.5 Selective Listening, listening for key information without trying to understand every word

3.6 Skimming, reading quickly to get a general idea of a text

### 4. Affective consists of the followings:

4.1 Personalizing, learners share their own opinions, feelings and ideas about a subject.

4.2 Self-evaluating, thinking about how well you did on a learning task, and rating yourself on a scale

4.3 Reflecting, thinking about ways you learn best

### 5. Creative

5.1 Brainstorming, thinking of as many new words and ideas as one can

Richards (2001: 162) proposes the following typology of pedagogical tasks.



1. Jigsaw tasks, these tasks involve learners in combining different pieces of information to form a whole (e.g. three individuals or groups may have three different parts of a story and have to piece the story together).

2. Information-gap tasks, these are tasks in which one student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

3. Problem-solving tasks, students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

4. Decision-making tasks Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

5. Opinion exchange tasks, learners engage in discussion and exchange of ideas. They do not need to reach agreement.

To sum up, the researcher chose to follow Willis's types of task which all tasks in this research also based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008).

#### **2.2.4 Advantages of Task-based Learning**

Researchers and educators suggest that task-based activities are highly effective methods to improve learners' proficiency and accuracy in communicative learning as follows:

Taylor (1983) suggests that task-based activities give learners the opportunity to interact with target language directly and use it genuinely. Learners gain authentic experiences, learn the language and experience the communicative process.

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

Ellis (2003) believes that task based learning offers the opportunity for natural learning inside the classroom. It emphasizes meaning over form but can also cater for learning form. In addition, it is intrinsically motivating and it is compatible with a learner-centered educational philosophy. Moreover, it can be used alongside a more traditional approach.

Frost (2004) proposes that task-based learning has some clear advantages. First, students are free of language control. In all three stages they must use all their language resources rather than just practising one pre-selected item. Second, a natural context is developed from the students' experiences with the language that is personalized and relevant to them. Third, students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms. In addition, the language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book. Moreover, it is a strong communicative approach where students spend a lot of time communicating. Finally, it is enjoyable and motivating for learners.

In conclusion, using task based learning can encourage learners' communication and support them to use language in the real situations.

## 2.3 Writing

### 2.3.1 Definition of Writing Skill

Writing is one of important skills for learners and good writing is done from a set of rules and principle. There are many educators defining writing skill as follows:

Hampton (1989) claims that writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with the message.

Nunan (1990) points out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of number of variables simultaneously.

Coulmas (1991) defines that writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

Bram (1995) notes that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write we need to determine what writes should have something meaningful to convey.

Pincas (1998) claims that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work.

Tompkins (2004) mentions that writing is multidimensional and not adequately measured simply by counting the numbers or quality of compositions a student has written.

In summary, writing skill is both a complex process and a product which allocates writers to examine thoughts and conceptions, and make them perceptible and actual. Learning to write is a developmental process.

### **2.3.2 Importance of Writing Skill**

Many educators describe the importance of writing skill for language learning as follows:

Al-Mutawa and Kailani (1989) considers writing as significant language skill that should be developed at an early stage of learning the foreign language .Yet, writing is a skill that should not be learned in an isolated form, it should be taught interactively with other language skills, i.e. listening, speaking, and reading.

Suleiman (2000) points out that writing is an essential factor of language. Any reading and language curriculum must think about the multidimensional nature of writing in instructional practices, evaluation procedures, and language development.

Pillai (2012) notes that writing skills are necessary for achieving in education, applying for a job, web content writing, business communication, scientific papers, government, international affairs, and disturbing trends of today goals. It is a significant standard of communication. If one desires to accomplish his goals, greater writing skills are crucial.

Writing Theory (2010) claims that writing develops a person's ability to think briefly and obviously. Learners learn to arrange their thoughts in a cohesive and flowing manner. Writing is a crucial element of the developing child.

Stiller (2011) mentions writing skills are an important part of communication. Regardless of what level of hierarchy you are at in an organization, writing is a

valuable skill. Managers especially can greatly benefit from honing their writing craft.

In summary, writing skill is a very essential element of the developing learners, it develops the learner's ability to think briefly and obviously.

## **2.4 Grammar in Writing**

### **2.4.1 Definition of Grammar**

Many educators define grammar as the followings.

Harmer (1987) indicates that grammar is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative, or what order is used when we make questions or join two clauses to make one sentence.

Ur (1988) states grammar as the way language manipulates and combines words (or bits of words) in order to form longer units of meaning.

Thornbury (1999) mentions that grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed. Grammar attempts to explain why the following sentences are acceptable.

Richards, Platt and Weber (2003) claim grammar as a description of the structure of language and the way in which units such as words and phrases are combined to produce sentences in the language.

Nunan (2005) notes that grammar is the ways in which units of language combine together to form sentences. Such sentences are acceptable, or “grammatical”, if they follow the rules specified by grammarians.

Nordquist (2011) points out that grammar is the methodical study and explanation of a language and a series of rules and illustrations coping with the syntax and word structures of a language.

In brief, grammar is the way that words are formed and how words are combined; moreover, it is utilized to express meaning and understanding messages.

#### **2.4.2 Importance of Grammar**

Grammar is important in learning English language. It can help learners know how to construct sentences effectively as supported by several educators as follows:

Maugham (1938) states that it is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test.

Smith (2005) notes that teaching of traditional grammar or syntax has several important outcomes on writing advance amongst 5-16 year olds.

Frodesen (2001) indicates that grammar in writing accentuates a concentrate on structure in a composition which can facilitate writers increase rich linguistic sources necessitated to convey thoughts successfully in addition to providing support in error correction. The role of grammar in writing is both apparent descriptions of grammatical rules and instructor correction of errors in second language writing.

Ponniah (2009) claims that studying grammar during direct teaching can be employed to amend the output of the obtained language. In improving second and foreign language linguistic proficiency, direct teaching in grammar is an essential

step. Learners can attain language in a short period of time through learning and practicing grammar.

In conclusion, learners who acquire their knowledge in grammar can communicate confidently and accurately. Moreover, learning grammar and understanding how to exploit it is a significant part of mastering a language.

### **2.4.3 Types of Grammar**

Patterson (1999) describes this field as applied grammar, which makes sense, in that, speakers and writers intend to apply the grammar to their tasks. Within that field of grammar, there are both descriptive and prescriptive grammars. He explained that prescriptive grammar is the rules that direct written and spoken language.

Crystal (2003) notes that there are six types of grammar; descriptive grammar, pedagogical grammar, prescriptive grammar, reference grammar, theoretical grammar, and traditional grammar.

English Club (2010) lists glossary of English grammar terms as follows: active voice, adjective, adverb, article, auxiliary verb, clause, conjunction, infinitive, interjection, modal verb, noun, object, participle, part of speech, passive voice, phrase, predicate, preposition, pronoun, sentence, subject, tense, and verb.

Nordquist (2010) states that there are ten varieties of grammar as follows: comparative grammar, generative grammar, mental grammar, pedagogical grammar, performance grammar, reference grammar, theoretical grammar, traditional grammar, transformational grammar, and universal grammar.

In summary, grammars are divided into two main groups: prescriptive grammar and descriptive grammar. Tense is one of significant category of grammar; in the other hand, it is the great obstacles in learning English which have to conquer.

## 2.5 Tenses

### 2.5.1 Definition of Tense

Tense is an important basis of English grammar learning. It is defined by the many scholars as follows:

Fredrickson (2002) considers that a verb tense is simply a grammatical idea-a way of describing how English speakers change the forms of the verbs in the language. Thus, the speakers can always tell the tense of a verb simply by looking at its form.

Oxford (2005) states that tense is any of the forms of verb that many are used to show the time of the action or state.

English Club (2014) states that tense as a verb-based method used to indicate the time, and sometimes the continuation or completeness, of an action or state in relation to the time of speaking.

Stanford Encyclopedia of Philosophy (2014) mentions that the time when an action or event occurs, or when a state or process holds. This phenomenon is called *tense*. In English, for example, adding the morpheme *-ed* to the verb *walk*, to form *walked*, indicates that the event denoted by the verb occurred before the present time.

To sum up, tense is any of the forms of a verb which show the time and aspect at which an action happened.

### 2.5.2 Types of Tenses in English Language

Present simple tense and present continuous tense are assigned in school's curriculum of Phnomrung school for teaching and learning in the first semester.

Eastwood (2002: 82-85) indicates the meaning of each tense as follows:



### 2.5.2.1 Present Simple Tense

In the affirmative, the present simple tense has the same form as the infinitive except for the fact that an “s” is placed at the end of the verb in the third person singular. Form of present simple tense is shown below:

Subject + Verb<sub>1</sub> (base form or s, es)

#### Positive forms

In the present simple, we use the verb without an ending of -s or -es.

I / You / We / They **read** the books every day.

I / You / We / They **study** English three times a week.

However, with the third person singular (after **he, she, it, your friend**, etc), the verb ends with -s or -es.

He **reads** the books every day.

She often **watches** television.

It always **rains** in London.

My mother **gets** up early every day.

#### Negatives

I / You / We / They **do not read** the books. (don't)

He / She / It **does not read** the books. (doesn't)

#### Questions

**Do** I / we / you / they **read** the books?

**Does** he / she / it **read** the books?

In present simple negatives and questions we use **do /does** and the base form of the verb. We do not add “s” to the verb in negative and questions.

**Use**

We use the present simple tense as follows:

1. Present state such as a feeling, opinion or relation:

Mr. Adams *loves* Shakespeare.

I *think* so, it's a good idea.

This book *belongs* to my sister.

Who *knows* the answer?

2. Repeated actions such as routines, habits or things that happen again and again:

Bob *works* in Avonmouth. He usually *drives* to work.

We *do* lots of things in our spare time.

I don't often *see* Sarah.

The old man *takes* the dog for a walk every morning.

Typical time expressions with the present simple are *always, often, usually, sometimes, ever/never; every day/week etc; once/twice a week etc; on Friday(s) etc.; in the morning (s)/evening(s), at ten o'clock etc.*

3. Permanent facts, things that always happen:

Food *gives* you energy.

Paint *dries* quicker in summer.

The sun *rises* in the east.

4. Describing actions as they happen, for example in a commentary:

Hacker *passes* the ball to Short. Short *moves* inside, but Burley *wins* it back for United.

5. Describing actions in films, plays, and books:

Macbeth *murders* the King of Scotland, who is staying at his castle.

6. Performative verb, e.g. *promise*:

I *promise* I won't forget.

I *suggest* we go.

Yes, I *agree*.

7. The headlines for recent actions: Rail fares *go* up.

8. Report the written statement as existing in the present or with reports of spoken words that we have heard recently:

It *says* in the paper that there's going to be a strike.

The notice *warns* passengers to take care.

The letter *explains* everything.

Shakespeare is England's greatest writer, Mr. Adams *says* I said.

9. A timetable or scheduled events in the near future:

The train *leaves* tonight at 6 PM.

The bus *does not arrive* at 11 AM, it *arrives* at 11 PM.

When *do* we *board* the plane?

The party *starts* at 8 o'clock.

When *does* class *begin* tomorrow?

### 2.5.2.2 Present Continuous Tense

The present continuous forms of regular verbs are formed by present be plus active participle (present participle). Form of present simple tense is shown below:

Subject + is, am, are + Verb (-ing)
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**Positive forms**

In the present continuous, we use the verb to be with active participle verb.

I **am reading** a cartoon book now.

You / We / They **are eating** sandwiches at the moment.

He / She **is playing** computer games in this time.

It **is snowing** in New York now.

**Negatives**

I **am not reading** a newspaper now.

You / We / They **are not swimming** in the moment. (aren't)

He / She / **is not playing** the piano in this time. (isn't)

It **is not snowing** in New York now.

**Questions**

**Am I studying** English now?

**Are we / you / they speaking** English now?

**Is he / she / dancing** on the stage at the moment?

**Is it raining** in Spain in this time?

**Use**

We use the present continuous tense as follows:

1. Present an action over a period of time, something that we are in the middle of now, the actions has started but it hasn't finished yet.

What **are you reading**? 'Macbeth'

It **is raining** now, look.

Hurry up. Your friends **are waiting** for you.

I am **just ironing** this shirt.

Some typical time expressions with the present continuous are *now, at the moment, at present, just, already* and *still*.

2. A series of actions is temporary, only for a period of time:

My car's off the road. I **am travelling** to work by bus this week.

We **are doing** 'Macbeth' in English.

Bob **is working** in Avonmouth at the moment. But they may be moving him to head office in Birmingham.

3. Talking about near future what someone has arranged to do:

Sadie **is coming** to stay with us next week.

I **am meeting** some friends after work.

I **am going** to the party tonight.

**Is he visiting** his parents next weekend?

**Is he coming** with us tonight?

4. The special use of *always* with the continuous which in this pattern always means 'very often' or 'too often':

They **are always giving** parties, those people next door.

I **am always losing** things. I can never find anything.

Mr. Adams **is always quoting** bits of Shakespeare.

5. We cannot use 'state verbs' describe a continuing, so do not usually have continuous form. Typical example are: believe, belong, consist, need, own, seem, suppose, want, wish, know, like, love, mean, ... etc.

In summary, tense in English language used as the topic for the present investigation is the tasks activities including present simple tense and present continuous tense as described in the standards of foreign language teaching in the

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

## **2.6 Concepts and Theories of Satisfaction**

### **2.6.1 Definition of Satisfaction**

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

Oliver (1997) claims that satisfaction is as a judgment following a consumption experience - it is the consumer's judgment that a product provided (or is providing) a pleasurable level of consumption-related fulfillment.

Chanpreecharat (2000: 52) states 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) claims that satisfaction is 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 performance process. It leads them to effective performance which achieves organization purpose.

Arunornsri (2003) states 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 is quite complex and it needs to be stimulated to fulfill their expectations.

Khinna (2003: 29) notes 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 labour, spirit, money and wisdom to work a lot. In contrast, if it is negative, it provides bad satisfaction which leads them lack of enthusiasm and bad

performance. Satisfaction of performance is supported by administrator to motivate the performers to want to happily act and achieve the performance effectively based on the purposes of the organization.

In conclusion, satisfaction is one's feeling toward something which occurs in mind and affects a display of behaviour. In this study, it is about students' satisfaction toward learning through TBL in English tenses on writing skill of grade 9 students.

### **2.6.2 Principle of Enhancing Motivation**

Issarapreeda (2003: 310) mentions that principles 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 prize for assignment enhances students' aspiration to learn.
6. Giving examples which the students are familiar is simple 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 easy to understand for students.

9. Reducing and avoiding stress situation are crucial factors reduce students' anxiety in learning affects students can learn effectively.

In conclusion, motivation is an important element of learning. Motivated students develop their activeness and curiosity learning. Learners will have a positive attitude on their performance.

### 2.6.3 Theories Related to Satisfaction

There are the following various studies and theories about the motivations that will lead to satisfaction in the work.

Issarapreeda (2003: 310) states that Maslow's human needs theory, human always needs which never end when he achieve some needs he will need another.

There are 5 needs as follows:

1. Basic physiological needs, these 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 they 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 behaviour 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.

Murray (2007) classifies twenty-seven psychogenic needs as follows:

1. Abasement: To surrender and accept punishment.
2. Achievement: To overcome obstacles and succeed.
3. Acquisition: To obtain possessions.
4. Affiliation: To make associations and friendships.
5. Aggression: To injure others.
6. Autonomy: To resist others and stand strong.
7. Blame avoidance: To avoid blame and obey the rules.
8. Construction: To build or create.
9. Contrariance: To be unique.
10. Counteraction: To defend honor.
11. Defendance: To justify actions.
12. Deference: To follow a superior, to serve.
13. Dominance: To control and lead others.
14. Exhibition: To attract attention.
15. Exposition: To provide information, educate.
16. Harm avoidance: To avoid pain.
17. Infavoidance: To avoid failure, shame, or to conceal a weakness.
18. Nurturance: To protect the helpless.
19. Order: To arrange, organize, and be precise.
20. Play: To relieve tension, have fun, or relax.
21. Recognition: To gain approval and social status.

22. Rejection: To exclude another.
23. Sentience: To enjoy sensuous impressions.
24. Sex: To form and enjoy an erotic relationship.
25. Similance: To empathize.
26. Succorance: To seek protection or sympathy.
27. Understanding: To analyze and experience, to seek knowledge.

In brief, 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 significance, and the strength of learning by affording useful and fair feedback are main factors in learning.

## 2.7 Efficiency

Materials are tried out with the target groups of students. Most of materials are calculated to find out the efficiency by considering from the percentage of exercise, learning process, or sub-test as follows (Kitrakarn. 2001: 46-51).

Two numeric values such as  $E_1/E_2 = 80/80$ ,  $E_1/E_2 = 85/85$ ,  $E_1/E_2 = 90/90$ , etc.

The criteria of calculating for the efficiency such as  $E_1/E_2 = 80/80$  has meaning as follows.

Standard criterion 80/80, first standard criterion 80 (efficiency of the process) is percentage of learners' total scores means from exercises scores of instructional packages. Second standard criterion 80 (efficiency of the outcomes) is percentage of learners' total means from achievement test (Post-test). The statistics are as follows.

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

$E_1$  = Efficiency of the process

$\sum X$  = The total scores of exercises that the samples gain.

$N$  = Number of samples

$A$  = Total score of the exercises in the lessons

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

$E_2$  = Efficiency of the outcomes

$\sum F$  = The total score of samples who pass the post-test

$N$  = Number of samples

$B$  = Total score of the post-test in the lessons

Standard criterion to find out the efficiency of materials should be 75/75, 80/80, 85/85, or 90/90 depending on the content and characteristic of subject.

Normally, we define standard criterion 75/75 for the subject with relate to skill or attitude, and 80/80, 85/85, or 90/90 for the subject with relate to cognition. The level of mistake is accepted at 2.5 percentages (Promwong, 1982).

In summary, to find out the efficiency of materials for TBL in English tenses on writing of Grade 9 students is a kind of improving skill, so standard criterion 75/75 is used in this study.

## **2.8 Previous Studies Related to the Present Study**

Many related studies have been done by both Thai and foreign researchers. These studies are summarized and presented as follows:

### **2.8.1 The Previous Studies on Task-based Learning in Thailand**

Puangsuk (2001) investigated the effect of the use of a task-based writing process upon the development of learners' grammatical accuracy on 20 students in university level. The instruments used for the study included the task-based writing process: Unsupervised Writing Task, Supervised Writing Task, and Interactive Writing Task. The findings revealed that the task-based process is effective in enhancing students' grammatical accuracy. The teaching model helped decrease incorrect use of grammar and promoted students' favorable attitudes toward learning grammar.

Santadkarn (2006) examined whether the use of task-based activities helps students in learning English grammar. The grammar point investigated in the study was past simple in statement. The subjects were 36 first-year students who had different levels of English proficiency majoring in English at Ubon Ratchathani Rajabhat University, Ubon Ratchathani, Thailand. The instruments of the study were the pre-test, the post-test, and worksheets of task-based activities. The results of the study showed that the mean score on the post-test was higher than the one on the pre-

test. The mean score on the pre-test was 14.00 while that on the post-test was 22.25.

Therefore, task-based activities helped the students in their English grammar learning.

Chitthum (2007) studied students' writing ability after doing task-based learning activities and compare self-directed learning of the students before and after doing task-based learning activities. The target group consists of 26 higher vocational students enrolled in development of English communicative skill course (3000-1202) in the second semester of the academic year 2005 at Northern Technology Mubankru School, Banti District, Lamphoon Province. The research instruments consist of 6 lesson plans using task-based learning activities, a writing ability evaluation form, and self-directed learning questionnaire. The results of this study suggest that students' writing ability is at average level (53.85%), at good level (46.15%) and pass the criteria after doing task-based learning activities. Moreover, students' self directed learning is increased after doing task-based learning activities.

Moonwaeng (2007) examined using task activities to improve the paragraph writing performance of upper secondary school students. The findings showed that writing task activities were effective in improving the participants' writing skill because all participants got higher scores after the implementation of the writing task activities.

Krittawattanawong (2008) investigated the effects of task-based writing instructional on students' writing ability and explore students' opinions towards task-based writing instruction. The samples were 35 Grade 10 students at Chulalongkorn University Demonstration Secondary School. The findings of the study revealed that there was a significant difference in students' mean scores on English writing abilities before and after the students' participation in task-based writing instruction at the

significant level of .05. In terms of the opinions, students stated that task-based writing instruction enhanced their confidence in writing, developed their writing skills, and promoted their knowledge of vocabulary and grammar, however, they had problems with language use, vocabulary, and time allocation.

Meepian (2014) developed instructional packages which concentrated on task based learning developing English vocabulary writing skills Prathom Suksa 3. The sample used in the study consisted of 45 Prathom Suksa 3 pupils in the academic year 2013 of Ban Kokchamrae School, Thungsriudom District, Ubon Ratchathani Province, gained by the sample random sampling technique. The research tools were the Instructional packages, the achievement test constructed by the researcher. The results showed that the developed packages were efficient since they were found to have the criteria of 77.31/75.04, based on the established criteria of 75/75. The pupils' achievement after using the packages was statistically higher than that before using them at .01 level of significance.

#### 2.8.2 The Previous Studies on Task-based Learning in Other Context

Bantis (2008) investigated the impact of task based writing instruction (TBWI) on English language acquisition and differentiated instruction for minority language students during the Independent Work Time instructional component of the Open Court Reading program. One teacher and 10 third grade students (8-9 years old) participated in this mixed methods study form high school of California, USA. TBWI was as a platform for communicative language teaching. Together they recast the students 'written inter language embedded into standard English. The study took place after school, 45 minutes per day for one month, resulting in 35 transcribed writing conferences, writing samples, and interviews. Results indicate that TBWI can be a

useful vehicle for differentiated instruction, constructivist pedagogy, and principles of second language acquisition to address the diverse needs of second language learners.

Cao (2012) studied Jane Willis' TBL framework and EFL learners' writing competence when such a framework is applied to college writing classrooms in Chinese EFL settings, and thus tentatively explores the feasibility of the task-based approach to the teaching of EFL writing. Results of this study are derived from discussion concerned with qualitative data and quantitative data yielded from a quasi-experiment designed for this research, and revealed that the application of Willis' framework for TBL to Chinese writing classrooms will have some positive influences upon college EFL learners' understanding of a good piece of English writing, greatly help them to solve some problems related to composing, and thereby significantly improved their writing competence. This study attempted to provide the teaching of EFL writing or even the discipline of teaching writing a feasible and effective approach.

Giang (2013) investigated the shortage of an appropriate writing skills syllabus for the first year English majors in Phuong Dong University (PDU), Hanoi, Vietnam. The research instruments were two questionnaires for teachers and students, and the students' writing papers, the CEFR (2001) and the current writing skills syllabus. The informants of the study included all 62 first year English majors and all 14 teachers of English major section in PDU. To best served the objectives of the course and learning style preferences of the students, task based was chosen as the approach driving the design of the new syllabus in which the target tasks in four main domains: the personal, the public, the occupational and the educational were derived

from the target needs analysis and selected to suit the current level of the learners (CEF A1+ -A2).

Tabar and Alavi (2013) examined the effects of task-based writing under different pre-task planning conditions on intermediate EFL (English as a foreign language) learners' written performance in personal and decision-making tasks. The participants were 120 adult undergraduate students enrolling in an "Advanced Writing Course" in an EFL learning context at Islamic Azad University of Qom Tehran, Iran. 120 intermediate learners served as the participants who were randomly assigned to three experimental groups and one control group. While the former planned individually, in pairs or groups, the latter did not have any planning opportunity. Prior to the treatment, they received two personal and decision-making pretests whose results were compared with the two post-tests belonging to the same task types to investigate the efficiency of task-based instruction in improving learners' general writing ability. Following a factorial design, the data were analyzed, and it was indicated that pre-task planning was an effective writing strategy and cooperative planning, specifically, played a crucial role in boosting EFL learners' general writing ability when completing personal and decision-making tasks.

Min (2014) investigated Task-based language teaching (TBLT) which lays stress on the natural and gradual acquisition of language through fulfilling various tasks is a learner-centered teaching methodology in China. It is an instructional approach that can fit neatly into English teaching classrooms. Its basic theoretical foundation is Krashen's acquisition theory. Researchers both at home and abroad have carried out various researches in this field and proved that task-based teaching can enhance learners' communicative competence. This paper takes advantages of



Willis's framework of TBLT and researches on the feasibility and effectiveness of TBLT. An empirical study for writing classes by implementing TBLT was carried out by the author for two hours every week for one semester. All the findings from this research indicate that task-based teaching approach can cultivate learners' self-study awareness as well as improve learners' writing competence and language proficiency significantly. In this study, TBLT approach is very effective for writing classes.

Seyedi (2014) studied task-based language teaching, a learner-centered method, advocates the shift from teacher dependence to learner independence. This study was an attempt to find out if traditional writing makes a significant contribution to the development of reading comprehension. It also concentrated on the usefulness of performing writing tasks on the development of reading comprehension. The participants were 60 female advanced EFL learners chosen from among 100 learners, randomly assigned into two groups of 30 learners. During the treatment period, first-group participants received task-based writing instruction while second-group participants received instructions through traditional methods. The analyzed results clearly demonstrated the contribution of task-based writing to the development of reading comprehension of EFL advanced Iranian learners. The findings also showed that traditional writing instruction was not a good means of improving reading comprehension.

In summary, the results of the previous studies of task-based learning (TBL) indicate that task-based learning are useful and help students learn systematically. In addition, TBL can improve learners' writing competence. Therefore, this study was conducted to see the effects of task-based learning in English tenses for writing of Grade 9 students using the TBL framework proposed by Willis (1996).

## 2.9 Summary of the Chapter

This chapters has presented the details of the Basic Education Core Curriculum B.E.2551 (A.D.2008), task-based learning, writing, grammars in writing, tenses, concepts and theories of satisfaction, and efficiency. Finally, this chapter finished with previous studies related to the present study both on domestic studies and overseas studies. In order to explain how the study is conducted, the description of methodology will be presented in the next chapter.