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ในการพูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6

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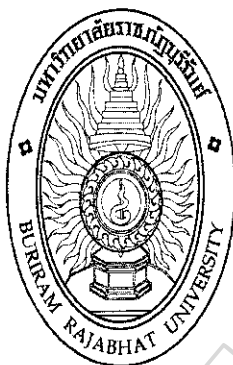
ของ

เกษศิริินทร์ แสนกล้า

เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
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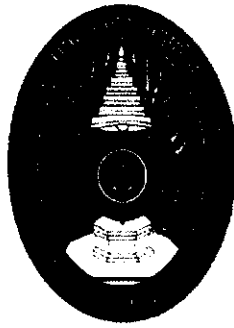
**THE EFFECTS OF TASK-BASED LANGUAGE
LEARNING ON ENGLISH SPEAKING ABILITY
OF GRADE SIX STUDENTS**

Kessirin Sankla

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

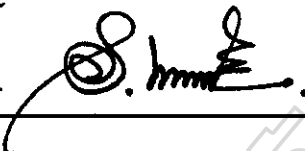
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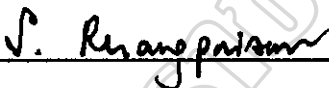
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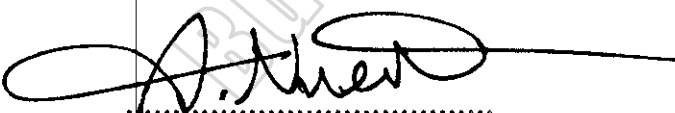

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ชื่อเรื่อง	ผลการเรียนภาษาแบบเน้นภาระงานที่มีต่อความสามารถในการพูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6		
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บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อ 1) เปรียบเทียบความสามารถในการพูดภาษาอังกฤษ ก่อนเรียนและหลังเรียนของนักเรียนชั้นประถมศึกษาปีที่ 6 โดยการเรียนภาษาแบบเน้นภาระงาน และ 2) ศึกษาความพึงพอใจของนักเรียนชั้นประถมศึกษาปีที่ 6 ที่มีต่อการเรียนภาษาแบบเน้นภาระงาน กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้เป็นนักเรียนชั้นประถมศึกษาปีที่ 6 จำนวน 52 คน จากโรงเรียนอนุบาลสุรินทร์ ซึ่งเลือกโดยวิธีการสุ่มอย่างง่าย โดยใช้ห้องเรียนเป็นหน่วยในการสุ่ม เครื่องมือในการทำวิจัย ได้แก่ การเรียนภาษาแบบเน้นภาระงาน แบบทดสอบก่อนเรียนหลังเรียนในการวัดความสามารถด้านการพูดภาษาอังกฤษ และแบบสอบถามความพึงพอใจเกี่ยวกับการเรียนภาษาแบบเน้นภาระงาน สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และใช้ Dependent Samples t-test ผลการศึกษาพบว่า ความสามารถด้านการพูดภาษาอังกฤษโดยใช้การเรียนภาษาแบบเน้นภาระงานของนักเรียนชั้นประถมศึกษาปีที่ 6 หลังเรียนสูงกว่าก่อนเรียน อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และความพึงพอใจของนักเรียนชั้นประถมศึกษาปีที่ 6 ที่มีต่อการเรียนภาษาแบบเน้นภาระงานอยู่ที่ระดับความพึงพอใจมาก

TITLE	The Effects of Task-based Language Learning on English Speaking Ability of Grade Six Students		
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ABSTRACT

This research aimed: 1) to compare the students' speaking ability before and after using task-based language learning; and 2) to investigate students' satisfaction after using task-based language learning. The samples were 52 grade 6 students at Anubarn Surin School, selected by using simple random sampling method using classroom as a sampling unit. The research instruments were task-based language learning, lesson plans, English speaking pretest and posttest, and the satisfaction questionnaire. The statistics used to analyze the collected data were percentage, mean, standard deviation, and dependent samples t-test. The findings were that: 1) the students' post-test mean score was higher than the pretest mean score with statistically significant difference at .05 level; and 2) the students' satisfaction towards task-based language learning in overall was at the very satisfied level.

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LIST OF ABBREVIATIONS

A.D.	Anno Domini
BEST	Basic English Skills Test
EFL	English as a Foreign Language
ESLOA	English Second Language Oral Assessment
L2	Second Language
S.D.	Standard Deviation
SLA	Service Level Agreement
TBL	Task-based learning

CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

In present times, English is the most commonly used language among foreign language speakers. Throughout the world, when people from different nationalities want to communicate, they predominantly use English language and speaking English immediately opens up opportunities. Being able to communicate with foreign clients and business partners will offer you with a more challenging position in your career. Therefore, English is very much important in our daily lives. It is necessary in each and every field. Since English is the international and the most spoken language everywhere, we cannot avoid or ignore learning it.

In Thailand, English has played an important role in the daily lives of Thai people for many years due to its influence on education, careers and the economy. Being proficient in English skill encourages learners to communicate with foreigners comfortably, understand differences in cultures and hold positive attitudes towards using English (Genc & Bada. 2005; cited in Sae-Ong. 2010: 1). As Thailand participates in ASEAN community, to understand each other we must communicate in the same language. The official language of ASEAN is English, so we can say that English is important for ASEAN community. But when compares to other ASEAN countries, except Brunei, Thailand is only ahead of Cambodia, Laos, Burma, and Vietnam. Thailand lags far behind other major ASEAN countries like Singapore, Malaysia, Philippines, and Indonesia. The average English skill level of Thai people

measured by TOEFL iBT is 75 out of 120 points, as of the year 2010. This indicates that Thais need to improve their English skills to compete with those in other ASEAN countries. Therefore, The Ministry of Education (Thailand) (2008: 267) includes English in the core curriculum with the aim to encourage both primary and secondary school students to acquire a favourable attitude towards English, the ability to use four skills of English for communicating in various situations, seeking knowledge, employment prospect and pursuing further education at higher levels. Learners will thus have knowledge and understand diversified matters and events of the world community, and will be able to create interpersonal relationships appropriately.

Among 4 language skills, Bailey and Savage (1994) mention that speaking is a necessary basic skill of communication and an important language skill because speaking skill is concerned with all these purposes such as expressing feelings, sensations, ideas, and beliefs. This skill is so important that people do many of their actions through it (Hasan. 2014). Moreover, Nunan (1991) views speaking as an essential process for learning English. Performances through speaking are an indicator of success in careers and finally in life. Speaking skill is also an important part of the curriculum in language teaching. That means speaking is the most essential skill to communicate successfully (Luoma. 2004)

For Thai students, English speaking is deemed to be difficult since English is not their native language (Khamkhien. 2010). The Ministry of Education (Thailand) (2002) points out that Thai students have studied English for many years but they cannot speak English in real situation effectively. This problem is partly affected by teaching methods relating to both teachers and learners (Sae-Ong. 2010). Nunan (2004a) points out that some teachers focus on teaching grammar instead of exposing

the learners to language learning. Most lessons of English are carried out through teacher-centered approaches. Bolt (1986, cited in Muangyot. 2010; Promruang. 2012) indicates that in traditional classroom, most activities focused on grammar and reading more than listening and speaking. Teachers generally use too much Thai in English classroom and do not use enough creative activities that stimulate learning. These inappropriate teaching methodologies might be the main cause of English speaking problems.

As a teacher of English, the researcher, who has been teaching English for 3 years has also found that most students have a variety of learning problems and using English. The students cannot use English in conversation or correspondence with others effectively, especially when speaking. The problems in learning and teaching English especially students' speaking ability at Anubarn Surin School, where the researcher has worked, are needed to be improved. The students in grade 6, who are the researcher's students, have high English scores in writing tests (Communicative English Course Report of Anubarn Surin School. 2014) but they still cannot speak English effectively. Results of English speaking tests used by foreign teachers in the second semester of grade 6 students of academic year 2014 at Anubarn Surin School showed that only 27% of the students obtained more than 60% (Anubarn Surin School Report. 2014). Moreover, there are many foreign teachers at Anubarn Surin School but the researcher has observed that the students cannot speak with foreign teachers effectively. The causes of the problems are concerned with the limitation of language background knowledge, lack of awareness of significance in learning language and the English teachers' inappropriate or ineffective teaching approaches used.

There are many methods which are presented to solve the problems of teaching English speaking. Malihah (2010) recommends that teachers should not force the students to speak English utterances but teachers should cover the mastery of students' communicative skills due to the fact that only in that way, students can express themselves and learn how to follow the social and cultural rules which are appropriate in each communicative circumstance. Learners should be given an opportunity to work in interactive modes to express themselves. This demands a new dimension to the language learning process. Teachers should realize that many students face difficult conditions, and as a consequence, teachers should avoid expressions of negative feelings. A positive attitude is expected to reduce the students' anxiety of making mistakes and they will be confident to speak. Hasan (2011) suggests that to help both teachers and students to practice speaking skill in their teaching/learning programs, they need to be convinced of the importance of speaking skill as well as to practice this skill in a way far from the traditional methods that compel students to practice the language they do not like in the way they do not like either. In other words, both teachers and students need to teach and learn, respectively, out of the pattern.

To contribute to the ways to solve the problems of teaching English speaking, task-based language learning would be a good alternative approach. Task-based learning has been increasingly modified in recent years and has been recommended as a way forward in communicative language teaching including speaking (Ellis, 2003). Task-based instruction can be defined as an approach in which communicative and meaningful tasks play the central role in language learning and in which the process of using language in communication especially speaking, carries more importance

than more production of correct language forms (Willis, 1996). That means task-based language learning is a teaching method which allows learners to have an opportunity to practice language by performing 'task', which focuses more on meanings than on forms. There are a variety of activity in this process that encourages learners to work naturally such as solving problems and speaking within their groups both unconsciously and consciously (Promruang, 2012). Many researchers such as Murad (2009), Sae-ong (2010), Thongpubai, (2010), Phisuthankgoon, (2012), Promruang (2012), Thanghun (2012) and Hayati (2013) have done researches using task-based learning to improve speaking ability. The results show that task-based language learning can enhance students' English speaking ability and promote attitudes towards learning English. Due to, task-based language learning is a method which allows learners to have an opportunity to speak more and many researchers have done it with positive results in speaking, it might improve learners' speaking skill and help learners to achieve their English speaking.

In conclusion, to solve the English speaking problem effectively, this study aims at investigating the effectiveness of the task-based language learning whether it is able to solve the problem of students' speaking achievement of grade 6 students at Anubarnsurin School. The researcher selects the task-based language learning because she believes that it will be able to solve the problem of students in speaking. The findings of this research will be beneficial to grade 6 learners at Anubarnsurin School and other students at the same level as well and the findings can be also used as guidelines for other teachers who teach English by using task-based language learning.

1.2 Research Objectives

1.2.1 To compare the students' speaking ability before and after using task-based language learning.

1.2.2 To investigate students' satisfaction towards learning spoken English by using task-based language learning.

1.3 Research Questions

1.3.1 Is the students' speaking post-test score higher than pre-test score after using task-based language learning?

1.3.2 What is the students' level of satisfaction with task-based language learning?

1.4 Research Hypothesis

The students' speaking post-test score is higher than pre-test score after using task-based language learning.

1.5 Significance of the Research

The objective of this study is to investigate students' language learning process by using task-based language learning and to develop speaking abilities of grade 6 students' who enrolled in Communicative English Course (E16202) in the second semester of academic year 2015 at Anubarn Surin School, Muang District, Surin Province under the Surin Primary Education Service Area Office 1. The

findings of this investigation will be useful for all English teachers and all language learners. They can be beneficial in the following ways:

1.5.1 The results of this study can be beneficial for all English teachers who are interested in using task-based language learning to improve students' speaking ability.

1.5.2 This study can improve the students' satisfaction towards using task-based language learning.

1.5.3 The results of this study can be used as teachers' resources or guidelines for further studies in teaching speaking through task-based language learning.

1.6 Scope and Limitations of the Research

The limitations set on interpreting the findings of this research are divided into three sections. Limitations associated with the population and sample's demographic characteristics are presented first. These are followed by the methodological limitations associated with the variables and duration of the study.

1.6.1 Population and Samples

This study can be generalized to only grade 6 students at Anubarn Surin School who share the same characteristics as the samples.

1.6.2 Variables of the study

1.6.2.1 The independent variable was the task-based language learning

1.6.1.2 The dependent variables were as follows:

1. Students' speaking ability by using task-based language learning

2. Students' satisfaction with using task-based language learning

1.6.3 Duration

The study was conducted in the second semester of academic year 2015 for 8 weeks in both usual classes and extra classes.

1.6.4 Contents

The contents were from grade six's book named "Say Hello 6", Unit 1- 5 as follows:

Unit 1 My Story:

Unit 2 Going Shopping:

Unit 3 Good Health:

Unit 4 Animals:

Unit 5 The beautiful world:

1.7 Definition of Key Terms

1.7.1 Task refers to activities that will be completed while using the target language communicatively by focusing on meaning to reach an intended outcome (Bygate, Skehan and Swain, 2001; Lee, 2000; Nunan, 1989; Prabhu, 1987; Richards & Rodgers, 2001; Skehan 1996;). According to Rod Ellis (2003), a task has four main characteristics: a) a task involves a primary focus on (pragmatic) meaning; b) a task has some kind of 'gap'; c) the participants choose the linguistic resources needed to complete the task; d) a task has a clearly defined outcome.

1.7.2 Task-based language learning refers to a method of teaching a second/foreign language that seeks to engage learners in interactional authentic

language use by having them perform a series of tasks. It aims to both enable learners to acquire new linguistic knowledge and to build on their existing knowledge. The main characteristics of task-based language teaching are natural or naturalistic use of language, learners- centered rather than teacher controlled learning, focus on form, tasks serve as the means for achieving natural use of language and Traditional approaches are ineffective (Ellis, 2003). This study has adapted Willis's (1996) use of task-based language learning to develop English speaking ability by using 4 pedagogical tasks as follows:

1. Listing tasks involved are brainstorming and fact-finding. The outcome can yield completed lists or mind maps.
2. Ordering and sorting involve four main processes: sequencing, ranking, categorizing and classifying items.
3. Comparing involves matching to identify specific points and relating them to each other, finding similarities and things in common, and finding differences.
4. Sharing personal experiences encourage learners to talk more freely about themselves and share their experiences with others.

1.7.3 English speaking ability refers to the skill of speaking by sharing information fluently and accurately, including the choice and use of appropriate vocabulary and structure in all contexts. This performance can be measured by using the speaking test, both pretest and posttest which will be described in Chapter 3.

1.7.4 Satisfaction: the feelings of grade six students that indicate favor, pleasure, and gladness towards developing English speaking through the task-based language learning.

1.7.5 Grade 6 students refer to 475 grade 6 students who enrolled in Communicative English Course (E16202) in the second semester of academic year 2015 at Anubarn Surin School, Muang District, Surin Province under the Surin Primary Education Service Area Office 1.

1.8 Summary of the Chapter

This chapter begins by the statement of the problem, followed by objectives and research questions. Afterwards the hypotheses, significance of the study, scope and limitation of the study are discussed. The last outline focuses on definition of key terms. The next chapter, chapter two, will emphasize the review of the related literature.

CHAPTER 2

LITERATURE REVIEW

This chapter mainly focuses on the reviews of the related literature and researches on speaking and task-based learning as the following topics:

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

2.2 Basic Approaches to Understanding Speaking

2.3 Task-based Learning (TBL)

2.4 Satisfaction Theory

2.5 Previous Studies Related to the present Study

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

The Ministry of Education (2008) has formulated and mentioned about the Basic Education Core Curriculum B.E. 2551 as follows:

2.1.1 Vision

The Basic Education Core Curriculum is aimed at enhancing capacity of all learners, who constitute the major force of the country, so as to attain balanced development in all respects-physical strength, knowledge and morality. The learner-centered approach is therefore strongly advocated, based on the conviction that all are capable of learning and self-development to their highest potentiality.

2.1.2 Principles

Notable principles underlying the Basic Education Core Curriculum are as follows.

1) The ultimate aim is attainment of national unity; learning standards and goals are therefore set with a view to enabling the children and youths to acquire knowledge, skills, attitude and morality to serve as a foundation for Thai-ness and universal values.

2) The curriculum facilitates education for all, who have equal access to education of high quality.

3) The curriculum facilitates decentralization of authority by allowing society to participate in educational provision, which suits prevailing situations and serves local needs.

4) Structure of the curriculum enjoys flexibility regarding learning contents, time allotment and learning management.

5) The learner-centered approach is strongly advocated.

6) The curriculum is intended for education of all types formal, non-formal and informal, covering all target groups and facilitating transfer of learning outcomes and experiences.

2.1.3 Goals

The Basic Education Core Curriculum is aimed at the full development of learners in all respects morality, wisdom, happiness, and potentiality for further education and livelihood. The following goals have consequently been set for achievement upon completing basic education.

2.1.4 Learners' Key Competencies

The Basic Education Core Curriculum is aimed at inculcating among learners the following five key competencies such as communication capacity, thinking

capacity, problem-solving capacity, capacity for applying life skills and capacity for technological application.

2.1.5 Desirable Characteristics

The Basic Education Core Curriculum focuses on learners' development for attainment of the following desirable characteristics, enabling learners to enjoy a life of harmony among others as Thai citizens and global citizens.

2.1.6 Learning Area of Foreign Language

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.

2.1.7 Learners' Quality

Grade 6 graduates

After finishing grade 6 level, learners should occupy following qualities:

1) Act in compliance with the orders, the requests and the instructions that they have heard and read; accurately read sentences, texts, tales and short verses aloud by observing the principles of reading; choose/specify the sentences and text corresponding to the meanings of symbols or signs read; tell the main idea and answer questions after listening to and reading dialogues, simple tales and stories.

2) Speak and write in interpersonal communication; give orders, make requests and give instructions; speak/write to express needs; ask for help; willing and refuse to give help in simple situations; speak and write to ask for and give information about themselves, friends, families and matters around them; speak/write to express their feelings about various matters and activities around them, as well as provide brief justifications.

3) Speak and write to give information about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various information that they have heard and read; speak/write to show opinions about various matters around them.

4) Use words, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers; give information about the festivals/important days/celebrations/lifestyles of native speakers; participate in language and cultural activities in accordance with their interests.

5) Tell similarities/differences between the pronunciation of various kinds of sentences, use of punctuation marks and word order regarding sentence structure of foreign languages and of Thai language; compare the similarities/differences between the festivals, celebrations and traditions of native speakers and those of Thai.

6) Search for and collect the terms related to other learning areas from learning sources and present them through speaking/writing.

7) Use foreign languages to communicate in classroom and in school.

8) Use foreign languages in searching for and collecting various

information.

9) Be able to use foreign languages (focus on listening, speaking, reading and writing) to communicate about themselves, their families, schools, their environment, foods, beverages, free time and recreation, health and welfare, selling and buying, and climate around 1,050-1,200 words (concrete and abstract words).

10) Use simple and compound sentences to convey meanings in various contexts.

2.1.8 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.

2.1.9 Curriculum of Foreign Language Department for Grade 6 at Anubarn Surin School

Anubarn Surin School has developed the curriculum according to the learning manual of Foreign Language Department that parallel with Basic Education Curriculum 2008. As for the English course, the researcher was responsible for Additional English for grade six students. The course has details as follows:

Course Code	E16202
Learning Unit	0.5
Course Name	Communicative English
Department	Foreign Language
Semester	Second
Level	Grade 6
Durations	1 hour per week

Course Description:

This course focuses on students' listening, speaking, reading, and writing skills. The students have to study ten units. The first unit applies role playing and dialogue making. In the second unit, students have to do role playing like in the restaurant, in the market etc. It is all about things that are outside the classroom. The third unit relates to talking about their good habits and bad habits. They will learn what is good and bad for their health. The fourth unit includes talking about the lifespan of animals and speeds of animals. The fifth unit covers many things such as signs, direction, weather, our neighbors, countries and cities, travel, vehicle and environment. The sixth unit includes the countries in Southeast Asia, their capitals and nationalities. The seventh one includes a map of the earth and focuses on the present perfect tense. The eighth unit is about information of famous people. The ninth one is about present life. The tenth unit includes good and bad types of behavior that the students should know.

2.2 Basic Approaches to Understanding Speaking

2.2.1 Definition of speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). Valette (1977) considers speaking as a social skill. With communication being the goal of second-language acquisition, the emphasis is on the development of correct speech habits. Speaking involves more than pronunciation and intonation. At the functional level, speaking means making oneself understood. At a more refined level, speaking requires correct and idiomatic use of the target language. A newcomer in a foreign country learns to communicate to obtain the essentials of life; first by

using gestures and gradually picking up words and phrases. On the other way around, Chaney (1998: 13) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In a bit different statement, Howarth (2001) defines speaking as a two-way process involving a true communication of ideas, information or feelings. Meanwhile, Oktarina (2002) underlines that speaking skill is the ability of arranging sentences since communication happens through the series of sentences constructing in performing the various behavior from various society.

In summary, speaking is a crucial skill for communication. It is the process which speakers use to express their thoughts and feelings to listeners. To reach a high level of speaking proficiency, the speakers have to use correct vocabulary and structures to make the listeners understand the meaning and purpose of their utterances.

2.2.2 Speaking Ability

Speaking ability means the skill of speaking by sharing information fluently and accurately, including the choice and use of appropriate vocabulary and structure in all contexts. According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

1) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability manipulate structure and to distinguish appropriate grammatical form

in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written forms.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written forms. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard. 2000:11).

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to

spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

In conclusion, speaking ability is the skill or competence to speak for sharing information by using grammar, vocabulary and pronunciation fluently and accurately.

2.2.3 Types of Speaking

Brown (2001: 250) provides type of classroom speaking performance as follows:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

The students' speech in the classroom is responsive short replies to teacher-or students-initiated questions or comment. These replies are usually

sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech e.g.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information e.g. The conversations are little trickier for learner because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”.

6. Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

2.2.4 Speaker's skills

Speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer. 1997). Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting (Burns & Joyce. 1997). For example, a learner involved in the exchange with the

salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses. The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the following:

- 1) producing the sounds, stress patterns, rhythmic structures, and intonations of the language; 2) using grammar structures accurately; 3) assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives;
- 4) selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; 5) applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension; 6) using gestures or body language; and
- 7) paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement (Brown, 1994).

In conclusion, speakers' skills influence the success of speaking. To speak effectively, speakers should have skills to communicate with listeners. The speakers must be able to produce and manage sound, stress patterns and structures of language when they have speeches. Moreover the speakers must also be able to choose appropriate and correct vocabulary and grammar to make listeners understand meaning and purpose of the speakers.

2.2.5 Teaching Speaking

Nunan (2003) defines the meaning of “teaching speaking” as teaching ESL learners to 1) produce the English speech sounds and sound patterns; 2) use word and sentence stress, intonation patterns and the rhythm of the second language; 3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; 4) organize their thoughts in a meaningful and logical sequence; 5) use language as a means of expressing values and judgments; 6) use the language quickly and confidently with few unnatural pauses, which is called as fluency. Many times ago, teaching speaking has been undervalued and English language teachers teach speaking just in the forms of a repetition of drills or memorization of dialogues. It should now be extended that the goal of teaching speaking is not merely to force them to speak the English utterances but it should cover the mastery of students’ communicative skills due to the fact that only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In summary, teaching speaking is very important for language learning.

Teaching speaking effectively must be able to make the success of the learner in school and success later in every phase of life. To teach speaking, teachers should give learners a chance to learn how to speak by themselves. The teachers should be only mentors to suggest learners how to speak appropriately without forcing them. The learners will be confident to express themselves to speak and be confident to speak later in real situations.

2.2.6 Teaching Speaking Activities

The speaking activities stimulate learners to speak and learn how to express their ideas and feelings. A variety of speaking activities are important for the learners to be able to deal with different situation in real life. Kayi (2006) gives some following example of speaking activities:

2.2.6.1 Role Play

One way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer. 1984)

2.2.6.2 Information Gap

In this activity, students are supposed to work in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

2.2.6.3 Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is

that the students are not criticized for their ideas so students will be open to share new ideas.

2.2.6.4. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and have them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

2.2.6.5 Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

In conclusion, a variety of speaking activities such as those listed above are very important to teach learners. They can encourage learners to develop basic interactive skills necessary for life. These activities motivate learners to learn and at the same time make their learning more meaningful and fun for them.

2.2.7 Assessing speaking

Speaking assessments can take many forms, from oral sections of standardized tests such as the Basic English Skills Test (BEST) or the English as a Second Language Oral Assessment (ESLOA) to authentic assessments such as progress checklists, analysis of taped speech samples, or anecdotal records of speech in classroom interactions. Assessment instruments should reflect instruction and be

incorporated from the beginning stages of lesson planning (O'Malley and Pierce, 1996). For example, if a lesson focuses on producing and recognizing signals for turn-taking in a group discussion, the assessment tool might be a checklist to be completed by the teacher or learners in the course of the learners' participation in the discussion. Finally, criteria should be clearly defined and understandable to both the teacher and the learners.

2.2.8 Speaking scale

Luoma (2004) describes that speaking scores express how well the examinees can speak the language being tested. The plain score, there is usually a shorter or longer statement that describes what each score means, and the series of statements from lowest to highest constitutes a rating scale. North (1996) describes the challenge of developing rating scale as trying to describe complex phenomena in a small number of words on the basis of incomplete theory. For the purpose of this study, the author considered several appropriate scales. The two main scales are the National Certificate scale and a scale derived from Clark (1986). A description of each scale is described below:

2.2.8.1 The National Certificate scale

The Finnish National Certificate scale (National Board of Education, 2002) is a holistic scale with six levels. Holistic scales express an overall impression of an examinee's ability in one score. The six levels of holistic scale are as follows:

Level 1: Is able to ask and reply to simple questions dealing with immediate everyday needs and is able to use the most common phrases. Copes

with the very simplest speaking tasks, but communication is slow and very fragmented.

Level 2: Copes with routine speaking situations that require a simple exchange of information. Nevertheless, the speaker's language proficiency considerably restricts the range of subjects that the speaker can process. Successful communication of a message presupposes that the interlocutor is willing to help the speaker in forming the message. Pronunciation and/or language skills may deviate from the target language norm, thus require special effort from the interlocutor and impede successful communication.

Level 3: Copes with the most familiar practical speech situations and is able to take the initiative in everyday language use situations. Speech can be fairly slow but there are few unnatural interruptions. Be comprehensible despite deficiencies in grammar and/or pronunciation.

Level 4: Copes fairly well in both formal and informal speech situations and is able to make a distinction in speech, at least to some extents, between formal and informal registers. Is able to present and justify opinions in a comprehensible manner and describe sights, sounds and experiences. Be obliged only rarely to use circumlocutions in everyday communication because of inadequate language proficiency.

Level 5: Speaks fluently without frequent obvious need to search for an expression. Delivery characterized by naturalness, coherence and appropriate length. Be able to present a clear and detailed description of even a complex topic. Can use idiomatic and everyday expressions and is able to express

nuances fairly well, even though the use of less common vocabulary and complex sentence structures may cause difficulties.

Level 6: Speech characterized by extreme fluency and only occasionally by non-native features, such as a foreign accent. Be capable of expressing even subtle nuances of meaning with precision, making varied and appropriate use of idiomatic expressions and vary the speech linguistically and with regard to the content in an appropriate manner.

2.2.8.2 A scale derived from Clark (1986)

Clark (1986, cited in Promruang, 2012) classifies the learner's speaking ability into 4 categories to score: pronunciation, vocabulary, grammar and fluency. Each category has four levels as follows:

Table 2.1

English Speaking Scale

Category	Description
Pronunciation	4 Pronounce words correctly 3 Mispronounce words occasionally 2 Mispronounce words often and sometimes difficult to understand 1 Not able to respond
Vocabulary	4 Use proper vocabulary in most situations 3 Able to communicate and use proper vocabulary 2 Often use improper vocabulary but able to be understand 1 Usually use improper vocabulary and unable to have a conversation

Table 2.1

English Speaking Scale (Continued)

Category	Description
Grammar	4 Mostly use correct grammar and proper vocabulary with rare mistakes 3 Mostly use correct grammar with minor mistakes 2 Sometimes use incorrect basic grammar 1 Use incorrect grammar and unable to communicate
Fluency	4 Speak in a natural rhythm 3 Able to converse well some of the time 2 Unable to maintain a conversation 1 Speak with long pauses; does not complete sentences or unable to respond

Source : (Clark (1986. cited in Promruang. 2012)

In summary, speaking scale is used to assess examinees' speaking ability.

The Finnish National Certificate scale (National Board of Education. 2002) is a kind

of speaking scales which is a holistic scale. It has six levels. The Basic level

examination is set at levels 1–2, the Intermediate level examination is at levels 3–4

and the Advanced level examination is at levels 5–6. A scale derived from Clark

(1986) has four categories: pronunciation, vocabulary, grammar and fluency. Each

category has four levels. At first, the researcher had considered both kinds of speaking

scale, in finally, the researcher eventually chose to use a scale derived from Clark

(1986), as it was the most suitable scale for the researcher's students' level.

2.3 Task-based Language Learning

In recent years a number of researchers, syllabus designers and educational innovators have called for a move in language teaching toward task-based approaches to instruction (Prabhu, 1987; Nunan, 1989; Ellis, 2003).

2.3.1 Definition of Task

Task-based learning has been defined from many experts widely.

Richards (1986) defines a task to refer to a language learning endeavor that requires learners to comprehend, manipulate and produce target language as they perform the set task, involving real-world language.

Prabhu (1987) defines a “task” as an activity that requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process.

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

Skehan (1998:95) says that a task is "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; task completion has some priority; and the assessment of task performance is in terms of task outcome.

Lee (2000) defines a task as a classroom activity or exercise that has an objective obtainable only by interaction among participants, a mechanism for structuring and sequencing interaction and a focus on meaning exchange.

Ellis (2003:16) mentions six criteria features of a task:

1) A task is a work plan. A task constitutes a plan for learning activity.

This work plan takes the form of teaching materials. The actual activity that results may or may not match that intended by the plan.

2) A task involves a primary focus on meaning. A task seeks to engage learners in using language pragmatically rather than displaying language. It seeks to develop L2 proficiency through communicating. Thus, it requires a primary focus on meaning.

3) A task involves real-world processes of language use. The work plan may require learners to engage in language activity such as that found in the real-world, for example, completing a form, or it may involve them in language activity that is artificial, for example, determining whether two pictures are the same or different.

4) A task can involve any of the four language skills. The work plan may require learners to (1) listen or read a text and display their understanding, (2) produce an oral or written text, or (3) employ a combination of receptive and productive skills.

5) A task engages cognitive processes. The work plan requires learners to employ cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the task.

6) A task has a clearly defined communicative outcome. The work plan stipulates the non-linguistic outcome of the task, which serves as the goal of the activity for the learners. The stated outcome of a task serves as the means of determining when participants have completed a task.

In conclusion, a task is a classroom learning activity which focuses on learners' communicative achievement. It motivates learners to express their skills through learning process. It can help the learners by placing them in a situation like in the real world.

2.3.2 Types of Task

Ellis (2003) classifies tasks into the following types:

2.3.2.1 Unfocused Tasks

An unfocused task is one that encourages learners to use English freely without concentrating on just one or two specific forms (i.e., a replication activity).

2.3.2.2 Pedagogical Tasks (rehearsal, activation)

Pedagogical tasks have a psycholinguistic basis in second-language acquisition (SLA) theory and research but do not necessarily reflect real-world tasks. For example, four students are given pictures and must describe them to the rest of the class. The other students ask the four students questions about their pictures, and a student then tries to tell a story. Pedagogic tasks can be:

1) Rehearsal tasks

The tasks of pair-work role play are examples of rehearsal tasks.

2) Activation tasks

The teacher gives pairs of students two different pictures, and then ask one to talk to their partner about the differences between the pictures.

3) Real-world tasks

Tasks are everywhere in everyday life. Washing our face is a task, as is preparing breakfast, going to work by car, etc. Tasks are a part of our lives to such an extent that there is hardly any activity that cannot be called a task.

4) Focused Tasks

Ellis (2003) mentions that a focused task is either a consciousness-raising activity that focuses on examining samples of language to explore particular features. These are sometimes called "meta-cognitive" activities.

Willis (1996: 149) lists the following types of tasks of Task-based Language Teaching (TBLT):

1) Listing: Including a brainstorming and fact-finding, the outcome is a completed list or draft mind map. This type of task can help train students' comprehension and induction ability.

2) Ordering, sorting: Including sequencing, ranking and classifying, the outcome is a set of information ordered and sorted according to specific criteria. These types might foster comprehension, logic and reasoning ability.

3) Comparing: This type of task includes matching, finding similarities, or differences. The outcome can be appropriately matched or assembled items. This type of task enhances students' ability of differentiation.

4) Problem solving: This type of task includes analyzing real situations, reasoning, and decision-making. The outcome involves solutions to the problem, which can then be evaluated. These tasks help promote students' reasoning and decision-making abilities.

5) Sharing experience: These types of tasks include narrating, describing, exploring and explaining attitudes, opinions, and reactions. The outcome is usually social. These tasks help students to share and exchange their knowledge and experience.

6) Creative tasks: These include brainstorming, fact finding, ordering and sorting, comparing and many other activities. The outcome is an end product that can be appreciated by a wider audience. Students cultivate their comprehensive problem-solving abilities as well as their reasoning and analyzing abilities. These tasks are listed from easy to difficult, and all of them reveal the recognition process of students. The tasks in TBLT should be applicable to real life to help students accomplish the tasks and show their communicative competence in classroom teaching and real life situations.

In summary, there is a large variety of tasks for a teacher to choose from. Each has its own learning benefits.

2.3.3 Task Components

Nunan (2004. cited in Sae-Ong. 2010:8) formulates six elements which should be considered by course designers when designing a task: goals, input, procedures, teacher's role, learner's role and setting.

2.3.3.1 Goals refer to the general intentions behind any learning task. Nunan provides a link between task and curriculum. Goals relate to general outcomes or may directly describe the teacher or learners' behavior.

2.3.3.2 Input refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners

themselves. Input can come from a wide range of sources, including letters, menus, postcards, bus timetables, picture stories or hotel entertainment programs (Hover, 1986).

2.3.3.3 Procedures specify what learners actually do with the input.

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

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

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

2.3.3.6 Setting refers to the classroom arrangement specified or implied in the task. It requires consideration of whether a task is to be carried out wholly or partly outside of the classroom. It is useful to distinguish between mode and

environment when setting tasks. Mode refers to whether the learner is operating on an individual, pair or group basis. Environment refers to where the learning actually takes place. It might be in a conventional classroom in a school, a language center, a community class, a workplace setting, a self-access center or a multi-media language center.

In summary, all of the six elements: goal, input, procedure, teacher's role, learner's role and setting are very important for designing a task. Considering all elements above during designing a task will make the task more effective for learners.

2.3.4 TBL Methodology

There are different sequencing frameworks of task-based instruction proposed by many researchers (Ellis, 2003; Lee, 2000; Prabhu, 1987; Skehan, 1996; Willis, 1996). They assume three phases in common for task-based instruction. Ellis (2003) separates three phase as pre-task, during task, and post-task, while Willis (1996) divides three phases into pre-task, task cycle and language focus. Willis gives descriptions of three phases as follows:

2.3.4.1 Pre-Task

The teacher introduces the topic and situation and gives clear instructions on what and how the students are going to do at the task stage and may also present useful words or phrases but will not pre-teach any new structures. The teacher helps the students understand the objectives of the task. This stage is also considered the preparatory stage for the task-cycle stage.

2.3.4.2 Task-Cycle

This stage includes task, planning, and reports.

Task: To carry out the task, students work in pairs or groups

using whatever knowledge of language they can recall to negotiate the task. The teacher facilitates the task, monitors and encourages the students but avoids correcting any mistakes or errors of form at this stage.

Planning: The students prepare oral or written reports to tell the class what the outcome was. During the time of presentation, the teacher takes notes of mistakes and corrects their language. The emphasis is on clarity, organization, and accuracy as appropriate for a class presentation.

Report: The teacher asks some student to report briefly to the whole class so every students can compare the findings, or other pairs or groups will have comments. The teacher also gives comments, but gives no public correction.

2.3.4.3 Language Focus

Language analysis: The teacher sets some language-focused activities based on the text the students have read or heard. The students analyze the language with a focus on form.

Language practice: Based on the language analysis work, the teacher conducts some practice activities for the students to practice the language. In the light of literature, it is inferred that TBLT means having the students do tasks. Through the performance of tasks, the students are involved in using the target language, and thus they will reach the set goal in the process of language learning and teaching.

In conclusion, there are three phases in common for task-based instruction, Ellis (2003) separates three phase as pre-task, during task, and post-task, while Willis (1996) divides three phases into pre-task, task cycle and language focus. The

researcher chooses three phases of Willis which are: pre-task, task cycle and language focus.

2.4 Satisfaction Theory

2.4.1 Definition of Satisfaction

Zeithaml et al. (1990) defines satisfaction as an overall judgment, perception or attitude on the superiority of service. The judgment is based on the discrepancy between expectations and actual experiences of customer.

Giese and Cote (2000:3) defines satisfaction as a summary, affective and variable intensity response centered on specific aspects of acquisition and/or consumption and which takes place at the precise moment when the individual evaluates the objectives.

Puntevee (1999) 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.

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.

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.

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.

2.2.2 Definition of Student Satisfaction

Student satisfaction is discussed in many ways. Kaldenberg et al. (1998) discusses and found that in the college, student satisfaction was driven by evaluating the quality of coursework and other curriculum activities and other factors related to the university. Lecturers should treat students with sensitivity and sympathy, and assistance should be provided when necessary. Even simple listening is appreciated. Grossman (1999) discusses that a student could be treated like a customer or a client within the college and in that case, the college serves the students on a better priority to fulfill their expectations and needs. Elliot and Healy (2001) propose that student satisfaction is a short-term attitude, derived from the evaluation of the received education service (cited in Kayastha. 2011).

In summary, satisfaction is individual abstract feeling through something which cannot be seen as a shape. To know that the people are satisfied or not can be observed from their expression which it quite complex. Student satisfaction is student's feeling through coursework and other curriculum activities and other factors related to a school. To evaluate students' satisfaction, teacher can use questionnaire.

2.5 Previous Studies Related to the Present Study

Teaching English as a foreign language by using task-based learning has been proven by researchers at various levels; from basic to advance. Many research studies over the past twenty years have investigated task-based learning as shown below:

Tanasarnsanee (2002) compared teaching Japanese language in 3Ps, and task-based learning to the Japanese learner. The result showed students who have learned Japanese language by task – based learning have a higher competence in the Japanese language for communication than 3Ps.

Rattanawong (2004) studied the effects of teaching by using task-based learning towards English language communicative ability of Pratomsuksa six students. It was found that the difference in the means score in four skills of listening, speaking, reading, and writing of the experimental group was greater than those of the controlled group at the .05 level of significance.

Wijitpaisarn (2005) investigated the students' English speaking ability through Task-based learning. The results of this study revealed that the students' English speaking ability before and after using the task-based learning was significantly different at the level of .01. Moreover, the students' attitude towards studying English speaking ability before and after the task-based learning was significantly different at the level of .01.

Yooyong (2008) studied the development of English speaking ability of Mattayomsuksa 2 students at Banmarkkaeng School in UdonThani Province. The results of this study indicated that the English speaking ability of Mattayomsuksa 2 students after the experiment was significantly higher at the .01 level.

Fotos and Ellis (1991) demonstrated that the adoption of "task-based language teaching" to communicate about grammar is conducive to both learning and communication. They also found that communicative grammar-based tasks helped Japanese college-level EFL learners increase their knowledge of difficult grammatical rules and facilitated the acquisition of implicit knowledge.

Cathcart (1988: 98) was one of the language oriented researchers who performed TBLT with empirical examinations. After observing eight Spanish-speaking kindergarten children performing various activities for a year, Cathcart pointed out that "an increase in utterance length or complexity was found in those peer-peer interactions". The results of a study conducted by Rulon and McCreary's (1986), which compared teacher-fronted with group work negotiation for meaning also endorse the reliability of TBLT. The point they made was that through group work focused on meaning, interaction is promoted, and eventually L2 learning ensure.

Lopez (2004) conducted an experiment based on task-based instructions instead of presentation-practice-production (PPP) approach for teaching English in two classes in a private school in the south of Brazil. He found that students using task-based instructions (TBI) learned English more effectively because they were using the language to do things, to access information, to solve problems, and to talk about personal experiences. The students who were exposed to real language were able to deal with real life situations when they encountered them outside the classroom. He also concluded that teachers who come from a different background, as far as teaching approaches are concerned, should be trained before using TBLT in the classroom.

Al Nashash (2006) investigated the effect of a task-based program for teaching English language productive skills on the development of first-year secondary grade female students' oral and written skills at a secondary school in Amman. The results showed that task-based language teaching through the designed program based on the procedures and principles of TBLT improved the learning of communicative speaking and writing skills somewhat better than the conventional method of teaching.

Aljarf (2007) investigated the effect of TBLT on 52 female EFL students at the college of language at King Saud University, Riyadh, Saudi Arabia. The students were in their third semester of college and were enrolled in a two-hour speaking course. The students were taught using TBLT principles, instructions, and procedures and were pre and post-tested. The results showed that the students could speak fluently using correct grammar and pronunciation, and could easily generate ideas. The success of this improvement was due to efficient task-based instructions.

Suxiang (2007) explored the effects of combining task-based language teaching with online English language teaching on Chinese university non-major English graduate students. He examined whether this combination promoted the students' interest in English learning and if it improved the students' basic skills in listening, speaking, reading and writing. The results of the study showed that the students' interest in English gradually increased, and it stimulated the students' potential ability in English learning, particularly their reading, writing, speaking and listening.

Murad (2009) investigated the effect of task-based language teaching program for developing the speaking skill of Palestinian secondary students and their

attitudes toward English. The students were in eleventh grade and TBLT was conducted for three months. The finding was the TBLT program significantly increased the speaking skill of the students in the experimental group. The students also had positive effect toward English.

Sae-ong (2010) examined the use of task-based learning to develop learners' English speaking ability. The participants were 40 learners from Mattayomsuksa 4 of Satit Silpakorn School, Nakornpathom chosen by the simple random sampling approach. It was found that the English speaking ability of Mattayomsuksa 4 learners was significantly higher after using task-based learning at the .05 level. The participants were significantly higher mean scores on the post-test than pre task-based learning. The participants responded that they could communicate more effectively after experiencing task-based learning.

Thanghun (2012) studied the use of task-based learning to develop English speaking ability of Prathom 6 students at Paiboonprachasan School. The participants were 30 students of Prathom 6, selected by simple random sampling. The finding revealed that the English speaking ability of Prathom 6 students was significant higher after using task-based learning activities at the .05 level. The task-based learning activities supported students' English learning and speaking ability in the classroom.

Hasan (2014) investigated the effect of a task – based learning program in teaching English on the secondary school students' oral English performance. To achieve the objective, a task based program was constructed to teach two units from the second year secondary school textbook. An oral performance test accompanied by an assessment rubric was administered. Two groups of the second year secondary students were selected for experimentation. Twenty three students

represented the experimental group studied two units utilizing the task based program while twenty one students representing the control group studied the same units following the Teacher's Guide. Data were analyzed. The results revealed that there were statistically significant differences between mean scores of the experimental and the control group subjects in both one way monologue and two way dialogue tests favoring the experimental group. Results also showed statistically significant differences between mean scores of the experimental group subjects in one way monologue and two way dialogue tests favoring the one way monologue test. The results supported the effectiveness of utilizing task based learning in teaching English as a foreign language.

Munirah and Muhsin (2015) studied using task-based approach in improving the students' speaking accuracy and fluency at Sekolah Menengah Atas Negeri 2 Sungguminasa Kab. Gowa in the 2013/2014 Academic Year. Task-based Approach was used in a Classroom Action Research (CAR). The research had been conducted in two cycles, each cycle consist of four meetings. It employed speaking test as instrument. A number of research subjects were 37 students in class 6. The instruments were speaking test and observation. The research findings showed that Task-based Approach could improve the students' speaking skill from cycle 1 to cycle 2. The students' achievement from D-Test to cycle 1 was 12.50%, and after finishing cycle 2 the students' achievement became 16.27%. Based on the research findings, the researcher concludes that Task-based Approach gave a significant contribution in learning process of speaking accuracy and fluency.

It is evident from the above mentioned studies research that task-based learning affects learners in a positive way. It improves the students' basic skills in

listening, speaking, reading and writing. Especially, in speaking, the students could speak fluently using correct grammar and pronunciations, and could easily generate ideas.

2.6 Summary of the Chapter

This chapter has presented the detail of Basic Educational Core Curriculum B.E. 2551 (A.D.2008), basic approaches to understanding speaking, task-based learning (TBL), satisfaction theory, the context of the study and 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 describes the research methods used to investigate the effects of task-based learning on English speaking ability of grade six students at Anubarn Surin School. It includes the population and samples, the research instruments, the data collection procedures, the data analyses and the statistical procedures, respectively.

3.1 Population and Samples

3.1.1 Population

The population of this investigation included 475 grade 6 students from 9 classes who enrolled in Communicative English Course (E16202) in the second semester of academic year 2015 at Anubarn Surin School, Muang District, Surin Province under the Surin Primary Education Service Area Office 1.

3.1.2 Samples

The samples of this investigation were 52 grade 6/1 students who enrolled in Communicative English Course (E16202) in the second semester of academic year 2015 at Anubarn Surin School, Muang District, Surin Province under the Surin Primary Education Service Area Office 1. The samples were selected by simple random sampling using a classroom as a sampling unit.

3.2 Research Instruments

Four main research instruments were used in this study: task-based language learning, lesson plans, English speaking pretest and posttest and task-based language learning satisfaction questionnaires. The instruments were tested the qualities as the following:

3.2.1 Task-based Language learning

Task-based language learning was created based on The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and students' needs. It was provided from grade six's book named "Say Hello 6": Unit 1- 5 under 5 situations below, and each situation was consisted of the contents as the follows:

Unit 1: My Story:

Telling friends about yourself

Asking friends about themselves

Unit 2: Going Shopping:

Asking friends to go shopping

Buying some food

Unit 3: Good Health:

Talking about good habits

Talking about how to have good health

Unit 4: Animals:

Comparing animals

Describing animals

Unit 5: The beautiful world:

Talking about how important water and plants are

Talking about how to save the environment

According to Willis (1996) and Kayi (2006), types of task-based language learning and speaking activities were provided in each unit as the follows:

Unit 1: listing, sharing personal experience and information-gap

Unit 2: listing, comparing and role play

Unit 3: listing and role-play

Unit 4: ordering, sorting and picture describing

Unit 5: brainstorming and role play

The researcher constructed the task-based language learning based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and followed the steps of construction and testing quality of the task-based language learning as follows:

3.2.1.1 The researcher studied the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) in terms of 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 six students.

3.2.1.3 The researcher studied the characteristics, aspects, and principle of creating the task-based language learning from documents and books, the previous studies about types of task-based learning of Willis (1996) and language learning and speaking activities of Kayi (2006).

3.2.1.4 The researcher constructed the task-based language learning based on learning strands and indicators of foreign languages of grade six students and the principle of creating tasks.

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

3.2.1.6 The task-based language learning were then examined by experts for appropriateness. The following Likert rating scale was used to find out the task-based language learning's appropriateness. (Srisa-ard. 2011 : 121)

- 5 means the most appropriate
- 4 means very appropriate
- 3 means moderately appropriate
- 2 means partially appropriate
- 1 means the least appropriate

The names of three experts are as follows:

1. Dr. Surachai Piyanukool, Ph. D. (Reading), an English lecturer at Buriram Rajabhat University
2. Miss Mayuree Thongdee, M. A. (English), an English teacher at Bangkokpi School under the Office of Bangkok Educational Service Area 2.
3. Mrs. Sathaporn Samarn, M. Ed. (English) an English teacher at Anubarnsurin School under the Surin Primary Education Service Area Office 1.

3.2.1.7 The researcher analyzed the scores from the experts to find out the mean scores of the task-based language learning's appropriation, and compared with five-point Likert scale (Srisa-ard. 2011 : 121) as follows:

Opinion Levels	Meanings
4.51-5.00	Most Appropriate
3.51- 4.50	Very Appropriate
2.51- 3.50	Moderate Appropriate
1.51-2.50	Partially Appropriate
1.00-1.50	Least Appropriate

The appropriate scores at 3.50 and higher were considered that task-based language learning can be used (See Appendix B). The mean score obtained was 4.75 (S.D.= 0.45). The researcher adjusted and revised task-based language learning under the experts' comments.

3.2.1.8 The task-based language learning were tried out in three steps with 30 grade six students at Anubarn Surin School, Muang District, Surin Province under the Surin Primary Education Service Area Office 1 with the following steps:

1. One to One Trial

Task-based language learning was tried out with 1 high, 1 moderate and 1 low proficiency students. The students were selected by purposive sampling using criteria of discrimination to divide the students into different levels of English learning achievement as follows : 1) the students whose English score between grade 3.5 – 4.00 in the first semester of the academic year 2015 was

considered as a high proficiency student, the student whose English score between grade 2.0 – 3.0 was considered as a moderate proficiency student, and the students whose English score between grade 1 - 1.5 was considered as a low proficiency student; 2) the three students attended the orientation and pretest for 1 hour; and 3) they were taught by using task-based language learning for 15 hours. After that, they did the posttest for 15 minutes and completed the satisfaction questionnaire. In this step, the teacher found that the students had high anxiety and stress while doing the activities. Many times when the students did the activities, they could not present their ideas. The teacher needed to give them more examples and useful vocabulary. Moreover, when they did the post-test, the moderate and the low proficiency students could not respond and the high proficiency student often mispronounced words and sometimes their responses were difficult to understand. This step allowed the teacher to know that the students needed more examples and vocabularies before doing each activity. The teacher also needed to review pronunciation of each word for them.

2. Small Group Trial

Task-based language learning was tried out with nine students; 3 students from 3 groups of low, moderate and high proficiency students. The students were selected by purposive sampling using criteria of discrimination to divide the students into different levels of English learning achievement as follows: 1) the students whose English score between grade 3.5 – 4.00 in the first semester of the academic year 2015 were considered as high proficiency students, the students whose English score between grade 2.0 – 3.0 were considered as moderate proficiency students, and the students whose English score between grade 1 - 1.5 were considered as low proficiency students; 2) nine students attended the orientation and pretest for 1

hour and 30 minutes; and 3) they were taught by using task-based language learning for 15 hours. After that, they did the posttest for 45 minutes and completed questionnaires about their satisfaction with task-based language learning. In this step, the teacher gave the students more examples and useful vocabulary before doing each activity but most of students still made mistakes. However, teacher found that though the students made some mistakes, they tried and were enthusiastic to do the activities. While doing activities the students always wanted to form groups or pairs by themselves to reduce their anxiety and stress. When the students did the post-test, some of them were able to respond and used proper vocabulary, some of them often used improper vocabulary but they were understandable. The problem was when the students heard questions, they did not know how to answer correctly. This step allowed the teacher to know that letting students form groups and pairs by themselves could reduce students' anxiety and stress, and made them enjoy the activities more. In addition, the teacher needed to give them the answer patterns and give them some examples of questions and the ways to answer each question.

3. Field Trial

Task-based language learning was tried out with 30 students; 10 students from each group of low, moderate and high proficiency students. The students were selected by purposive sampling using criteria of discrimination to divide the students into different levels of English learning achievement as follows:

- 1) the students whose English score between grade 3.5 – 4.00 in the first semester of the academic year 2015 were considered as high proficiency students, the students whose English score between grade 2.0 – 3.0 were considered as moderate proficiency students, and the students whose English score between grade 1 - 1.5 were

considered as low proficiency students; 2) the 30 students attended orientation and pretest for 3 hours and 30 minutes; and 3) they were taught by using task-based language learning for 15 hours. After that, they did the posttest for 2 hours and 35 minutes and completed the satisfaction questionnaires. In this step, it was clearly found that most students were able to do the post-tests better than the pretests. (See Appendix L)

3.2.1.9 The pretest and posttest score were collected as a data to examine the Rater Agreement Index (RAI) of 3 raters by using the method of Stock (1996). The Rater Agreement Index (RAI) of pretest score was 0.98 (See Appendix M) and the Rater Agreement Index (RAI) of posttest score was 0.97 (Appendix N).

3.2.1.10 The researcher operated the task-based language learning with the samples.

3.2.2 Task-based Language Learning Lesson Plans

Lesson plans were then designed in details by reviewing researches and theories of task-based learning and speaking skill. This study was carried out in Communicative English Course (E16202) which was offered to grade 6 learners. The contents of lesson plan were from grade six's book named "Say Hello 6", Unit 1- 5. The researcher used the three-hour lesson plans employing the tasks-based approach, for grade six 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 limitations and details of content

in the school's curriculum based on learning strands and indicators of foreign languages of grade six students.

3.2.2.3 The researcher studied the characteristics, aspects, and principles of creating the task-based language learning from the previous studies about types of task-based learning of Willis (1996) and language learning and speaking activities of Kayi (2006).

3.2.2.4 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).

3.2.2.5 The researcher constructed 6 lesson plans based on types of task-based learning of Willis (1996) and speaking activities of Kayi (2006) as follows:

Lesson plan 1: Orientation, Doing the pre-test

Lesson plan 2: listing, sharing personal experience and information-gap

Lesson plan 3: listing, comparing and role play

Lesson plan 4: listing and role-play

Lesson plan 5: ordering, sorting and picture describing

Lesson plan 6: brainstorming and role play

3.2.2.6 The 6 lesson plans were designed into three phases of Willis (1996) as follows:

Pre-Task

The teacher introduced the topics and situation and gave clear instructions on what and how the students were going to do at the task stage and teacher also presented useful words or phrases but did not pre-teach any new

structures. The teacher helped the students understand the objectives of the task. This stage was also considered the preparatory stage for the task-cycle stage.

Task-Cycle

This stage included task, planning, and reports.

Task: To carry out the task, students worked in pairs or groups using whatever knowledge of language they could recall to negotiate the task. The teacher facilitated the task, monitors and encourages the students but avoided correcting any mistakes or errors of form at this stage.

Planning: The students prepared oral or written reports for presenting to the class what the outcome was. During the time of presentation, the teacher took notes of their mistakes and corrected their language. The emphasis was on clarity, organization, accuracy and appropriateness for a public presentation.

Report: The teacher asked some pairs to report briefly to the whole class so every student could compare the findings, or other pairs or groups gave comments. The teacher also gave comments, but gave no public correction.

Language Focus

Language analysis: The teacher set some language-focused activities based on the text the students had read or heard. The students analyzed the language forms.

Language practice: Based on the language analysis work, the teacher conducted some practice activities for the students. In the light of literatures, it was inferred that TBLT means having the students do tasks. Through the performance of tasks, the students were involved in using the target language, and thus they reached the set goal in the process of language learning and teaching.

3.2.2.7 The task-based language learning lesson plans were given to the thesis advisors to check content validity based on key concepts, indicators, learning strands, activities, and learning assessment. Then the researcher improved the lesson plans based on the suggestions.

3.2.2.8 The experts examined the lesson plans for content validity quality by using five-point Likert rating scale as follows (Srisa-ard. 2011 : 121).

- 5 means the most appropriate
- 4 means very appropriate
- 3 means moderately appropriate
- 2 means partially appropriate
- 1 means the least appropriate

3.2.2.9 The researcher evaluated the scores from the experts to find out the mean scores of task-based language learning lesson plans' appropriation, and interpreted them by using five-point Likert scale (Srisa-ard. 2011 : 121) as follows:

Opinion Levels	Meanings
4.51-5.00	Most Appropriate
3.51- 4.50	Very Appropriate
2.51- 3.50	Moderately Appropriate
1.51-2.50	Partially Appropriate
1.00-1.50	Least Appropriate

They were considered that task-based language learning lesson plans could be used (See Appendix D). The mean score obtained was 4.61 (S.D. = 0.49) compared with the appropriate scores at 3.50 and higher.

3.2.2.10 The researcher adjusted and revised task-based language learning lesson plans under the experts' comments.

3.2.2.11 The researcher conducted the complete lesson plans with the samples.

3.2.3 English Speaking Ability Pretest and Posttest

The guidelines for designing the test included the Primary English curriculum of grade 6 and the contents from "Say Hello 6", Unit 1- 5. The activities, assessment and evaluation in speaking competence were analyzed based on the concepts adopted from those of Clark (1986). The researcher chose the rubrics of Clark because his rubrics were suitable for her students' level. The English speaking ability pretest and posttest were constructed and validated according to the following steps:

3.2.3.1 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.

3.2.3.2 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 six students.

3.2.3.3 The researcher studied assessing speaking, speaking scale (Luoma. 2004), The Finnish National Certificate scale (National Board of Education, 2002) and a scale derived from Clark (1986).

3.2.3.4 The researcher constructed the 5 questions of English speaking ability pretest and posttest based on details of contents in the school's curriculum.

3.2.3.5 The English speaking ability pretest and posttest were given comments and suggestions by the thesis advisors, then the researcher improved it based on the suggestions.

3.2.3.6 The test was checked for validity and the Item Objective Congruence index (IOC) by three experts by using the following IOC formula (Harison. 1983):

+1 = When certain that items of the test are coincident with objectives.

0 = When uncertain that items of the test are coincident with objectives.

-1 = When sure that items of the test are not coincident with objectives.

3.2.3.7 The researcher calculated IOC index, the questions which have IOC index at 0.5 to 1.00 were acceptable and were put in the items of test (See Appendix F). The IOC index obtained was 1.00.

3.2.3.8 The researcher operated the English speaking ability pretest and posttest with the samples.

3.2.4 Task-based Language Learning Satisfaction Questionnaire

The task-based language learning satisfaction questionnaire was the data collection instrument which was used to find students' satisfaction toward task-based language learning. The satisfaction questionnaire includes 10 items. The questionnaire was divided into three main parts: 1) participants' personal information 2) directions and 3) the 5 rating scale questionnaire. A rating scale derived from Likert's method of a 5 point rating scale was presented (Srisa-ard. 2011 : 121) as follows:

Agreeing Levels	Meanings
5	Extremely Satisfied
4	Very Satisfied
3	Moderately Satisfied
2	Partially satisfied
1	Unsatisfied

The questionnaire was constructed and developed as follows steps:

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 created 10 statements of task-based language learning satisfaction questionnaire based on the issues which were understood to arise from task-based language learning.

3.2.4.4 The task-based language learning satisfaction questionnaire were given comments and suggestions by the thesis advisors, then the researcher improved it based on the suggestions.

3.2.4.5 The learners' satisfaction questionnaire appropriation was analyzed by three experts to find out the mean scores as the followings:

- 5 means the most appropriate
- 4 means very appropriate
- 3 means moderately appropriate
- 2 means partially appropriate
- 1 means the least appropriate

3.2.4.6 The researcher performed calculations to find out the mean scores. The 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	Most Appropriate
3.51- 4.50	Very Appropriate
2.51- 3.50	Moderately Appropriate
1.51-2.50	Partially Appropriate
1.00-1.50	Least Appropriate

The appropriate scores at 3.50 and above were considered that learners' satisfaction questionnaire could be used (See Appendix J). The mean score obtained was 4.77 (S.D.= 0.43). The researcher adjusted and revised task-based language learning satisfaction questionnaire under the experts' comments.

3.2.4.7 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 0.61- 1.00 (See Appendix K).

3.2.4.8 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 0.948 (See Appendix K).

3.3 Data Collection Procedure

A quantitative method was employed with a quasi-experimental one group pretest -posttest design in this study which is shown in table 3.2 below:

Table 3.1 Research Design

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

Source : (Srisa-ard. 2010 : 159-161)

As shown in Table 3.1 above, T₁ was the pretest, X was the treatment, and T₂ was the posttest.

The data collection procedure took place from the orientation to posttest stage about 6 weeks from the end of December to the end of February. The scores were collected, compared and analyzed. The data was collected as the following steps:

3.3.1 Orientation: In this step, the teacher explained the task-base language learning lesson, the purpose, the process of study of the target language, the assessment and evaluation of English speaking abilities performances of the students.

3.3.2 Pre-test: the procedure of pre-test included face- to –face interview with each participant. During this stage, there were three raters; two of them were native speakers and one rater is the researcher who is the teacher of English.

The list 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.

3) Miss Kessirin Sankla: the researcher who are the English teacher at Anubarn Surin School under the Surin Primary Education Service Area Office 1.

All raters rated the participants abilities, based on of Clark's rubrics (1986). During the interview, each student answered 5 questions. The interviews were about 5 minutes. The student pretest scores were collected as the data used to find out mean scores (\bar{X}) and standard deviation (S.D.) to compared with posttest scores.

3.3.3 Treatment: The researcher taught the students from December 2015 to February 2016 for 25 periods in the second semester of the academic year 2015. The students attended Communicative English Course three times a week, which included in one usual class and two extra classes. The usual class was scheduled on Friday from 9.30 a.m. to 10.30 a.m. The extra classes were scheduled on Monday and Wednesday, from 3.30 p.m. to 4.30 p.m.

3.3.4 Post-test: the procedure of the pre-test included face- to -face interview with each participant. During this stage, there were three raters; two of them were native speakers and one rater is the researcher who is the teacher of English.

The list 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.

3) Miss Kessirin Sankla: the researcher who are the English teacher at Anubarn Surin School under the Surin Primary Education Service Area Office 1.

All raters rated the participants abilities, based on of Clark's rubrics (1986). During the interview, each student answered 5 questions. The interviews were about 5 minutes. The student pretest scores were collected as the data used to find out mean scores (\bar{X}) and standard deviation (S.D.) to compared with posttest scores.

3.4 Data Analysis and Statistical Procedures

The obtained data was analyzed as follows:

3.4.1 The Data Obtained from English Speaking ability Pretest and Posttest

3.4.1.1 In order to evaluate the students' English speaking ability before and after being taught through the task-based language learning, the pretest and posttest were computed to find out mean (\bar{X}) and standard deviation (S.D.).

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 English Speaking Ability Rubrics

The researcher evaluated the students' English speaking ability by using the scale derived from Clark (1986). He classifies the learner's speaking ability into 4 categories to score: pronunciation, vocabulary, grammar and fluency. There were three teachers who were the English raters at Anubarn Surin 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.

3) Miss Kessirin Sankla: the researcher who are the English teacher at Anubarn Surin School under the Surin Primary Education Service Area Office 1.

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 task-based language learning, 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	Patially Satisfied
1.00 - 1.50	Unsatisfied Satisfied

3.4.3.2 The data obtained by students' opinions was interpreted to find out their satisfaction and reactions toward learning English through task-based language learning.

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

$\sum X$ = 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

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

s_t^2 = Variance of Total Scores

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 using task-based language learning 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

This chapter has presented the details of methodology, instruments and designs of the study used in this investigation. They have deliberation in the design of the present study. In the process, this study careful attention was paid to avoid treats to validity and reliability. The next chapter, chapter four, the result of this study will be presented.

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 with regard to the comparison between students' speaking ability before and after using task-based language learning; 2) Research Question Two with regard to the overall satisfaction of grade six students toward task-based language learning. The results are based on the quantitative data from 5 questions of English speaking ability tests in the interviews with two native speakers and one Thai teacher of English and 10 questions of satisfaction questionnaires.

4.1 Research Question One: Is the students' speaking post-test score higher than pre-test score after using task-based language learning?

This section reports the results of the analysis of the quantitative data from the speaking ability test used in this investigation to compare students' speaking ability before and after using task-based language learning. Pretest scores and posttest scores were compared to find out the statistically significant difference as shown in Table 4.1 and 4.2, respectively.

Table 4.1

The Difference between Pre-test and Post-test Scores

No	Pre-test Scores (80)	Post-test Scores (80)	Difference	Double Difference(D^2)
1	24.67	43.00	18.33	335.99
2	43.67	71.67	28.00	784.00
3	40.67	64.33	23.66	559.80
4	36.33	57.67	21.34	455.40
5	45.33	74.67	29.34	860.84
6	27.33	45.33	18.00	324.00
7	25.67	43.33	17.66	311.88
8	23.33	40.00	16.67	277.89
9	25.67	43.67	18.00	324.00
10	23.00	40.33	17.33	300.33
11	29.00	50.67	21.67	469.59
12	43.33	72.00	28.67	821.97
13	45.67	75.33	29.66	879.72
14	38.00	60.00	22.00	484.00
15	33.33	56.67	23.34	544.76
16	28.00	47.00	19.00	361.00

Table 4.1 (Continued)

No	Pre-test Scores (80)	Post-test Scores (80)	Difference	Double Difference(D^2)
17	27.67	49.33	21.66	469.16
18	41.33	67.33	26.00	676.00
19	24.33	43.33	19.00	361.00
20	31.00	59.00	28.00	784.00
21	38.67	63.00	24.33	591.95
22	42.33	70.67	28.34	803.16
23	30.67	55.33	24.66	608.12
24	45.33	74.67	29.34	860.84
25	40.00	63.00	23.00	529.00
26	41.33	66.33	25.00	625.00
27	41.67	64.67	23.00	529.00
28	40.33	62.00	21.67	469.59
29	47.67	76.67	29.00	841.00
30	23.00	45.33	22.33	498.63
31	27.33	49.67	22.34	499.08
32	25.67	47.00	21.33	454.97
33	42.00	71.33	29.33	860.25

Table 4.1 (Continued)

No	Pre-test Scores (80)	Post-test Scores (80)	Difference	Double Difference(D^2)
34	28.33	50.00	21.67	469.59
35	32.33	61.67	29.34	860.84
36	45.67	72.33	26.66	710.76
37	40.00	68.00	28.00	784.00
38	42.67	73.00	30.33	919.91
39	29.33	54.00	24.67	608.61
40	25.67	51.33	25.66	658.44
41	43.33	74.33	31.00	961.00
42	39.33	69.00	29.67	880.31
43	22.67	45.33	22.66	513.48
44	25.67	49.67	24.00	576.00
45	43.33	74.00	30.67	940.65
46	23.67	45.67	22.00	484.00
47	28.00	51.33	23.33	544.29
48	35.33	64.67	29.34	860.84
49	32.00	61.67	29.67	880.31
50	40.67	70.00	29.33	860.25

Table 4.1 (Continued)

No	Pre-test Scores (80)	Post-test Scores (80)	Difference	Double Difference(D^2)
51	23.67	49.00	25.33	641.61
52	44.00	75.00	31.00	961.00
Total	1789.00	3074.33	1285.33	32671.81
\bar{X}	34.40	59.12	24.72	628.30

Table 4.2

Comparison of the Difference between Pretest and Posttest Mean Scores

Learning Achievement	n	Total Scores	\bar{X}	S.D.	df	t
Pre-test	52	1789.00	34.40	8.10	51	42.41*
Post-test	52	3074.33	59.12	11.50		

*significant difference at .05

As shown in Table 4.1 and 4.2, students who learned English by using task-based language learning had higher English speaking posttest mean score ($\bar{X} = 59.12$) than those of pretest mean score ($\bar{X} = 34.40$) at .05 level of statistically significant difference.

Table 4.3

The Pre-test Scores

No	Pronunciation (20)	Vocabulary (20)	Grammar (20)	Fluency (20)
1	6.67	7.00	6.00	5.00
2	10.00	13.00	11.00	9.67
3	10.00	11.00	10.00	9.67
4	10.00	11.00	9.33	6.00
5	12.00	12.00	11.00	10.33
6	7.00	8.00	7.00	5.33
7	7.00	8.00	5.67	5.00
8	5.00	7.00	6.67	5.00
9	6.00	8.67	6.00	5.00
10	6.00	7.00	5.00	5.00
11	8.00	9.00	6.00	6.00
12	10.00	13.00	10.33	10.00
13	10.00	13.00	12.67	10.00
14	10.00	11.00	9.00	8.00
15	9.00	9.33	9.00	6.00
16	6.00	7.00	6.00	5.00

Table 4.3 (Continued)

No	Pronunciation	Vocabulary	Grammar	Fluency
	(20)	(20)	(20)	(20)
17	6.67	8.00	7.00	6.00
18	10.00	12.33	10.00	9.00
19	6.00	7.33	6.00	5.00
20	7.00	10.00	9.00	5.00
21	10.00	11.67	9.00	8.00
22	10.00	12.33	11.00	9.00
23	10.00	11.00	9.00	8.00
24	10.00	13.33	12.00	10.00
25	10.00	11.00	10.00	9.00
26	10.00	12.00	10.33	9.00
27	10.00	12.67	10.00	9.00
28	10.33	11.00	10.00	9.00
29	10.00	14.67	13.00	10.00
30	5.00	7.00	6.00	5.00
31	6.33	8.00	7.00	6.00
32	6.00	8.67	6.00	5.00
33	10.00	13.00	10.00	9.00

Table 4.3 (Continued)

No	Pronunciation (20)	Vocabulary (20)	Grammar (20)	Fluency (20)
34	7.00	9.00	7.00	5.33
35	8.00	9.33	9.00	6.00
36	10.00	13.67	12.00	10.00
37	10.00	11.00	10.00	9.00
38	10.00	12.67	11.00	9.00
39	7.00	9.00	8.00	5.33
40	6.00	8.67	6.00	5.00
41	10.00	12.33	12.00	9.00
42	10.00	11.33	10.00	8.00
43	5.67	7.00	5.00	5.00
44	6.00	8.67	6.00	5.00
45	10.00	12.33	12.00	9.00
46	5.67	7.00	6.00	5.00
47	8.00	8.00	6.00	6.00
48	9.00	10.33	10.00	6.00
49	8.00	9.00	9.00	6.00
50	10.00	11.67	10.00	9.00

Table 4.3 (Continued)

No	Pronunciation (20)	Vocabulary (20)	Grammar (20)	Fluency (20)
51	5.00	7.67	6.00	5.00
52	10.00	12.00	12.00	10.00
Total	435.34	529.67	453.00	374.66
\bar{X}	8.37	10.19	8.71	7.20

As shown in Table 4.3, the students' pretest score was highest on vocabulary, grammar pronunciation and fluency, respectively.

Table 4.4

The Post-test Scores

No	Pronunciation (20)	Vocabulary (20)	Grammar (20)	Fluency (20)
1	10.00	12.00	11.00	10.00
2	17.00	20.67	18.00	16.00
3	15.00	17.00	16.33	16.00
4	13.00	16.00	15.67	13.00
5	18.00	21.00	19.00	16.67
6	12.00	12.00	11.00	10.33
7	10.00	12.33	11.00	10.00
8	10.00	11.00	10.00	9.00
9	10.00	13.00	11.00	9.67
10	10.00	11.33	10.00	9.00
11	12.00	14.00	13.67	11.00
12	17.00	19.00	18.00	18.00
13	17.00	21.00	19.33	18.00
14	13.00	16.00	16.00	15.00
15	13.00	16.00	14.67	13.00
16	12.00	13.00	12.00	10.00

Table 4.4 (Continued)

No	Pronunciation (20)	Vocabulary (20)	Grammar (20)	Fluency (20)
17	12.00	15.00	12.00	10.33
18	15.00	19.00	17.33	16.00
19	10.00	12.33	11.00	10.00
20	13.00	18.00	15.00	13.00
21	15.00	17.00	15.00	16.00
22	16.00	19.00	17.67	18.00
23	13.00	15.00	14.33	13.00
24	18.00	21.00	19.00	16.67
25	15.00	17.00	15.00	16.00
26	15.00	19.00	16.33	16.00
27	15.00	17.67	16.00	16.00
28	15.00	16.00	15.00	16.00
29	18.00	22.00	20.00	16.67
30	10.00	14.33	11.00	10.00
31	12.00	15.00	12.00	10.67
32	12.00	13.00	12.00	10.00
33	17.00	20.33	18.00	16.00

Table 4.4 (Continued)

No	Pronunciation (20)	Vocabulary (20)	Grammar (20)	Fluency (20)
34	12.00	15.00	13.00	10.00
35	13.00	17.67	16.00	15.00
36	17.00	20.33	19.00	16.00
37	15.00	19.00	18.00	16.00
38	17.00	21.00	19.00	16.00
39	13.00	15.00	13.00	13.00
40	12.00	15.33	14.00	10.00
41	17.00	22.33	19.00	16.00
42	16.00	19.00	18.00	16.00
43	10.00	13.33	12.00	10.00
44	12.00	15.00	12.00	10.67
45	18.00	21.00	19.00	16.00
46	10.00	14.67	11.00	10.00
47	12.00	15.33	14.00	10.00
48	15.00	17.67	16.00	16.00
49	14.00	16.67	15.00	16.00
50	16.00	19.00	17.00	18.00

Table 4.4 (Continued)

No	Pronunciation (20)	Vocabulary (20)	Grammar (20)	Fluency (20)
51	12.00	15.00	12.00	10.00
52	18.00	21.00	19.00	17.00
Total	719.00	869.32	779.33	706.68
\bar{X}	13.83	16.72	14.99	13.59

As shown in Table 4.4, the students' posttest score was highest on vocabulary, grammar pronunciation and fluency, respectively.

4.2 What is the students' satisfaction towards task-based language learning?

The second research question focuses on the overall satisfaction of the students towards learning spoken English through the task-based language learning hence the samples were asked to complete the 10 items of five rating scale satisfaction questionnaire ranging from 'extremely satisfied' (5) to 'unsatisfied' (1). Table 4.3 below displays the mean and standard deviation for each questionnaire item.

Table 4.5 Mean and Standard Deviation for Each Satisfaction Questionnaire

Item (n=52)				
Statements	\bar{x}	S.D.	Level of Satisfaction	
1. Task-based language learning helps practice English speaking skill in class.	4.75	0.44	Extremely satisfied	
2. Task-based language learning makes English speaking lesson more interesting.	4.23	0.43	Very Satisfied	
3. Task-based language learning helps me be confident to speak English appropriately.	4.46	0.58	Very Satisfied	
4. Task-based language learning helps me learn and speak more vocabulary.	4.42	0.50	Very Satisfied	
5. Task-based language learning is useful for practicing English speaking in daily life.	4.69	0.46	Extremely satisfied	
6. Task-based language learning helps me enjoy learning English speaking.	4.38	0.49	Very Satisfied	

Table 4.5 (Continued)

Statements	\bar{x}	S.D.	Level of Satisfaction
7. Task-based language learning toward English speaking is suitable and useful for my level.	4.35	0.48	Very Satisfied
8. Task-based language learning toward English speaking is based on the student-centered instructional approach.	4.48	0.54	Very Satisfied
9. Task-based language learning toward English speaking helps me understand English structures more.	4.29	0.46	Very Satisfied
10. Task-based language learning encourages me to speak more English.	4.60	0.53	Extremely Satisfied
Total	4.46	0.49	Very Satisfied

As showed in Table 4.3 indicates that the students' overall satisfaction toward learning spoken English through task-based language learning was at "Very Satisfied" level ($\bar{x} = 4.46$, S.D. = 0.49). When analyzing each item, it was found that the highest mean score was no. 1 "Task-based language learning helps practice English speaking skill in class." ($\bar{x} = 4.75$, S.D. = 0.44), followed by no. 5 "Task-based language learning is useful for practicing English speaking in daily life." ($\bar{x} = 4.69$, S.D. = 0.46), and no. 10 "Task-based language learning encourages me to speak more English." ($\bar{x} = 4.60$, S.D. = 0.53), respectively. On the other hand, the lowest mean score was no.

4.3 Summary of the Chapter

In short, this chapter has presented the findings and data analysis of the study. The summary of the findings; discussions, and implications for instruction are displayed in the next chapter

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CHAPTER 5

CONCLUSION AND DISCUSSION

This study aimed to investigate the use of task-based language learning in grade six students to improve English speaking ability of the students. This chapter displays the findings of data analysis under the following topics: 1) summary of the findings, 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 compare students' speaking ability before and after learning through task-based language learning; and to investigate the satisfaction of grade six students towards learning spoken English through task-based language learning. The research hypothesis was the students' speaking post-test score was higher than pre-test score after using task-based language learning.

The independent variable of this study was teaching English speaking through task-based language learning. The dependent variables were students' English speaking ability and students' satisfaction with learning spoken English through task-based language learning.

The population of this investigation included 475 grade 6 students from 9 classes who enrolled in Communicative English Course (E16202) in the second semester of academic year 2015 at Anubarn Surin School, Muang District, Surin Province under Surin Primary Education Service Area Office 1.

The samples of this investigation were one class of 52 grade 6 students who enrolled in Communicative English Course (E16202) in the second semester of academic year 2015 at Anubarn Surin School, Muang District, Surin Province under Surin Primary Education Service Area Office 1. The participants were selected by simple random sampling using a classroom as a sampling unit. The research instruments were task-based language learning, task-based language learning lesson plans, English speaking pretest and posttest and the satisfaction questionnaire. The statistics used to analyze the collected data were percentage, mean, standard deviation, and dependent sample t-tests.

This study was conducted in the second semester of the academic year 2015 for 25 periods. The activities in 25 periods included as follows: 1) 5 periods for orientation and pre-test administration; 2) 15 periods for learning English speaking through task-based language learning; and 3) 5 periods for conducting English speaking ability tests (posttest) and satisfaction questionnaires. The contents of the study consisted of 5 units. The types of task-based learning and speaking activities provided in each unit were: 1) Unit 1: listing, sharing personal experience and information-gap (My story lesson plans) 2) Unit 2: listing, comparing and role play (Going shopping lesson plans) 3) Unit 3: listing and role-play (Good Health lesson plans) 4) Unit 4: ordering, sorting and picture describing (Animals lesson plans) 5) Unit 5: brainstorming and role play (The beautiful world lesson plans). The findings of the study were as follows:

1. The students' English speaking ability posttest mean score was higher than the pretest mean score with statistically significant difference at .05 level.

2. The overall students' satisfaction with learning English speaking through task-based language learning was at the very satisfied level (4.46 out of 5.0).

In the next section, the following aspects will be discussed based on the findings: 1) a comparison of the Students' English speaking ability between post-test and pre-test mean scores; and 2) students' satisfaction with learning spoken English through task-based language learning.

5.2 Discussion of the Findings

5.2.1 A Comparison of the Students' English Speaking Ability between Pre-test and Post-test Mean Scores

The result revealed that the students' English speaking ability posttest mean score was higher than the pretest mean score with a statistically significant difference at the .05 level. The types of task-based language learning and speaking activities: listing, sharing personal experience, information-gap, comparing, role play, ordering and sorting, picture describing and brainstorming may have encouraged and motivated students to speak and express their ideas and feelings to their friends in the classroom as the idea proposed by Willis (1996) and Kayi (2006). Moreover, three phases of task-based instruction: pre-task, task cycle and language focus may also have contributed the students to produce the language appropriately and then spoke out confidently and independently as the idea proposed by Willis (1996).

The result confirmed the hypothesis 1 in chapter 1 that students' English speaking ability posttest mean score is higher than the pretest mean score

which is according to the past research work of Sae-ong (2010) who examined the use of task-based learning to develop learners' English speaking ability of 40 learners from Mattayomsuksa 4 of Satit Silpakorn School, Nakornpathom. The study revealed that the English speaking ability of Mattayomsuksa 4 learners was significantly higher after using task-based learning at the .05 level. The participants had significantly higher mean scores on the post-test than pre task-based learning. Likewise, Thanghun (2012) studied the use of task-based learning to develop English speaking ability of 30 students of Prathom 6 at Paiboonprachasan School. The study showed that the English speaking of Prathom 6 students was significant higher after using task-based learning activities at the .05 level. The task-based learning activities supported students' English learning and speaking ability in the classroom. In addition, Murad (2009) investigated the effect of task-based language teaching program for developing the speaking skill of Palestinian secondary students and their attitudes toward English. The students were in eleventh grade and TBLT was performed for three months. The finding was the TBLT program significantly increased speaking skill of the students of experimental group. The students also had positive effect toward English.

As the result, task-based language learning improved the student's speaking ability that may be due to task-based activities and task-based instruction of Willis (1996) in the lesson plans. According to the teaching, the teacher allowed students to learn confidently and independently, the teacher just acted as a facilitator by giving them clear introduction and instructions of the topics or the situations. Therefore, the students were relaxed and expressed their English speaking ability fully in class. The task-based activities may also stimulate students to create new words and sentences to speak out more and help the students to enjoy speaking English. In addition, in the

task-based language learning lesson plans, the teacher followed task-based instruction of Willis (1996) which encouraged the teacher to reach the goal of task-based language teaching and learning process.

5.2.2 Students' Satisfaction with Learning English Speaking through Task-based Language Learning

The results showed that overall students' satisfaction towards learning English speaking through task-based language learning was at "very satisfied" level. This may result from task-based language learning made English speaking lessons more interesting and helped the students practice English speaking skill in class. The students felt very satisfied with learning English speaking through task-based language learning because the steps and processes of task-based language learning helped create delectation, pleasure and confidence in students' English speaking. This finding is supported by Murad (2009) who investigated the effect of task-based language teaching program for developing the speaking skill of Palestinian secondary students and their attitudes toward English. The eleventh grade students had positive effect towards English.

Furthermore, task-based language learning encouraged students to understand more vocabulary and speak more English confidently and appropriately, and also rendered the lesson more joyful. The students also told the teacher that they really liked it when they could choose partners or groups by themselves which made them more confident to speak to their groups or partners. For all these reasons, students who learned English speaking through task-based language learning had higher speaking ability and were very satisfied with this teaching method.

5.3 Pedagogical Implications

The findings and conclusions of the study have certain implications for a teacher and school administrator as follows:

5.3.1 Task-based language learning encourages students' English speaking ability. Therefore, teachers and administrators should consider using task-based language learning to enhance the students' English speaking ability in other contexts, or classes.

5.3.2 Teachers should take into consideration designing tasks which are suitable for the learners' proficiency levels.

5.3.3 Teachers need to introduce and explain task-based language learning to students clearly to achieve their learning goals and make sure that the students understand the ways to perform the tasks and activities. According to the task-based approach, it allows students to be free when they use their languages. The teachers should not put the pressure on them but should act as facilitators to stimulate students to speak English as much as possible.

5.4 Suggestions for Future Research

Some suggestions for future research are proposed as follows:

5.4.1 Future researches should study the development of English speaking ability by using task-based language learning with high school students because they might be able to do more difficult tasks. Moreover, in high school courses, students can apply more varied experiences when sharing opinions.

5.4.2 Future researches should compare task-based language learning with other approaches or techniques in teaching English speaking.

In conclusion, the findings will be the guidelines for teachers and students to develop and improve their English speaking ability via task-based language learning in the EFL settings.

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APPENDICES

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
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APPENDIX A

The evaluation form of correctness and appropriateness of task-based language learning on English speaking for grade six students (For Experts)

.....

Directions: Please give your opinion for each statement to indicate if it is appropriate or not. Then you should tick (✓) your opinion in the table.

There are five alternatives as follows:

- | | |
|--------------------------------|-------------------------------|
| 5 means most appropriate | 4 means very appropriate |
| 3 means moderately appropriate | 2 means partially appropriate |
| 1 means the least 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. Task-based learning activities					
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					
2.4 Correspond with contents and objective					
2.5 Enhance learning					
2.6 Appropriate with duration					
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 Follow the step of task phase					
4.2 Clear and easy to understand					

Signature..... Evaluator

(.....)

APPENDIX B

The evaluation form of correctness and appropriateness of task-based language learning on English speaking for grade six students by the Experts

Directions: Please give your opinion for each statement to indicate if it is appropriate or not. Then you should tick (✓) your opinion in the table.

There are five alternatives as follows:

- 5 means most appropriate 4 means very appropriate
3 means moderately appropriate 2 means partially appropriate
1 means the least 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	Most Appropriate
1.2 Useful for daily life	4	5	5	4.67	0.58	Most Appropriate
1.3 Suitable for students	4	5	5	4.67	0.58	Most Appropriate
1.4 Clear and easy to understand	4	5	5	4.67	0.58	Most Appropriate
Total				4.67	0.49	Most Appropriate

Statements	Opinion Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriateness)
	1	2	3			
	2. Communicative Tasks' Figures					
2.1 Beautiful and interesting	4	5	5	4.67	0.58	Most Appropriate
2.2 Clear and easy to understand	4	5	5	4.67	0.58	Most Appropriate
2.3 Suitable for students' level	4	5	5	4.67	0.58	Most Appropriate
2.4 Correspond with contents and objective	4	5	5	4.67	0.58	Most Appropriate
2.5 Enhance learning	4	5	5	4.67	0.58	Most Appropriate
2.6 Appropriate with duration	4	5	5	4.67	0.58	Most Appropriate
Total				4.67	0.49	Most Appropriate
3. Contents						
3.1 Clear and easy to understand and interesting	4	5	5	4.67	0.58	Most Appropriate
3.2 Correspond with learning objectives	4	5	5	4.67	0.58	Most Appropriate
3.3 Suitable for students' level	4	5	5	4.67	0.58	Most Appropriate
Total				4.67	0.50	Most Appropriate
4. Learning Activities						
4.1 Follow the step of task phase	5	5	5	5.00	0.00	Most Appropriate
4.2 Clear and easy to understand	5	5	5	5.00	0.00	Most Appropriate
Total				5.00	0.00	Most Appropriate
Total				4.75	0.45	Most Appropriate

APPENDIX C

**The evaluation form of content validity of lesson plan
of task-based language learning on English speaking
for grade six students
(For Experts)**

Directions: Please give your opinion for each statement to indicate if it is appropriate or not. Then you should tick (✓) your opinion in the table.

There are five alternatives as follows:

- | | |
|--------------------------------|-------------------------------|
| 5 means most appropriate | 4 means very appropriate |
| 3 means moderately appropriate | 2 means partially appropriate |
| 1 means the least 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.					

Signature..... Evaluator

(.....)

APPENDIX D

**The evaluation form of content validity of lesson plan
of task-based language learning on English speaking
for grade six 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	4	5	4	4.33	0.58	More Appropriate
1.2	Useful for daily life	4	5	4	4.33	0.58	More Appropriate
1.3	Suitable for students	4	5	4	4.33	0.58	More Appropriate
1.4	Clear and easy to understand	4	5	4	4.33	0.58	More Appropriate
Total					4.33	0.49	More Appropriate
2. Learning Objectives							
2.1	Correspond with contents	4	5	5	4.67	0.58	Most Appropriate
2.2	Clear and easy to understand	4	5	5	4.67	0.58	Most Appropriate
2.3	Suitable for students' level	4	5	5	4.67	0.58	Most Appropriate
Total					4.67	0.50	Most Appropriate
3. Contents							
3.1	Clear and easy to understand and interesting	4	5	5	4.67	0.58	Most Appropriate

Statements	Opinion Level					S.D.	Meaning of Opinion Level (Appropriateness)		
				\bar{x}					
	1	2	3						
3.2	Correspond with learning objectives			4	5	5	4.67	0.58	Most Appropriate
3.3	Suitable for students' level			4	5	5	4.67	0.58	Most Appropriate
Total							4.67	0.50	Most Appropriate
4. Learning Activities									
4.1	Enhance learning			4	5	5	4.67	0.58	Most Appropriate
4.2	Correspond with contents			4	5	5	4.67	0.58	Most Appropriate
4.3	Correspond with learning objectives			5	5	5	5.00	0.00	Most Appropriate
4.4	Appropriate with duration			4	5	5	4.67	0.58	Most Appropriate
4.5	Suitable for students' level			5	5	5	5.00	0.00	Most Appropriate
4.6	Learning activities begin from easy to difficult.			4	5	5	4.67	0.58	Most Appropriate
Total							4.78	0.43	Most Appropriate
Total							4.61	0.49	Most Appropriate

APPENDIX E

The checking form for finding the quality of statements in speaking test by using Index of Item Objective Congruence: IOC for grade six students (For Experts)

.....

- Directions:** Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) the appropriate level in the table. There are three options as follows:
- +1 = When certain that items of the test are coincident with objectives.
- 0 = When uncertain that items of the test are coincident with objectives.
- 1 = When sure that items of the test are not coincident with objectives.

Statements	Opinion Level		
	+1	0	1
1. Could you tell me about yourself?			
2. If you have 500 baht, what will you buy and where will you buy it?			
3. What can you do to have good health?			
4. What is your favorite animal? Can you describe it?			
5. Should we save the environment? How?			

Signature..... Evaluator

(.....)

APPENDIX F

**The checking form for finding the quality of statements in speaking
test by using Index of Item Objective Congruence: IOC for grade six
students (For Experts)**

.....

Statements	Opinion Level			Total	IOC Index	Meaning of Opinion Level (Accepted)
	+1	0	-1			
1. Could you tell me about yourself?	+1	+1	+1	3	1.00	Accepted
2. If you have 500 baht, what will you buy and where will you buy it?	+1	+1	+1	3	1.00	Accepted
3. What can you do to have good health?	+1	+1	+1	3	1.00	Accepted
4. What is your favorite animal? Can you describe it?	+1	+1	+1	3	1.00	Accepted
5. Should we save the environment? How?	+1	+1	+1	3	1.00	Accepted
Total					1.00	Accepted

APPENDIX H

English speaking Rating Criteria

Category	Description
Pronunciation	4 Pronounce words correctly 3 Mispronounce words occasionally 2 Mispronounce words often and sometimes difficult to understand 1 Not able to respond
Vocabulary	4 Use proper vocabulary in most situations 3 Able to communicate and use proper vocabulary 2 Often use improper vocabulary but able to be understand 1 Usually use improper vocabulary and unable to have a conversation
Grammar	4 Mostly use correct grammar and proper vocabulary with rare mistakes 3 Mostly use correct grammar with minor mistakes 2 Sometimes use incorrect basic grammar 1 Use incorrect grammar and unable to communicate
Fluency	4 Speak in a natural rhythm 3 Able to converse well some of the time 2 Unable to maintain a conversation 1 Speak with long pauses does not complete sentences or unable to respond

APPENDIX I

**The evaluation form of correctness and appropriateness of
statements in questionnaire of students' satisfaction towards English
speaking ability through task-based language learning
for grade six students (For Experts)**

.....

Directions: Please give your opinion for each statement to indicate if it is appropriate or not. Then you should tick (✓) your opinion in the table.

There are five alternatives as follows:

- | | |
|-------------------------------|--------------------------|
| 5 means most appropriate | 4 means more appropriate |
| 3 means moderate appropriate | 2 means less appropriate |
| 1 means the least appropriate | |

Statements	Opinion Level				
	5	4	3	2	1
1. Task-based language learning helps practice English speaking skill in class.					
2. Task-based language learning makes English speaking lesson more interesting.					
3. Task-based language learning helps me be confident to speak English appropriately.					
4. Task-based language learning helps me learn and speak more vocabulary.					

Statements	Opinion Level				
	5	4	3	2	1
5. Task-based language learning is useful for practicing English speaking in daily life.					
6. Task-based language learning helps me enjoy learning English speaking.					
7. Task-based language learning toward English speaking is suitable and useful for my level.					
8. Task-based language learning toward English speaking is based on the student-centered instructional approach.					
9. Task-based language learning toward English speaking helps me understand English structures more.					
10. Task-based language learning encourages me to speak more English.					

Signature..... Evaluator

(.....)

APPENDIX J

The evaluation form of correctness and appropriateness of statements in questionnaire of students' satisfaction towards English speaking ability through task-based language learning for grade six students (For Experts)

Statements	Opinion Level			\bar{x}	S.D.	Meaning of Opinion Level (Appropriateness)
	1	2	3			
	1. Task-based language learning helps practice English speaking skill in class.	5	5			
2. Task-based language learning makes English speaking lesson more interesting.	4	5	5	4.67	0.58	Most Appropriate
3. Task-based language learning helps me be confident to speak English appropriately.	5	4	5	4.67	0.58	Most Appropriate
4. Task-based language learning helps me learn and speak more vocabulary.	5	4	5	4.67	0.58	Most Appropriate
5. Task-based language learning is useful for practicing English speaking in daily life.	5	5	5	5.00	0.00	Most Appropriate
6. Task-based language learning helps me enjoy learning English speaking.	4	5	5	4.67	0.58	Most Appropriate
7. Task-based language learning toward English speaking is suitable and useful for my level.	4	5	5	4.67	0.58	Most Appropriate
8. Task-based language learning toward English speaking is based on the student-centered instructional approach.	4	5	5	4.67	0.58	Most Appropriate
9. Task-based language learning toward English speaking helps me understand English structures more.	4	5	5	4.67	0.58	Most Appropriate
10. Task-based language learning encourages me to speak more English.	5	5	5	5.00	0.00	Most Appropriate
Total				4.77	0.43	Most Appropriate

APPENDIX K

The Item-total Correlation for each Item of Five –Point Rating Scale

Questionnaire

Item No.	R_{xy}	Sig.	Remark
1	0.98	.01	
2	0.86	.01	
3	0.74	.01	
4	0.80	.01	
5	0.61	.01	
6	1.00	.01	
7	0.74	.01	
8	0.64	.01	
9	0.76	.01	
10	0.70	.01	

Critical values for Pearson r at 0.61-1.00 (df= n-2=22-2=20)

The reliability coefficient (Coefficient Alpha of Cronbach)

Numbers of Students = 30

Numbers of Items = 10

α - Coefficient = 0.948

APPENDIX L

**The field trial for pretest and posttest score of task-based language
learning on English speaking for grade six students**

Student Number	Pretest Scores (80)	Posttest Scores (80)	Difference	Double Difference (D^2)
1	37.00	57.00	20.00	400.00
2	41.00	63.00	22.00	484.00
3	33.67	52.00	18.33	366.60
4	24.00	43.33	19.33	373.65
5	27.00	49.67	22.67	513.93
6	31.33	50.33	19.00	361.00
7	22.00	41.00	19.00	361.00
8	48.00	73.33	25.33	641.61
9	23.67	42.67	19.00	361.00
10	35.00	57.00	22.00	484.00
11	50.00	74.67	24.67	608.61
12	26.00	45.33	19.33	373.65
13	30.67	43.67	13.67	186.87
14	28.33	49.00	20.67	427.25
15	42.00	65.00	23.00	529.00
16	24.00	45.00	21.00	441.00
17	36.67	57.00	20.33	413.31
18	29.00	55.00	26.00	676.00
19	35.33	60.00	24.67	608.61
20	43.00	62.00	19.00	361.00
21	38.00	59.67	21.67	469.59
22	46.67	63.33	16.66	277.56
23	32.33	51.67	19.34	374.04
24	20.00	43.00	23.00	529.00
25	25.00	47.67	22.67	513.93
26	34.33	52.67	18.34	336.36
27	46.67	68.00	21.33	454.97
28	32.67	55.00	22.33	498.63
29	27.33	48.00	20.67	427.25
30	43.33	64.33	21.00	441.00
Total	1014.00	1639.34	626.01	13294.42
\bar{X}	33.80	54.64	20.87	443.15

APPENDIX M

The Rater Agreement Index (R) for English speaking ability pretest

Student Number	Rater 1 (80)	Rater 2 (80)	Rater 3 (80)
1	35	39	37
2	41	39	43
3	33	34	34
4	24	24	24
5	27	25	29
6	31	32	31
7	22	22	22
8	47	49	48
9	23	24	24
10	32	36	37
11	50	48	52
12	26	26	26
13	30	31	31
14	28	29	28
15	41	43	42
16	21	26	25
17	36	37	37
18	29	27	31
19	35	36	35
20	40	45	44
21	36	39	39
22	46	47	47
23	33	32	32
24	20	20	20
25	23	27	25
26	34	35	34
27	47	45	48
28	32	34	32
29	27	28	27
30	44	45	41

* Rater Agreement Index (R) = 0.98

* Correlation is significant at the 0.01 level

APPENDIX N

The Rater Agreement Index (R) for English speaking ability posttest

Student Number	Rater 1 (80)	Rater 2 (80)	Rater 3 (80)
1	56	58	57
2	64	62	63
3	50	52	54
4	44	43	43
5	49	50	50
6	51	49	51
7	40	42	41
8	72	73	75
9	42	43	43
10	59	55	57
11	75	74	75
12	45	46	45
13	44	43	44
14	50	49	48
15	63	67	65
16	45	47	43
17	55	57	59
18	57	55	53
19	61	60	59
20	62	60	64
21	60	60	59
22	63	64	63
23	52	51	52
24	42	41	46
25	48	48	47
26	53	52	53
27	65	69	70
28	52	56	57
29	46	48	50
30	64	63	66

* Rater Agreement Index (R) = 0.97

* Correlation is significant at the 0.01 level

APPENDIX O

Lesson Plan

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Lesson Plan 1

Course: Communicative English (E16202) Grade Level: Grade 6

Theme: English speaking

Topic: Orientation

Semester 2/2015

Time Allocation: - hours

1. Core Concept

Orientation is aimed to explain learning process. Pre-test is constructed to check the students' background knowledge.

2. Standard Performance Indicators

Standard FL1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions

Indicator 1: Speak/write in an exchange in interpersonal communication.

Indicator 2: Use orders requests and give instructions.

Indicator 3: Speak/write to express the needs, ask for help and agree and refuse to give help in simple situations.

Indicator 4: Speak and write to ask for and give information about themselves, their friends, families and matters around them.

Indicator: Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.

Standard FL1.3: Ability to speak and write about information, concepts and views on various matters

Indicator 1: Speak/write to give information about themselves, their friends and the environment around them.

Indicator 3: Speak/write to express opinions about various matters

around them.

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

Indicator 1: Use language for communication in various situations in the classroom and in school.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to speak English according to the given situations.

3.2 Enabling Objectives

Students are able to speak with the suitably movement and expression related to the situations.

4. Expected Characteristics

4.1 Paying attention in the class

4.2 Responsibility for the assignment

4.3 Generosity and helping others

4.4 Honest to yourself and others

5. Content

Pre-test (Achievement tests) of English speaking including 5 interview questions covers with 5 units.

6. Teaching Materials

6.1 Pre-test (achievement test)

8.2 Score record form

7. Learning Activities/ Procedures:

Warm up:

- 1) Teacher and students greet each other.
- 2) Teacher informs students about learning objectives and the topics.
- 3) Teacher informs that pre-test is developed to check students'

background knowledge before learning through task-based learning in order to be prepared and pay attention to learn.

7.1 Pre-Task:

1. Teacher introduces the pre-test to students.
2. Teacher explains them that they will have interview pre-test with 3 teachers by face to face.

7.2 Task Cycle:

Students do the test.

7.3 Language Focus:

Teacher tells students about task-based learning which the teacher will employ to improve English speaking ability of students. Then the teacher explains more about the step of teaching English speaking through task based learning approach. The student will learn and perform task-based learning activities: Listing, Comparing, Ordering and sorting, Role play, Sharing personal experience information gap, brainstorming and Picture describing.

Wrap up: Students discuss, express some opinions, and conclude about the pre-test.

8. Evaluation

8.1 How to evaluate:

- Check the students' performances on pre-test.

8.2 Instruments of evaluation

- English speaking Rubric

Notation: This lesson cannot be specified the exact time because speaking test has to be executed in the extra classes. Since there are 52 students each take five minutes for speaking test, so the teacher cannot determine the exact time.

9. Suggestion Activities/Other Comments

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10. Department Head's Comments

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Signature

(Mrs. Sathaporn Samarn)

Head of Department of Foreign Languages

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11. School Director's Comments

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Signature

(Dr. Passamon Pimjun)

Vice Director

Acting Director

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12. 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

(Miss Kessirin Sankla)

Teacher

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Lesson Plan 2

Course: Communicative English (E16202)

Grade Level: Grade 6

Theme: English speaking

Topic: My story

Semester 2/2015

Time Allocation: 3 hours

1. Core Concept

Speaking about my story is the important topic that you will encounter in daily life. Students have to know how to speak about personal information, favorites, and free time activities appropriately in order to improve their English speaking ability.

2. Standard Performance Indicators

Standard FL1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions

Indicator 1: Speak/write in an exchange in interpersonal communication.

Indicator 2: Use orders requests and give instructions.

Indicator 3: Speak/write to express the needs, ask for help and agree and refuse to give help in simple situations.

Indicator 4: Speak and write to ask for and give information about themselves, their friends, families and matters around them.

Indicator: Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.

Standard FL1.3: Ability to speak and write about information, concepts and views on various matters

Indicator 1: Speak/write to give information about themselves, their friends and the environment around them.

Indicator 3: Speak/write to express opinions about various matters around them.

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

Indicator 1: Use language for communication in various situations in the classroom and in school.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to tell their personal information to their friends and also able to tell their friend's personal information in front of the class.

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 speak about their personal information appropriately.

3.2.3 list sentences to ask their friends' personal information.

3.2.4 perform the information gap and sharing experience task-based language learning activity completely.

4. Expected Characteristics

4.1 Paying attention in the class

4.2 Responsibility for the assignment

4.3 Generosity and helping others

4.4 Honest to yourself and others

5. Content

5.1 Vocabulary: age, nationality, occupation, address, telephone number, food, books, colors, subjects, pets, sports, singing, dancing, cooking, reading, drawing, listening to music

5.2 Grammar Focus: present simple tense

What's your +noun?
My+ noun+is

A: What's your address?

B: My address is _____.

A: What's your phone number?

B: My phone number is _____.

5.3 Language Function: Speaking about my story.

- My name is Mike.
- I'm 12 years old.
- I'm a student.
- My nationality is Thai.
- My telephone number is 095-8674391
- My favorite sport is football.
- My favorite subject is English.
- My address is 185 Surinpakdee road, Muang Surin district.
- My favorite color is brown.
- I like singing in my free time.

6. Teaching Materials

6.1 flash cards

6.2 Say hello text book

6.3 Task-based learning activities (listing, information gap and sharing experience).

7. Learning Activities/ Procedures:

7.1 Pre-Task:

- Teacher introduces and defines the topic.
- Teacher explains about task-based learning activity and tells them how to do 3 activities and helps the students understand the objectives of the task-based learning activities.
- Teacher introduces useful words and phrases from say hello text book.

7.2 Task Cycle:

Task:

- Students list some questions to ask their friend and also list some answers for telling their friend by doing task-based learning activity 1.
- Students interview their friends in pairs.
- Students do a task-based learning activity 2 by asking and putting their friend's personal information in the worksheet 2 (Information Gap).
- Students do task-based learning activity 3 (Sharing experience) by bringing their friends' personal information from task 2 to write in sentences.
- The teacher facilitates the activities, monitors and encourages the students but avoid correcting any mistakes or errors of form.

Planning:

- Students prepare written report and speaking to tell the class.
- During the time of presentation, the teacher takes notes of mistakes

and corrects their language. The emphasis is on clarity, organization, and accuracy as appropriate for a public presentation.

Report: The teacher asks some students to report to the whole class so every student can compare the findings with other students. The teacher also gives comments, but gives no public correction.

7.3 Language Focus:

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

Practice: Students practice to tell a story of themselves to the whole class.

Wrap up:

- Students review vocabulary, phrases, and sentences using in my story activity.

8. Suggestion Activities/Other Comments

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9. Department Head's Comments

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Signature

(Mrs. Sathaporn Samarn)

Head of Department of Foreign Languages

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10. School Director's Comments

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Signature

(Dr. Passamon Pimjun)

Vice Director

Acting Director

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11. Remark

11.1 Result of the Learning

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11.2 Problems/Obstacles

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11.3 Other Suggestions

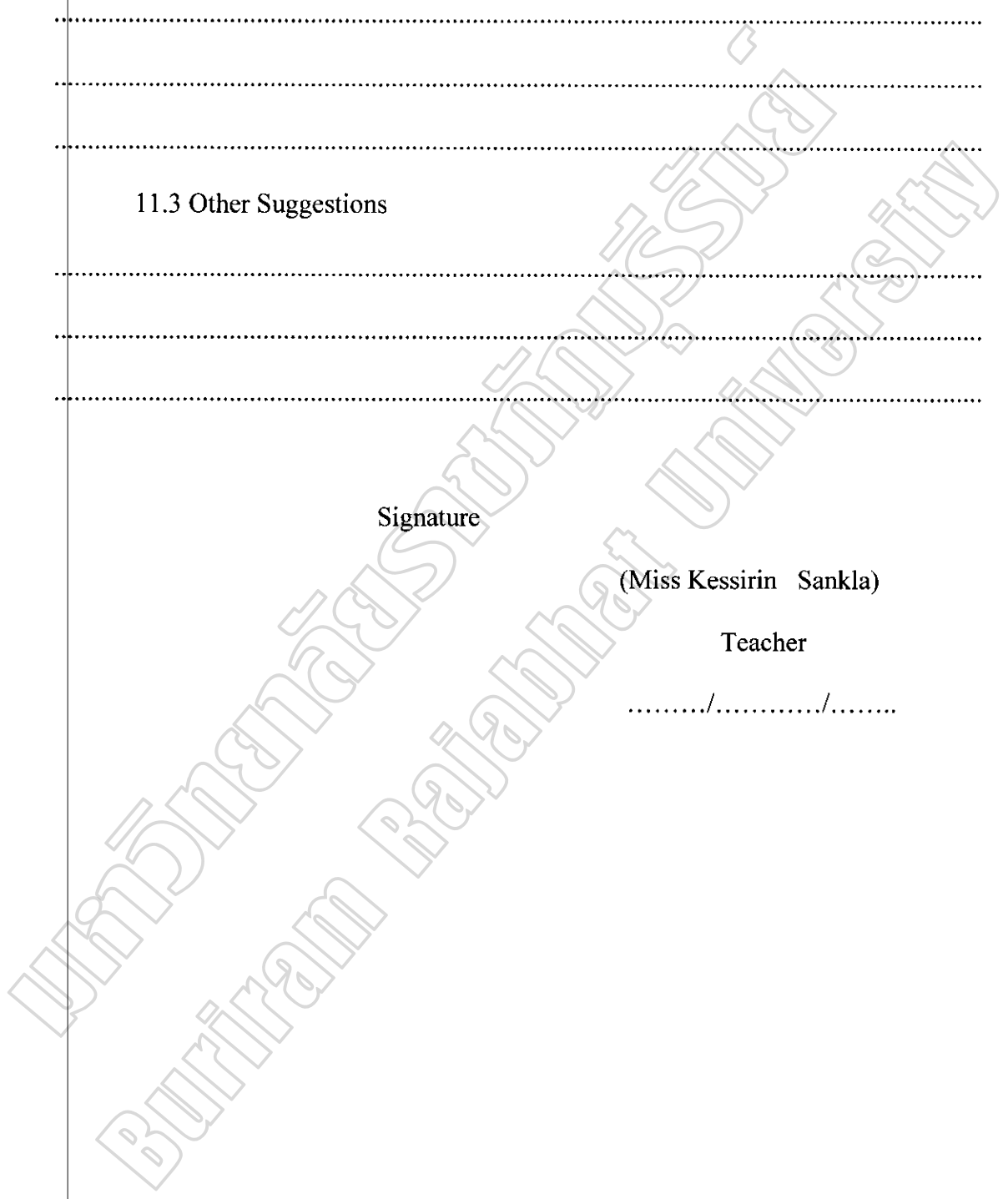
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Signature

(Miss Kessirin Sankla)

Teacher

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



Worksheet 1

Name.....Class.....Student Number.....

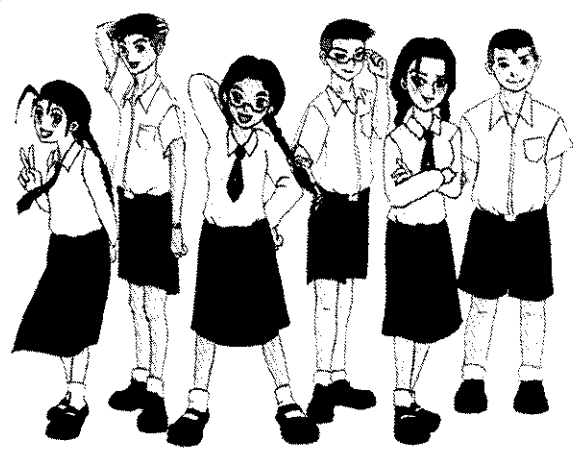
Task-based learning activity 1 (TBLA 1)

Direction: Making question listing and answer listing in full sentences for asking and telling your friend about personal information.

Questions Listing

Answers listing

1.....	1.....
2.....	2.....
3.....	3.....
4.....	4.....
5.....	5.....
6.....	6.....
7.....	7.....
8.....	8.....
9.....	9.....
10.....	10.....



Worksheet 2

Name.....Class.....Student Number.....

Task-based learning activity 2 (TBLA 2)

Direction: Write your friend's profile in the gaps.

Our Friend Profile

Name of friend:

Age:

Occupation:

Nationality:

Telephone Number:

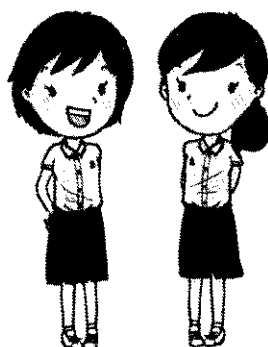
Address:

Favorite subject:

Favorite color:

Favorite sport:

Free time activity:



Lesson Plan 3

Course: Communicative English (E16202)	Grade Level: Grade 6
Theme: English speaking	Topic: Going shopping
Semester 2/2015	Time Allocation: 3 hours

1. Core Concept

Speaking about going shopping is useful topic that students can take to use in daily life. Students have to know how to speak about stores, sold products and price appropriately in order to improve their English speaking ability.

2. Standard Performance Indicators

Standard FL1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions

Indicator 1: Speak/write in an exchange in interpersonal communication.

Indicator 2: Use orders requests and give instructions.

Indicator 3: Speak/write to express the needs, ask for help and agree and refuse to give help in simple situations.

Indicator 4: Speak and write to ask for and give information about themselves, their friends, families and matters around them.

Indicator 5: Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.

Standard FL1.3: Ability to speak and write about information, concepts and views on various matters

Indicator 1: Speak/write to give information about themselves, their friends and the environment around them.

Indicator 3: Speak/write to express opinions about various matters around them.

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

Indicator 1: Use language for communication in various situations in the classroom and in school.

3. Learning Outcomes

3.1 Terminal Objective

- Students are able to tell about stores and sold products.
- Students are able to answer information from the questions correctly

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 speak about shopping.
- 3.2.3 do shopping list.
- 3.2.4 perform the task-based learning activities completely.

4. Expected Characteristics

- 4.1 Paying attention in the class
- 4.2 Responsibility for the assignment
- 4.3 Generosity and helping others
- 4.4 Honest to yourself and others

5. Content

5.1 Vocabulary:

- Food, a vs. an, plural vs. singular
- Fruit shop, grocery store, bakery butcher's shop, supermarket, market
- Shopping list, recipe
- Verb: have, need, buy
- clothes
- Shopping, advertisement, cost, on sale, price, change, shopper, shop keeper,

new, old, shopping center

- some vs. any
- how much vs. how many

5.2 Grammar Focus: present simple tense

How much is/are +noun?

Where can I buy +noun?

A: How much is/are ___?

B: ___ is/are ___ Baht.

A: Where can I buy ___?

B: You can buy __ at the __.

5.3 Language Function: Speaking about going shopping.

- How many things do we need?
- We need a loaf of bread.

- We need a bag of rice.
- How many things do we have?
- We have two jars of jam.
- Anything else?
- Where can I buy milk?
- You can buy milk at the grocery store.
- You can buy cake at a bakery.
- You can buy meat at a butcher's shop.
- You can buy apple at fruit shop.
- Can I help you?
- How much is a carton of milk?
- It's twelve baht.

6. Teaching Materials

6.1 flash cards

6.2 Say hello text book

6.3 Task-based learning activities (listing, role play and comparing).

7. Learning Activities/ Procedures:

7.1 Pre-Task:

- Teacher introduces and defines the topic.
- Teacher explains about task-based learning activities and tells them how to do 3 of activities.
- Teacher introduces useful words and phrases from say hello text book.

7.2 Task Cycle:

Task:

- Students discuss what they will buy.
- Students do shopping list in group of 3 by doing task-based learning activity 1.
- Students make a role play about shopping list by doing task-based learning activity 2.
- Students match the correct picture by doing task-based learning activity 3.
- The teacher facilitates the activities, monitors and encourages the students but avoid correcting any mistakes or errors of form.

Planning:

- Students prepare role play and speaking to tell the class.
- During the time of presentation, the teacher takes notes of mistakes and corrects their language. The emphasis is on clarity, organization, and accuracy as appropriate for a public presentation.

Report: The teacher asks some group of students do the role play to the whole class. Students can compare the findings with other groups. The teacher also gives comments, but gives no public correction.

7.3 Language Focus:

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

Practice: Students practice the dialogues of going shopping (dialogue

1). They take turn to be the person in the dialogues.

Wrap up:

- Students review vocabulary, phrases, and sentences using in my story activity.

8. Suggestion Activities/Other Comments

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9. Department Head's Comments

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Signature

(Mrs. Sathaporn Samarn)

Head of Department of Foreign Languages

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10. School Director's Comments

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Signature

(Dr. Passamon Pimjun)

Vice Director

Acting Director

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11. Remark

11.1 Result of the Learning

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11.2 Problems/Obstacles

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11.3 Other Suggestions

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Signature

(Miss Kessirin Sankla)

Teacher

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Worksheet 1

Name.....Class.....Student Number.....

Task-based e learning activity 1 (TBLA 1)

Direction: Work in group of 3 talking together. Then make a shopping list.

Shopping List





Worksheet 2

Name.....Class.....Student Number.....

Task-based learning activity 2 (TBLA 2)

Direction: Make a role play in group of 3 talking about shopping list.

Role play



Worksheet 3

Name.....Class.....Student Number.....

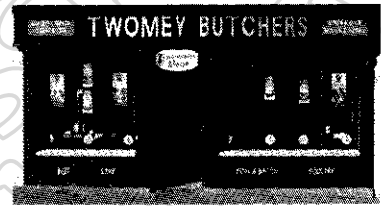
Task-based learning activity 3 (TBLA 3)

Direction: Match the correct picture.

1.



A.



2.



B.



3.



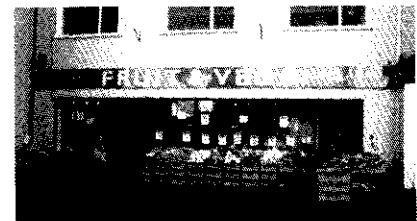
C.



4.



D.



Dialogue 1

Where can we buy them?

A: Where can we buy bananas?

B: We can buy bananas at a fruit shop.

A: Where can we buy cake?

B: We can buy cake at a bakery.

A: Where can we buy meat?

B: We can buy meat at a butcher's shop.

A: Where can we buy sugar?

B: We can buy sugar at a crockery store.



Lesson Plan 4

Course: Communicative English (E16202)	Grade Level: Grade 6
Theme: English speaking	Topic: Good Health
Semester 2/2015	Time Allocation: 3 hours

1. Core Concept

Speaking about good health is useful topic that students can take to use in daily life. Students have to know how to speak about habits which help them have good health appropriately in order to improve their English speaking ability.

2. Standard Performance Indicators

Standard FL1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions

Indicator 1: Speak/write in an exchange of interpersonal communication.

Indicator 2: Use orders requests and give instructions.

Indicator 3: Speak/write to express the needs, ask for help and agree and refuse to give help in simple situations.

Indicator 4: Speak and write to ask for and give information about themselves, their friends, families and matters around them.

Indicator: Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.

Standard FL1.3: Ability to speak and write about information, concepts and views on various matters

Indicator 1: Speak/write to give information about themselves, their friends and the environment around them.

Indicator 3: Speak/write to express opinions about various matters around them.

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

Indicator 1: Use language for communication in various situations in the classroom and in school.

3. Learning Outcomes

3.1 Terminal Objective

- Students are able to tell about habits which help them have good help.
- Students are able to answer information from the questions correctly

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 speak about good health.

3.2.3 ask their friends how to have good health and also able to answer their how to have good health.

3.2.4 perform the role play appropriately.

4. Expected Characteristics

4.1 Paying attention in the class

4.2 Responsibility for the assignment

4.3 Generosity and helping others

4.4 Honest to yourself and others

5. Content

5.1 Vocabulary:

- Healthy vs. unhealthy.

- Healthy habits, get enough sleep, eat well, keep clean, exercise every day,

take care of your teeth, have a medical checkup every year.

- always, usually, sometime, never

- proteins, minerals, fats, and oils, vitamins, carbohydrates

- Exercise

- At a clinic

- first, after that, then, finally

- myself, yourself, herself, himself, ourselves, themselves.

5.2 Grammar Focus: present simple tense/ adverb of frequency

How often do you + verb _____ ?

You should + verb _____ .

A: What is one of your good habits?

B: I _____ .

A: How often do you _____ ?

B: I always/usually/sometimes/never _____ .

A: You should _____ .

5.3 Language Function: Speaking about going shopping.

- What is one of your good habits?

- How can I have good health?

- You should clean yourself often to be healthy.

- You should get enough exercise.

- You should get enough sleep.

- You should eat good food to be healthy.
- You should take care of your teeth?
- Wash your hands before you eat.
- If we have good habits, will be strong and healthy.
- How often do you do exercise?
- I do exercise twice a week.
- How often do you brush your teeth?
- I brush my teeth 3 times a day.
- How often do you wash your hands?
- I always wash my hands before I eat.

6. Teaching Materials

6.1 flash cards

6.2 Say hello text book

6.3 Task-based learning activities (listing and role play)

7. Learning Activities/ Procedures:

7.1 Pre-Task:

- Teacher introduces and defines the topic.
- Teacher explains about task-based learning activities and tells them how to do the activities.
- Teacher introduces useful words and phrases from say hello text book.

7.2 Task Cycle:

Task:

- Students discuss how to have good health by doing task-based learning activity 1.

- Students do role play in pairs about how to have good health by doing task-based learning activity 2.

- The teacher facilitates the activities, monitors and encourages the students but avoid correcting any mistakes or errors of form.

Planning:

- Students prepare role play and speaking to tell the class.

- During the time of presentation, the teacher takes notes of mistakes and corrects their language. The emphasis is on clarity, organization, and accuracy as appropriate for a public presentation.

Report: The teacher asks 2-3 pairs of students do the role play to the whole class. Students can compare the findings with other pairs. The teacher also gives comments, but gives no public correction.

7.3 Language Focus:

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

Practice: Students practice the dialogues of how to have good health (dialogue 1). They take turn to be the person in the dialogues.

Wrap up:

- Students review vocabulary, phrases, and sentences using in my story activity.

8. Suggestion Activities/Other Comments

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9. Department Head's Comments

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Signature

(Mrs. Sathaporn Samarn)

Head of Department of Foreign Languages

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10. School Director's Comments

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Signature

(Dr. Passamon Pimjun)

Vice Director

Acting Director

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11. Remark

11.1 Result of the Learning

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11.2 Problems/Obstacles

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11.3 Other Suggestions

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Signature

(Miss Kessirin Sankla)

Teacher

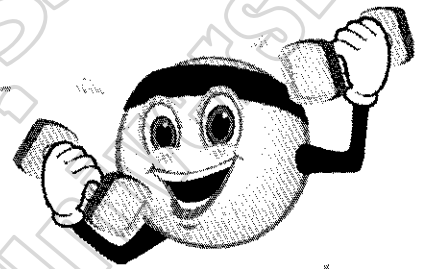
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Worksheet 1

Name.....Class.....Student Number.....

Task-based learning activity 1 (TBLA 1)

Direction: Ask 5 of your friends how to have good health then write their suggestions down.



How to have good health

1. _____

2. _____

3. _____

4. _____

5. _____

Dialogue 1

How to have good health?

A: Could you tell me how I can have good health?

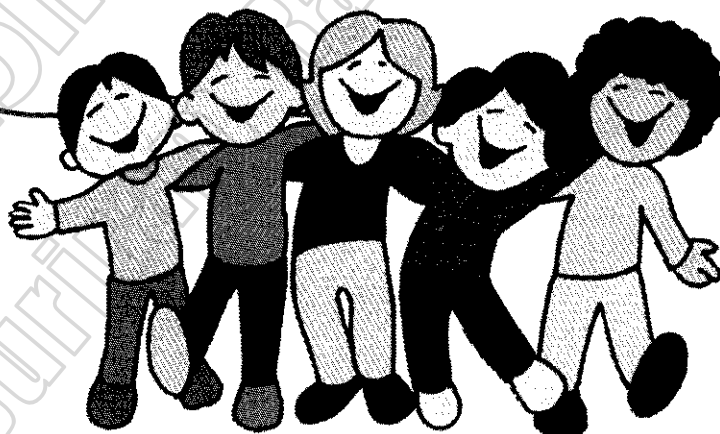
B: Good living habits can help you have good health.

A: Could you tell me some good living habits?

B: Of course. Get enough sleep, keep your body clean, have proper nutrients and do exercise every day.

A: Thank you so much. If we have good habits, we will be strong and healthy.

B: Yes! We will be wise and happy too.



Lesson Plan 5

Course: Communicative English (E16202)	Grade Level: Grade 6
Theme: English speaking	Topic: Animals
Semester 2/2015	Time Allocation: 3 hours

1. Core Concept

Speaking about animals is the interesting topic. Students should know how to speak about the information of animals appropriately in order to improve their English speaking ability.

2. Standard Performance Indicators

Standard FL1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions

Indicator 1: Speak/write in an exchange in interpersonal communication.

Indicator 2: Use orders requests and give instructions.

Indicator 3: Speak/write to express the needs, ask for help and agree and refuse to give help in simple situations.

Indicator 4: Speak and write to ask for and give information about themselves, their friends, families and matters around them.

Indicator: Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.

Standard FL1.3: Ability to speak and write about information, concepts and views on various matters

Indicator 1: Speak/write to give information about themselves, their friends and the environment around them.

Indicator 3: Speak/write to express opinions about various matters around them.

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

Indicator 1: Use language for communication in various situations in the classroom and in school.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to tell the information of animals in front of the class 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 speak about animals appropriately.

3.2.3 compare animals.

3.2.4 perform picture describing activity appropriately.

4. Expected Characteristics

4.1 Paying attention in the class

4.2 Responsibility for the assignment

4.3 Generosity and helping others

4.4 Honest to yourself and others

5. Content

5.1 Vocabulary: - small, smaller, smallest, fast, faster, fastest, tall, taller, tallest, big, bigger, biggest, camel, ostrich, giraffe, greyhound, horse, cheetah, blue whale, panda

5.2 Grammar Focus: present simple tense/ noun comparison

Which animal is.....?

A: Which animal is ___?

B: _____ is _____.

5.3 Language Function: Speaking about my story.

- Which animal is the smallest?
- Hamming is the smallest animal.
- Which animal is the tallest?
- The tallest animal is elephant.
- Which animal is the fastest?
- Cheetah is the fastest animal?
- Which animal is from china?
- Panda is from China.
- Which animal is the biggest?
- Blue whale is the biggest animal.

6. Teaching Materials

6.1 flash cards

6.2 Say hello text book

6.3 Task-based learning activities (ordering and sorting and picture describing)

7. Learning Activities/ Procedures:

7.1 Pre-Task:

- Teacher introduces and defines the topic.
- Teacher explains about task-based learning activities and tells them how to do task-based learning activities and helps the students understand the objectives of the task-based learning activities.
- Teacher introduces useful words and phrases from say hello text book.

7.2 Task Cycle:

Task:

- Students discuss and compare by doing task-based learning activity 1.
- Students describe a given picture by doing task-based learning activity 2.
- The teacher facilitates the activities, monitors and encourages the students but avoid correcting any mistakes or errors of form.

Planning:

- Students prepare written report and speaking to tell the class.
- During the time of presentation, the teacher takes notes of mistakes and corrects their language. The emphasis is on clarity, organization, and accuracy as appropriate for a public presentation.

Report: The teacher asks some groups of students to report to the whole class so every group can compare the findings with other groups. The teacher also gives comments, but gives no public correction.

7.3 Language Focus:

Analysis: The teacher and students discuss about the words/phrases/sentences and language patterns using to talk about animal activities.

Students read and write them down.

Practice: Students practice asking questions about animals.

Wrap up:

- Students review vocabulary, phrases, and sentences using in my story activity.

8. Suggestion Activities/Other Comments

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9. Department Head's Comments

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Signature

(Mrs. Sathaporn Samarn)

Head of Department of Foreign Languages

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10. School Director's Comments

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Signature

(Dr. Passamon Pimjun)

Vice Director

Acting Director

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11. Remark

11.1 Result of the Learning

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11.2 Problems/Obstacles

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11.3 Other Suggestions

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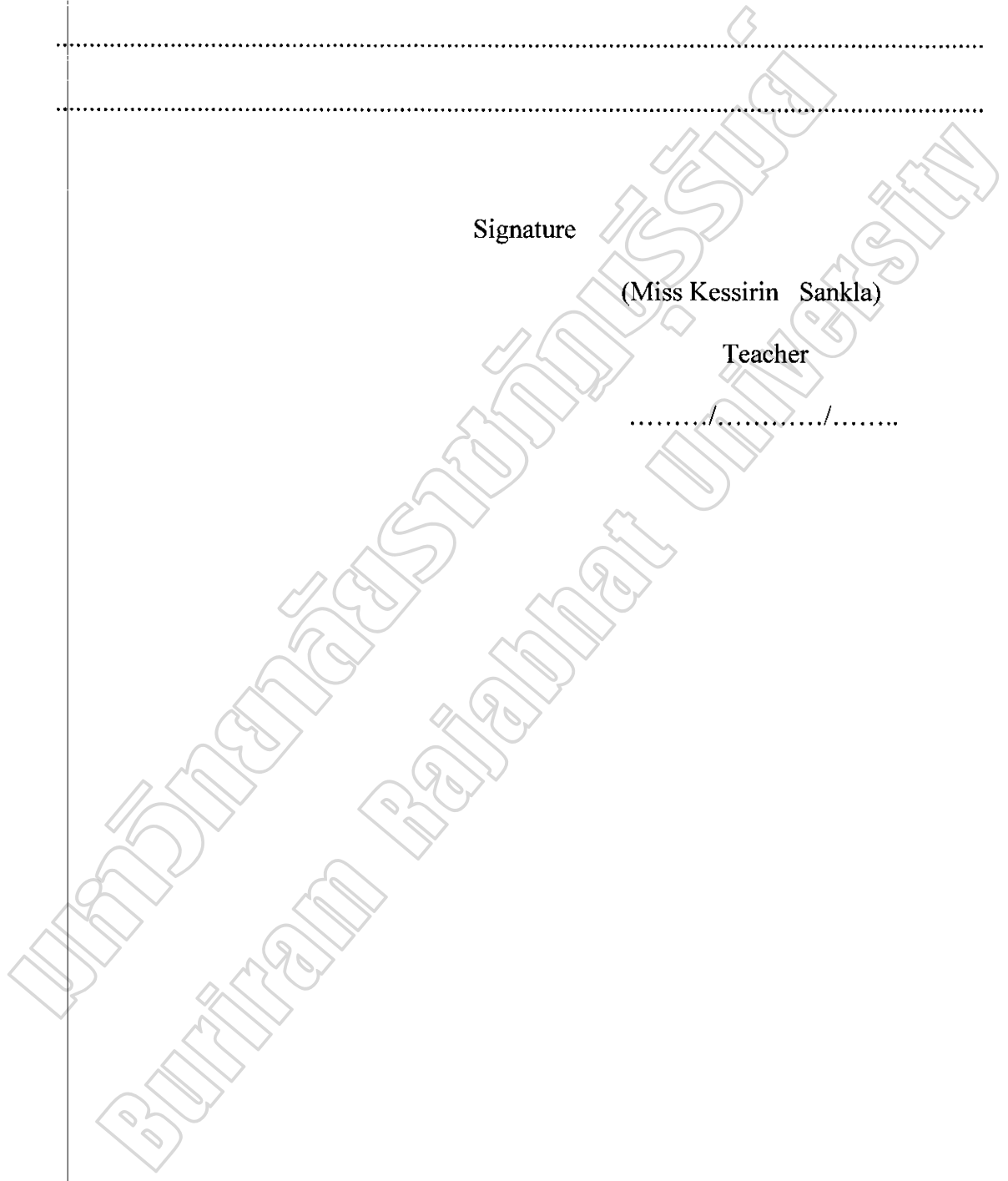
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Signature

(Miss Kessirin Sankla)

Teacher

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Worksheet 1

Name.....Class.....Student Number.....

Task-based learning activity 1 (TBLA 1)

Direction: Use the given words to write comparing about the given animals and discuss with your friend.

small



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tall

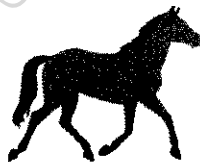


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fast



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Lesson Plan 6

Course: Communicative English (E16202)	Grade Level: Grade 6
Theme: English speaking	Topic: The beautiful world
Semester 2/2015	Time Allocation: 3 hours

1. Core Concept

Speaking about the beautiful world is useful topic that students can take to use in daily life. Students have to know how to speak about how to save the environment and how important water and plants are appropriately in order to improve their English speaking ability.

2. Standard Performance Indicators

Standard FL1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions

Indicator 1: Speak/write in an exchange of interpersonal communication.

Indicator 2: Use orders requests and give instructions.

Indicator 3: Speak/write to express the needs, ask for help and agree and refuse to give help in simple situations.

Indicator 4: Speak and write to ask for and give information about themselves, their friends, families and matters around them.

Indicator: Speak/write to express their own feelings about various matters around them and various activities, as well as provide brief justifications.

Standard FL1.3: Ability to speak and write about information, concepts and views on various matters

Indicator 1: Speak/write to give information about themselves, their

friends and the environment around them.

Indicator 3: Speak/write to express opinions about various matters around them.

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

Indicator 1: Use language for communication in various situations in the classroom and in school.

3. Learning Outcomes

3.1 Terminal Objective

- Students are able to tell about how to save the environment.
- Students are able to tell how important water and plants are.

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 speak about the beautiful world.

3.2.3 ask their friends how to save the environment and how important water and plants are.

3.2.4 perform the role play appropriately.

4. Expected Characteristics

4.1 Paying attention in the class

4.2 Responsibility for the assignment

4.3 Generosity and helping others

4.4 Honest to yourself and others

5. Content

5.1 Vocabulary:

Environment, water/H₂O, air, oxygen/O₂, carbon dioxide/ CO₂, river, ocean,
lake, beach, pond, canal, tree, forest

5.2 Grammar Focus: present simple tense/ question word

What do we need + noun for?
We need + noun for _____.

A: What do we need water for?

B: We need water for _____.

A: Where do we get water from?

B: We get water from _____.

5.3 Language Function: Speaking about going shopping.

- What do we need water for?
- We need water for drinking.
- We need water for showering.
- We need water for washing clothes.
- We need water for watering plants and flowers.
- We need water for cooking.
- What do trees give to the world?
- Trees give home to animals.
- Trees make oxygen.
- Trees clean the air.
- I do exercise twice a week.

- How often do you brush your teeth?
- I brush my teeth 3 times a day.
- How often do you wash your hands?
- I always wash my hands before I eat.

6. Teaching Materials

6.1 flash cards

6.2 Say hello text book

6.3 Task-based learning activities (brainstorming and role play)

7. Learning Activities/ Procedures:

7.1 Pre-Task:

- Teacher introduces and defines the topic.
- Teacher explains about task-based learning activities and tells them how to do the activities.
- Teacher introduces useful words and phrases from say hello text book.

7.2 Task Cycle:

Task:

- Students discuss and brainstorm what do we need water for and what do trees give to the world by doing task-based learning activity 1.
- Students do role play in group of 3 about how to save the world by doing task-based learning activity 2.
- The teacher facilitates the activity, monitors and encourages the students but avoid correcting any mistakes or errors of form.

Planning:

- Students prepare role play and speaking to tell the class.
- During the time of presentation, the teacher takes notes of mistakes

and corrects their language. The emphasis is on clarity, organization, and accuracy as appropriate for a public presentation.

Report: The teacher asks 2-3 groups of students do the role play to the whole class. Students can compare the findings with other groups. The teacher also gives comments, but gives no public correction.

7.3 Language Focus:

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

Practice: Students practice the dialogues of how to save the world (dialogue 1). They take turn to be the person in the dialogues.

Wrap up:

- Students review vocabulary, phrases, and sentences using in my story activity.

Notation: After this lesson, students are going to have posttest

8. Suggestion Activities/Other Comments

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9. Department Head's Comments

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Signature

(Mrs. Sathaporn Samarn)

Head of Department of Foreign Languages

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10. School Director's Comments

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Signature

(Dr. Passamon Pimjun)

Vice Director

Acting Director

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

11. Remark

11.1 Result of the Learning

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11.2 Problems/Obstacles

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11.3 Other Suggestions

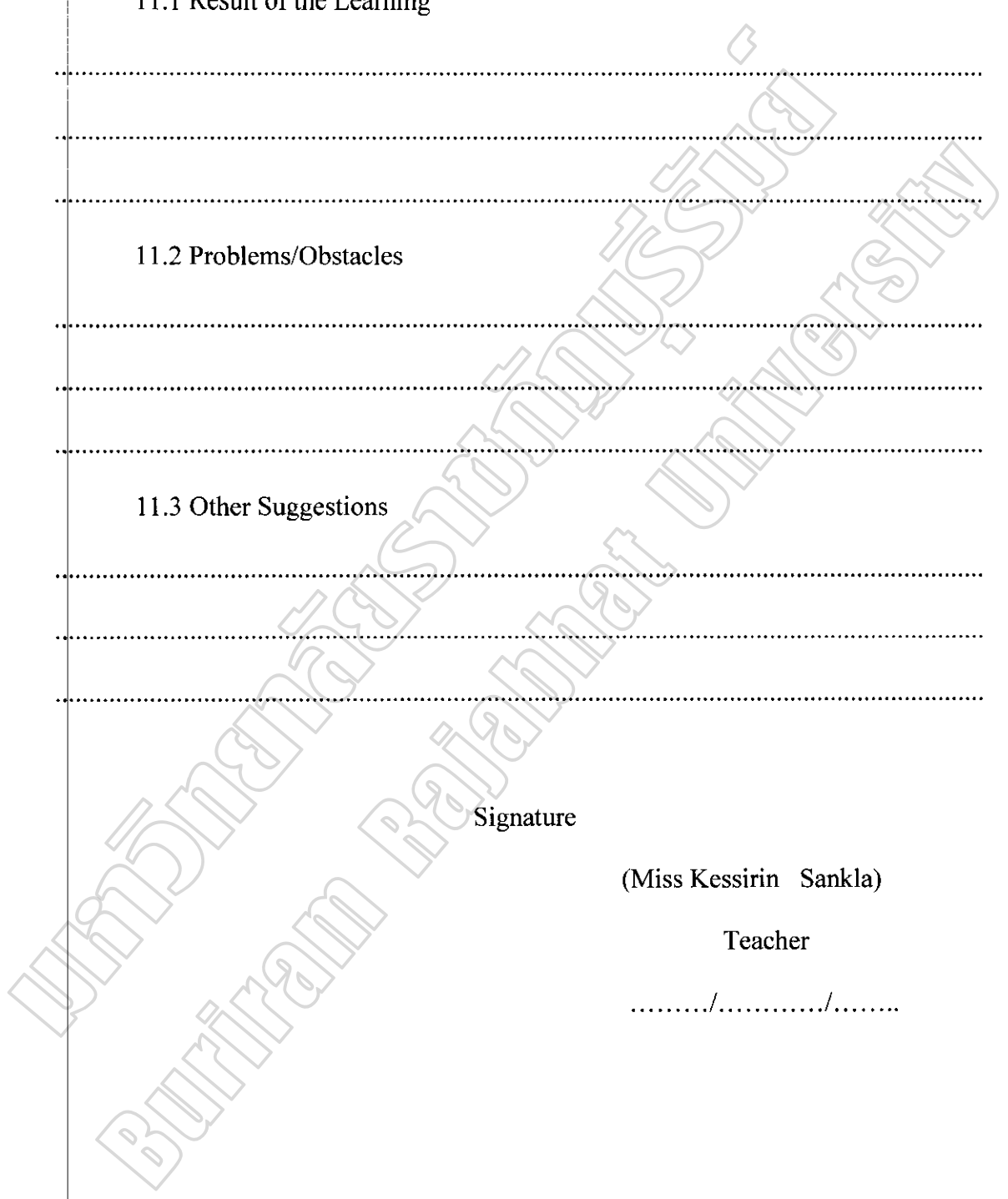
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Signature

(Miss Kessirin Sankla)

Teacher

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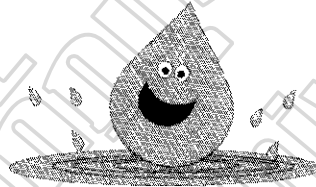
Worksheet 1

Name.....Class.....Student Number.....

Task-based learning activity 1 (TBLA 1)

Direction: Work in group of 5 discussing about what we need water for and what trees give to the world.

What do we need water for?



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

What do trees give to the world?



- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

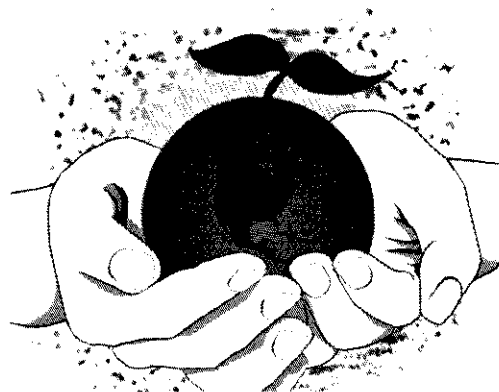
Worksheet 2

Name.....Class.....Student Number.....

Task-based learning activity 2 (TBLA 2)

Direction: Make a role play in group of 3 talking about how to save the world.

Role play



Dialogue 1

How to have good health?

Anny: Could you tell me how we can save the world?

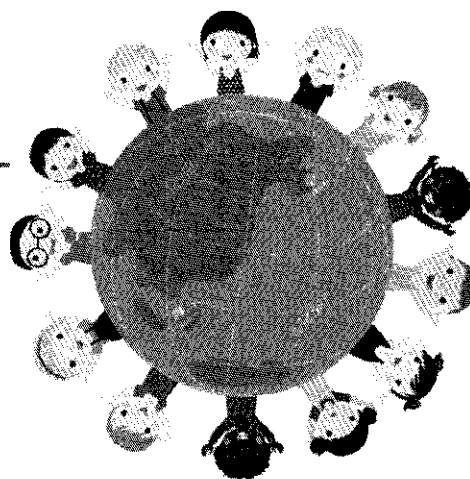
Max: I think we must not cut down trees because trees are very important to people and environment.

Tom: Yes, they are very important because they make oxygen, clean the air and give shade and home to animals.

Max: Moreover, we should keep water clean by don't put any Waste into water.

Tom: Yes, the water is also really important to people and environment because we need water for drinking, washing clothes, showering, cooking and water plants and flowers.

Anny: I will tell everybody to take care of trees and water for our beautiful world.



APPENDIX P

The Lists of Experts

1. Dr. Surachai Piyanukool, Ph. D. (Reading), the English lecturer at Buriram Rajabhat University.
2. Miss Mayuree Thongdee, M. Ed. (English), the English teacher at Bangkok School under the Office of Bangkok Educational Service Area 2.
3. Mrs. Sathaporn Samarn, M.Ed. The English teacher of Anubarnsurin School under the Surin Primary Education Service Area Office 1.

APPENDIX Q

Letter for Experts

The Letters Requesting to be the Expert for the Research Instruments

มหาวิทยาลัยสุโขทัย
Buriram Rajabhat University



No. 0545.11/W873

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

November 3, 2015

Dear Dr. Surachai Piyanukool,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliment to you to be the expert for the research instruments. I would like to inform you that Miss Kessirin Sankla, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**The effects of task-based language learning on English speaking ability of grade 6 students**" under the supervision of Dr. Saowarot Ruangpaisan, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Your kind acceptance of being the expert is very much appreciated.

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



No. 0545.11/W873

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

November 3, 2015

Dear Miss Mayuree Thongdee,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliment to you to be the expert for the research instruments. I would like to inform you that Miss Kessirin Sankla, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“The effects of task-based language learning on English speaking ability of grade 6 students”** under the supervision of Dr. Saowarot Ruangpaisan, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Your kind acceptance of being the expert is very much appreciated.

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



No. 0545.11/W873

Buriram Rajabhat University
Jira Road, Muang District,
Buriram 31000, THAILAND

November 3, 2015

Dear Mrs. Sathaporn Samarn,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliment to you to be the expert for the research instruments. I would like to inform you that Miss Kessirin Sankla, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "**The effects of task-based language learning on English speaking ability of grade 6 students**" under the supervision of Dr. Saowarot Ruangpaisan, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Your kind acceptance of being the expert is very much appreciated.

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 R

Formal Letter

The Letter Asking Permission to Tryout the Research Instruments

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/๗711

Buriram Rajabhat University
Jira Road, Mueng District,
Buriram 31000, THAILAND

November 24, 2015

Dear Director of Anubarn Surin School,

Subject: Asking permission to tryout the research instruments

Buriram Rajabhat University (BRU) presents its letter to you, the Director of Anubarn Surin School, and asks your permission to allow Miss Kessirin Sankla to tryout the research instrument. I wish to inform that Miss Kessirin Sankla, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“The effects of task-based language learning on English speaking ability of grade 6 students”** under the supervision of Dr. Saowarot Ruangpaisan, a thesis chairperson. She would like to tryout the research instrument in order to find out its efficiency. The schedule of this process will be officially informed later.

Your kind acceptance of being the expert is highly appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Narumon Somkuna'.

(Assistant Professor Dr. Narumon Somkuna)
Dean of Graduate School
BuriramRajabhat University

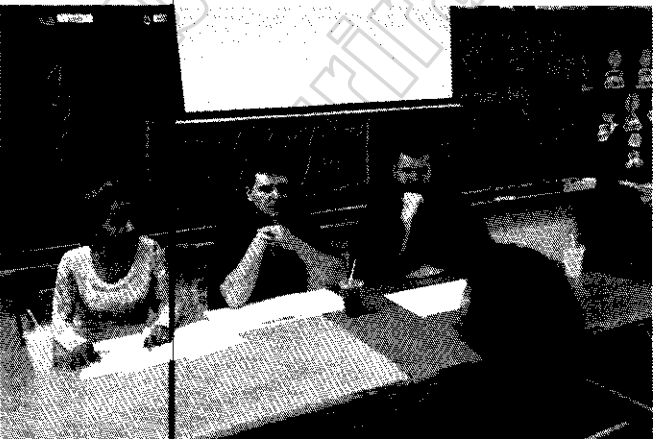
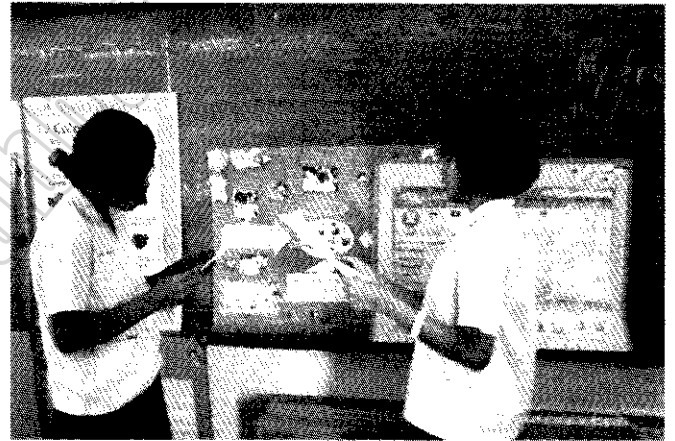
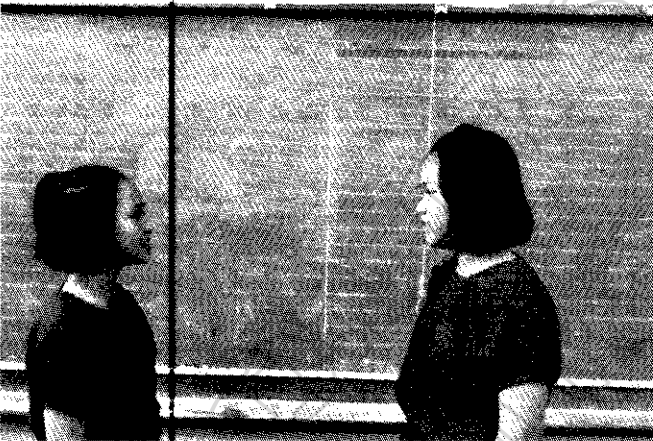
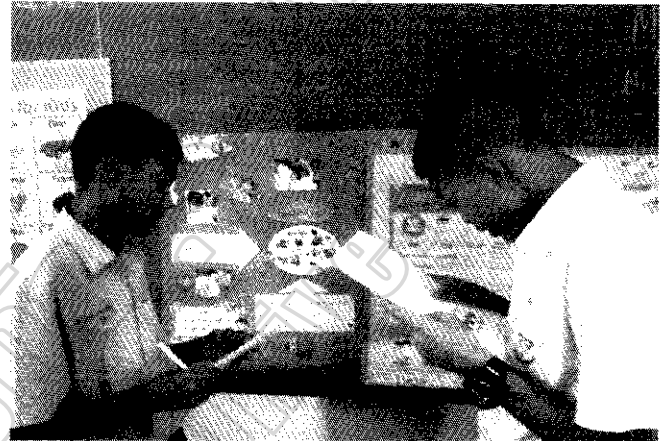
Office of Graduate School

Tel. 0 4461 1221, 0446 1616 ext. 3806

Fax. 0 4461 2858

APPENDIX S

Class Environment



CURRICULUM VITAE

Name: Kessirin Sankla

Date of Birth: May 5, 1986

Place of Birth: 39 Moo 8, Tambol Krahard, Chomphra District,
Surin Province, Thailand

Address: 39 Moo 8, Tambol Krahard, Chomphra District,
Surin Province, Thailand

Education: 1993 - 1999 Primary School from
Bankamdeauratsongkrou School, Chomphra District,
Surin Province, Thailand

1999-2005 Secondary School from Sirindhorn School,
Muang District, Surin Province, Thailand

2005-2009 Bachelor of Tourism from Ubon Ratchatani
University, Warinchamrab District, Ubonratchatani
Province, Thailand

2013-2017 Master of Arts in English, Buriram Rajabhat
University, Mueang District, Buriram Province,
Thailand

Working Place: Ministry of Labour, Mitmaitri Road, Din-Daeng,
Bangkok 10400, Thailand