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ภาษาอังกฤษและเจตคติต่อการเรียนภาษาอังกฤษกรณีศึกษาของนักเรียน
ชั้นมัธยมศึกษาปีที่ 4 โรงเรียนชุมแสงชนูทิศ จังหวัดนครสวรรค์
APPLICATION OF TASK-BASED LEARNING TO DEVELOP ENGLISH
SPEAKING ABILITY AND ATTITUDE TOWARDS LEARNING
ENGLISH: A CASE OF MATHAYOMSUKSA IV STUDENTS
AT CHUMSAENG CHANUTID SCHOOL,
NAKHONSAWAN PROVINCE

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วิทยานิพนธ์ฉบับนี้เป็นส่วนหนึ่งของการศึกษาตาม หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษเพื่อวิชาชีพ คณะศิลปศาสตร์

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APPLICATION OF TASK-BASED LEARNING TO DEVELOP ENGLISH SPEAKING ABILITY AND ATTITUDE TOWARDS LEARNING ENGLISH: A CASE OF MATHAYOMSUKSA IV STUDENTS AT CHUMSAENG CHANUTID SCHOOL,

NAKHONSAWAN PROVINCE

BY

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วิทยานิพนธ์เรื่อง

การใช้การจัดการเรียนรู้แบบเน้นงานปฏิบัติเพื่อพัฒนาความสามารถในการพูดภาษาอังกฤษ และเจตคติต่อการเรียนภาษาอังกฤษกรณีศึกษาของนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนชุมแสงชนูทิศ จังหวัดนครสวรรค์

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กวามสามารถในการพูดภาษาอังกฤษและเจตคติต่อการเรียนภาษาอังกฤษของนักเรียนชั้น
มัธยมศึกษาปีที่ 4 โรงเรียนชุมแสงชนูทิส จังหวัดนครสวรรค์ (APPLICATION OF TASKBASED LEARNING TO DEVELOP ENGLISH SPEAKING ABILITY AND ATTITUDE
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การวิจัยกึ่งทดลองนี้มีจุดประสงค์เพื่อสึกษาประสิทธิผลของการสอนพูดตามแนวคิด การจัดการเรียนรู้แบบเน้นงานปฏิบัติ โดยการเปรียบเทียบความสามารถในการพูดภาษาอังกฤษและ เจตคติในการเรียนภาษาอังกฤษ ทั้งนี้กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียน ชุมแสงชนูทิส จังหวัดนครสวรรค์ จำนวน 60 คน โดยใช้วิธีการเลือกแบบเจาะจง จำแนกเป็นกลุ่ม ทดลองและกลุ่มควบคุม กลุ่มละ 30 คนเท่ากัน นักเรียนกลุ่มทดลองเรียนโดยใช้รูปแบบการเรียน แบบเน้นงานปฏิบัติ ส่วนนักเรียนกลุ่มควบคุมเรียนโดยใช้การจัดการเรียนรู้แบบดั้งเดิม ระยะเวลา ในการทดลองรวมทั้งหมด 18 คาบเรียน เครื่องมือที่ใช้ในการทดลองคือแผนการจัดการเรียนรู้ และ เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลคือแบบทดสอบความสามารถในการพูดภาษาอังกฤษและ แบบสอบถามเจตกติต่อการเรียนภาษาอังกฤษ วิเคราะห์ข้อมูลโดยใช้ค่าเฉลี่ย ส่วนเบี่ยงเบน มาตรฐาน และการทดสอบค่าที

ผลการวิจัยพบว่า

- 1. นักเรียนที่ใด้รับการสอนโดยวิธีการจัดการเรียนรู้แบบเน้นงานปฏิบัติมีความ สามารถด้านการพูดภาษาอังกฤษสูงกว่ากลุ่มที่ได้รับการสอนโดยวิธีการจัดการเรียนรู้แบบดั้งเดิม อย่างมีนัยสำคัญทางสถิติที่ระดับ .05
- 2. นักเรียนที่ได้รับการสอนโดยวิธีการจัดการเรียนรู้แบบเน้นงานปฏิบัติมีเจตคติต่อการ เรียนภาษาอังกฤษสูงกว่ากลุ่มที่ได้รับการสอนโดยวิธีการจัดการเรียนรู้แบบดั้งเดิม อย่างมีนัยสำคัญ ทางสถิติที่ระดับ .05

ลายมือชื่อนักศึกษา ลายมือชื่ออาจารย์ที่ปรึกษา 🗸 🗸

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SUKHUMAN JANPUTTIPONG: APPLICATION OF TASK-BASED LEARNING TO DEVELOP ENGLISH SPEAKING ABILITY AND ATTITUDES TOWARDS LEARNING ENGLISH: A CASE OF MATHAYOMSUKSA IV STUDENTS AT CHUMSAENG CHANUTID SCHOOL, NAKHONSAWAN PROVINCE THESIS ADVISOR: NAKONTHEP TIPAYASUPARAT, Ed.D., 158 P.

The purposes of this quasi-experimental research were to study the effectiveness of the speaking instruction activities, which was based on task-based learning, by comparing the students' English speaking ability and their attitudes towards learning English. Sixty Mathayomsuksa 4 students in Chumsaeng Chanutid School were purposively selected. They were equally divided into two groups: 30 students in the experimental group were instructed through task-based learning; whereas the other 30 students in the control group were taught through a tradition teaching method or PPP. Based on the two group pre-test post-test design, the study covered a period of 18 learning periods in total. The experimenting instrument featured lesson plans and the data collecting instruments included the speaking test and the attitude questionnaire. The data were statistically analyzed by mean, standard deviation, and t-test.

The results of this study were as follows:

- 1. The English speaking ability in the experimental group was significantly higher at the .05 level.
- 2. The attitudes towards learning English in the experimental was significantly higher at the .05 level.

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Chapter I

Introduction

This chapter presents the background and statement of the study. Other aspects, such as research questions, purposes, limitations, variables, significance and statement of hypothesis are also included.

1.1 Background of the study

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Through speaking, one can express their minds, ideas, and thought freely and spontaneously. Throughout the world, when people with different languages come together they commonly use English to communicate. Studying English without practice speaking is useless. To most people, mastering the art of English speaking is the single most important aspect of learning a foreign language, in terms of the ability to carry out a conversation (Burnkart G., http://www.nclrc.org/essentials/speaking/goalsspeak.htm, April 26, 2010).

In Southeast Asia, English is used as an indisputable lingua franca for regional cooperation in the ASEAN (Association of Southeast Asian Nations) organization comprising ten states. With the increase of economic development and international trade, the need for English language skills is obvious. In Thailand, as one of the ASEAN family members, Thai citizens should be well-equipped with English speaking in order to communicate with our ASEAN neighbors. According to the charter of the ASEAN summit article 34, the working language of ASEAN shall be English. As a result, the Education Minister of Thailand, Mr. Chinnaworn Boonyakiat had launched the project called "English Speaking Year 2012", that is, Thai people were encouraged to speak English for a few hours a week. This requirement called attention. In addition, a good performance of the English language is required for all

levels unit graduation. Students are expected to use English language in various situations efficiently.

However, the main problems in teaching English in Thailand would seem to stem from inappropriate methodology and a lack of teaching skills. According to Richard (2005), the studies have shown that many teachers are not skilful in relation to teaching methodology (Pat Noisaengsri, 1992). Most the teachers start their classes with a vocabulary item, or grammatical structure presentation, and then let the students read aloud, repeating the sentences, or a paragraph from the text. Frequently, students are required to read and translate sentence-by-sentence in-chorus, or individually, a strategy that students find boring. This traditional approach to English teaching leads to the development of negative attitudes towards learning English in some students, as there is insufficient active participation and incentive in learning with this method of teaching. It seems that Thai students lack the skills to use the English language in real situations, especially in speaking and listening outside of the classroom after graduating from universities. One problem that second language learners face is the inability to interact accurately and fluently with other nationalities (Mulling, 1997).

Apart from inappropriate teaching methodology, attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. Conversely, negative beliefs can lead to class anxiety, low cognitive achievement, and negative attitudes (Lockhart and Victori, 1995).

Students are often keen at the beginning of their course, but in the second and third year's motivation drops. Students complain they find lessons boring, and get depressed when they lose marks because they made mistakes. In large classes it is difficult to give individuals enough chance to use the language naturally. Students in senior high level feel shy when talking in front of class. Speaking is rarely tested, and exams based on grammar often result in a lot of direct grammar teaching with focus on

form rather than meaning. Teaching materials and evaluation procedures for learners, has proven to be very de-motivating for students since practical application of language as means for communication is ignored. Both students and teachers seem to be locked into an unpleasant and fertile exercise of filling in time.

As mentioned above, there are various reasons why second language students have difficulty in using English oral skills. It can be seen that the students were provided with totally non-communicative activities in that they were involved in learning about English rather than learning to use it. A second language students lack self-confidence and the opportunity to interact. They are likely to use their native language rather than the target language (Brown, 1994; Ur, 1996). Both in the teaching and testing, language was treated as just another "content subject" rather than a tool for communication. Language was treated as if there was no use for it than to provide exercises for tests or examinations. Most Thai teachers of English have focused the teaching of English in the traditional approach which focuses on the importance of memorization, sentence structure and a teacher-centered approach.

Chumsaeng Chanutid School is a large school in Chumsaeng district of Nakhonsawan province under the authority of the Secondary Educational Service Area Office 42, the Ministry of the Education. There are about 4,200 students and 120 teachers altogether. It provides a basic education both at secondary and vocational levels. The director also assigned the foreign language Department to improve the students' English communication, in order to prepare them for the upcoming ASEAN integration in 2015.

The researcher, being a teacher at Chumsaeng Chanutid School, Nakhonsawan province, found the speaking ability of students on grade tenth to twelfth was at a low level. They lacked the confidence to speak English promptly. Many of them did not know how to start a conversation with foreign English teacher and school visitors. They were afraid of making mistakes, due to their lack of confidence. After consulting experienced teachers in the school, it was concluded that weak students did not have good attitudes in learning English. They were getting

bored with the grammar-based learning. Furthermore, they did not think that English was important in daily lives.

Additionally, the researcher observed that most students of grade 10 at Chumsaeng Chanutid School did not do well in the English test. Considering the results of O-NET (Ordinary National Educational Test) in 2010 from NIETS (The National Institute of Educational Testing Service (NIETS), 227 Matthayomsuksa students in Matthayom Suksa 6 obtained the O-NET scores averagely at 17.09 while the national average scores were at 19.22. It means that the school obtained the scores lower than the national average as of 2.13. In addition, according to NIETS in the academic year 2010, 389 Matthayomsuksa students in Matthayom Suksa 3 obtained an average of 21.08 in the O-NET test while the national average scores were 22.54. It means that the school obtained scores lower than the national average by 1.46. As a result of the school's ONET scores, this shows that the students have difficulty in the instruction of English.

According to Biyaem (1997), the difficulties in English language teaching and learning in Thailand, especially in the secondary schools could be from a teacher who had heavy teaching loads and insufficient English language skills. Apart from a teacher, most of students also lack of opportunity to use English and desired characteristic of good language learner. As for the teaching method, most teachers are accustomed to the traditional method with the Grammar Translation Approach. The approach is likely to focus on memorization, sentence structure, and a lecture base. It is a common paradigm because it is a teacher controlled model and easy to use. Since the concept of PPP (presentation, practice, and production) has been employed in Thailand for a long time, English teaching in Thailand is still unsuccessful. Also, a cause of English speaking difficulty can be drawn from a traditional Asian curriculum, which does not stress on listening and oral communication skill. Instead, it focuses on grammar, reading, and teacher-centered approach (Widdowson, 1978). As a result, students are limited by the duration of English speaking sessions.

For the past 10 years, many studies concerning students' lack of competency in using English have been conducted to find ways to help students

improve. Many of these studies investigated the implementation of a task-based approach. Task-based approach is believed to be an alternative approach for Second language teaching. This approach was first introduced by Prabhu when he conducted a longitudinal research called Bangalore project. Richard (2005) indicates that Task-based instruction is "extension" of the CLT movement. Although the formal syllabus is not Task-based, the concept of learning through tasks also has been introduced (Littlewood, 2007). However, even though the Task-based approach has been popular in language teaching in the last decade of 20th century, "the experimental research is poor" due to a few problems. As in Sanchez's view even in Thailand only a little research has been conducted in this area.

Task-based approach has been widely applied since the 1980s. It profits from theories like Krashen's second language acquisition, Vygotsky's constructivism theory and many others. It is a teaching technique that involves classroom activities and the understanding and application of the target language and interaction among learners. According to Deguent, Miletto, and Straeten (2012), this approach puts the task to be completed at the centre of the language learning session. Learners are given problems to solve, using the target language, and tasks to complete, individually and collaboratively. It focuses on the meaning rather than the form of language and the task itself should be a complete unit which can be related to fulfilling an independent social activity. The purpose of this approach is to provide learners a natural and real environment to use language, in which they will get many opportunities to communicate in the target language when they are trying to complete the task, so as to acquire those language skills.

As most Thai teachers are still getting used to the traditional approach or PPP and the insufficient English speaking skill of the students still exists. The researcher shall propose an alternative teaching method called task-based teaching (TBL) to cope with the previous problems. The highlights of TBL over the more traditional PPP approach are attributed in terms of three aspects: accuracy, fluency and learner motivation as follows.

Task-based frameworks such as Willis's TBL, in comparison with PPP, are considered to have some characteristic features. First, they provide students with more opportunities to get exposed to the target language (Ritchie, 2003), as seen in TBL, which has the "task cycle" stage for these opportunities, whereas PPP does not help them use the language in real life (Willis, 1996). Second, unlike PPP, they do not inhabit students from setting up their own hypotheses and taking risks to test them out, since they are based on a more "learner-centered" framework (Willis, 1996). In other words, they offer the teacher more options and create more dynamism in the classroom. Also, is can be said that using tasks leads to motivating students (Shirahata, Tomita, Muranoi, and Wakabayashi, 1999), which may not be easily achieved with PPP.

In terms of the theory underpinning teaching frameworks, frameworks such as TBL can be said to be on sound theoretical principles (Corder, 1986), whereas the language and language-learning theories underlying PPP are questionable (Scrivener, 1994). Unlike PPP, frameworks such as TBL do not assume that a language-learning process is simplistic and that language is acquired by simply taking small steps consisting of various language items (Ritchie, 2003; Willis, 1994). On the contrary, they assume that learning language is more complex (Richards and Rogers, 2001) and is achieved "by interacting communicatively and purposefully" through various tasks (Feez, 1998). Furthermore, they are not based on the assumption that fluency is acquired after accuracy, but are instead based on the assumption that accuracy is acquired after fluency- in other words, after successful communication (Willis, 1996).

To summarize the comparison so far, TBL begins by providing learners with a holistic experience of language and then helps them analyze this language in order to help them learn more effectively. PPP provides discrete language items in a vacuum and then looks for some activity to practice them.

In addition, according to several recent research findings, one important factor that affects positive or negative attitudes in the way students learn is the

attitude. Attitudes have been one psychological construct that many researchers in various fields use as a predictor of behavioral outcome. It is believed that one's attitudes influence ones' behavior. In the ESL/EFL context, it is often used to predict the student's English achievements. Many researchers have revealed that, among other things, attitudes play a considerably significant role as far as learning a foreign language is concerned. Here are some of them:

Gardner and Lambert (1972) suggested that positive attitudes enhance second language learning, whereas negative attitudes do not. Likely, Shah (1999) studied certain characteristics of two-achievers, and found that, in the Malaysian ESL context, lack of a positive attitudes contributed to the students' low achievement. Consequently, he also found that students with positive and favorable attitudes performed better in second-foreign language learning.

In the Thai context, Cholthicha Jindakul (1992), Thongbai Thongpubal (2010), Lamom Sricharoen (2001), Yanan Une-aree (2007) showed the significant correlation between attitudes towards English and achievements. The significantly positive correlation between students' attitudes towards English reading and the students' reading comprehension has also been proven (Yuwanuch Vipathananon, 1990)

According to the importance of speaking skill and the revelation of problems from reports, journals, and other research works on speaking as mentioned above, the researcher is interested in studying the improvement of students' English speaking proficiency and attitudes towards learning. With the purpose of promoting students' English speaking skills, the researcher proposes to create activities adapted from Willis's Task-based framework. TBL offers an attractive combination of academic achievement and learners' attitudes: academic achievement in the sense that learners use language to achieve a specific outcome. The attitudes encourage the development of the reflective students and learning styles. In this study, the experiment will be conducted in the English supplementary course that provides a certain syllabus which specifically targets on communicative skills; whereas, the

English fundamental course seems to employ more broaden objectives which includes all four skills altogether in basic form. Moreover, Mattayom Suksa 4 students have been targeted in this study in light of the works of Piaget (1952) and Vygotsky (1962), who indicate that 15 to 18 year old learners are active enough to acquire new knowledge and exchange ideas to develop their ability.

1.2 Research questions

The research questions addressed in this study were as follows:

- 1) Was the English speaking ability in the experimental group higher than the control group after interacting with the instruction?
- 2) Were the students' attitudes towards learning English in the experimental group higher than the control group after interacting with the instruction?

1.3 Statement of hypothesis

The proposed answers to these research questions are stated as follows:

- 1) The speaking ability of students who taught through task-based learning will be higher than the group who taught through the traditional teaching method (PPP).
- 2) The attitudes towards learning English of students who taught through task-based learning will be higher than the group who taught through the traditional teaching method (PPP).

1.4 Purpose of the study

This research contained two main research objectives as follows:

- 1) To compare the students' English speaking ability in the experimental group and control group before and after interacting with the instruction.
- 2) To compare the students' attitudes towards learning English in the experimental group and control group before and after interacting with the instruction.

1.5 Significance of the study

This study attempted to provide evidence of English speaking ability and attitudes development through the task-based learning approach. The findings from this study proved the effectiveness of the task-based learning. EFL teachers benefited from this study by improving the students' proficiency of speaking English and promote positive attitudes towards learning English.

1.6 Scope of the study

The subjects of this research were purposively selected for 60 Matthayom 4 (Grade 10) students of Chumsaeng Chanutid School, who enrolled in the summer class 2013. The summer program was a shorter teaching period that ran from early March to the last week of April. It took a six-week period during the school summer holidays. The program was designed to improve students' speaking and positive attitudes towards learning English, in order to get them ready for the coming school semester. The students were equally divided into two groups, 30 for the control and another 30 for the experimental group. The independent and dependent variables used are as defined below:

- 1) Independent variable was a task-based learning instruction.
- 2) Dependent variable was the English speaking performance in evidence on the speaking scores and students' attitudes towards learning English.

1.7 Definitions of key terms

To clarify particular terms used in the study, the following definitions are given:

English speaking ability refers to the skill of communicating by sharing information fluently and accurately. This performance can be measured using the rating scale adapted from Ur's assessment criteria (Ur, 1996). In this study, the English speaking ability was measured in terms of fluency and accuracy.

Students refer to 60 Mathayomsuksa 4 students enrolling in the summer class 2013 at Chumsaeng Chanutid School. They will be equally divided into two groups, 30 for the control and another 30 for the experimental group.

Students' attitudes refer to the states of emotion and thought relating to the English language and the culture of English speaking people (Spolsky, 2000). In this study, the students' attitudes comes from the score of the questionnaire asking students' opinions towards learning English in terms of behaviorism, cognitive, and emotional dimension.

Task-based learning (TBL) refers to method of language teaching which focuses on meaning rather than form. Task-based learning is the English teaching method that encourages students to adopt a communicative approach via an emphasis on use of authentic language (Ellis, 2003). The different parts of task-based learning are pre-task, task cycle, and language analysis (Willis, 1996).

Traditional teaching method refers to a presentation, practice, and production stage (PPP). It is a method of language teaching which content and method is taught with the emphasis on grammatical rules, learning facts about language is more than how to use it communicatively. Learners spend most of their time repeating what the teacher says. They do not learn how to express their own ideas.

Chapter II

Literature Review

This chapter presents the review of literature and research related to teaching speaking to the task-based learning approach. It comprises four main sections as follows:

- 2.1 Speaking skill
- 2.2 Attitudes towards learning English
- 2.3 Task-based instruction
- 2.4 Related research works

2.1 Speaking skill

2.1.1 Definition of speaking

Educators define the meaning of communicative speaking in various ways: Paulston (1978) says that speakers have to interact while they are talking and share information following social rules. Littlewood (2007) suggests that speakers should choose and use content appropriate to their listeners. Vallette (1977) considers speaking as a social skill. With communication being the goal of second-language acquisition, emphasis is on the development of correct speech habits. Speaking involves more than pronunciation and intonation. At the functional level, speaking means making oneself understood. At a more refined level, speaking requires correct and idiomatic use of the target language. A newcomer in a foreign country learns to communicate to obtain the essentials of life; first using gestures and gradually picking up words and phrases.

According to Bygate (1996), interaction skills involve making decisions about communication while maintaining desired relations with others. Cohen (1994) insists that speakers have fluency in the language and can use vocabulary and structure in suitable situations. In addition, Krashen and Terrell (1983) say that competent speaking is integrated with listening. Speaking fluently in a second language occurs after speakers have been given effective and comprehensible input.

From the above definition, it can be inferred that speaking for communication is a process of transferring, sharing, understanding information, ideas and feeling that can be understood by the listeners in both verbal and non-verbal symbols. The speaker should make the listeners understand with the content and the purpose of speaking especially using the correct vocabulary and structure at the given situations appropriately. The speakers should be given a chance to develop step by step the abilities to speak English correctly and fluently. In order to develop students' speaking English abilities, the teacher should research many methods to enhance students' abilities as far as English is concern.

2.1.2 Components of speaking

Some educators had mentioned the components of speaking for communication as follows:

Byrne (1990) and Underhill (2000) said communication is effective when it achieves the desires response from the receiver. There are three main components which communication can be effective, these are discussed below:

- 1) Speaker is a person who speaks or sends the message. A sender makes use of symbols to convey the message and produce the required response.
- 2) Message is a key idea that the sender wants to communicate. It is a sign that elicits the response of recipient.

3) Listener is a person for whom the message is targeted. The degree to which the listener understands the message is dependent upon various factors.

By the components of speaking for communication, it is concluded that the communication comprise of speaker, message, and listener. Communication is effective when it achieves the desired responses from the listener. The degree to which the listener understands the message relates to other various factors.

2.1.3 Ability in speaking English

According to Syakur (1987), there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

1) Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

2) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1988) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Willid, 1990). So, vocabulary means the appropriate diction which is used in communication.

4) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component

of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

5) 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.

In conclusion, the competence in speaking English means the ability to use the language correctly and appropriately in terms of comprehension, grammar, vocabulary, pronunciation, and fluency in order to reach communication goals. If the speaker has a limitation of English competence, the level could be enhanced through the practices of further instruction.

2.1.4 Activities to promote speaking ability

There are many activities to promote speaking. As Hayriye Kayi inferred from many linguistics on her article in the internet on Teaching English as A Second Language (TESL) Journal, there are some activities to promote speaking, which are:

1) Role Play

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 like, you are David, you go to the doctor and tell him what happened last night. (Harmer, 1984)

2) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

3) Information Gap

In this activity, students are supposed to be working 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.

4) 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 sharing new ideas.

5) Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

6) Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

7) Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

8) Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

To sum up, the activities promoting speaking in teaching English should be designed in various ways in order to meet each different individuals need. As students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. Also, the activities should be well prepared so that each step will enhance students' advancement.

2.1.5 Procedures in teaching English

The speaking process includes activities that prior to, during, and after the actual speaking event, For example before speaking, the speaker might determine the actual content of the message. While speaking, the speaker must attend no such things as presenting a clear message. Following speaking, the speaker might accept comments or assess the process. According to Lawtie (https://www.k12.gov.sk.ca/docs/mla/speak.html, May 10, 2010), these are the speaking procedures in teaching English for communication.

1) Pre-speaking: Planning and Organizing

Pre-speaking begins before students actual speak. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are listed below.

1.1) To choose a speaking topic:

Students generate and explore ideas for speaking topics.

1.2) To determine purpose;

Speakers talk to express ideas, emotions, and opinions, and to share information. Students must ask themselves, such as what your purpose for speaking is.

1.3) To determine format:

Speakers must consider how their ideas and information can be presented most effectively.

2) Speaking: Going Public

Speaking actively engages students in interactions with peers and other audiences. Students who have been provided with supportive, collaborative environments and opportunities to prepare for their informal and formal speaking experience are more likely to have the confidence needed to "go public" with their ideas and information.

In order to communicate and interact with others, students need to be engaged in a variety of formal and informal speaking situations, depending upon their purpose for speaking.

3) Post-speaking: A Time for Reflection and Setting Goals

Following speaking experiences, both formal and informal, it is important to have students reflect upon their performance. Their reflection, whether it is oral or written, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought.

In conclusion, the procedures in teaching English for communication consistes of the three main steps, as follows: 1) Pre-speaking: provide opportunities for students to plan and organize speaking, 2) Speaking: allow time for students to practice using language, and 3) Post-speaking: reflect their performance. The teacher

will design a set of assessment tools in order to assess whether students have achieved their goals or not, and find any mistakes that the students can improve on.

2.1.6 Speaking assessment

Generally, assessing speaking assessment includes grammar, pronunciation, fluency, contents, organization and vocabulary (Kitao and Kitao, 1996). Testing speaking skills could be a very interesting experience, and teachers have an opportunity in selecting assessment tools. Moreover, learners have a great impact on making the test successfully. Tools for assessing this skill need to be suitable to students' ages and levels of knowledge. Whatever it is, measuring students' English speaking abilities is necessary and the teacher should have criteria as a framework. For assessment, instructors will collect notes, use checklists, or other necessary related materials as the means to collect data on learners' speaking abilities. The assessment can be proceeded prior speaking, speaking, and post speaking.

Heaton (1990), Underhill (2000), and Weir (1993), point out that effective activity to test learners should include pictures, oral interviews, interaction tasks, role plays, discussion, decision making, and re-telling. They suggest using pictures for description, comparison and sequencing, plus pictures with speech bubbles and maps. A picture sequence is when a learner sees a panel of pictures depicting a chronologically ordered sequence of events and has to tell the story in the past tense. Another technique is to ask a candidate a series of questions concerning the content of a picture. The questions may embrace the thoughts and attitudes of people in the picture, or seek discussion of future developments that might arise from the situation depicted in the picture.

In this study, assessing individuals will be done orally to check students' fluency and accuracy in delivering the speech in a certain given situation. In terms of accuracy, it refers to the ability to produce grammatically correct sentences. In addition, the fluency refers to the ability to spoken language with ease, which is able to communicate ideas effectively, but not necessarily perfect command of intonation,

vocabulary and grammar. It also enables to produce continuous speech without causing comprehension difficulties or a breakdown in communication. The assessment will be conducted both prior to and after the teaching of the course. Interviews will be assessed prior to the lessons to check each of the students' comprehension in using their English communicative skills, before tasks are given out during the course. Through the period of the course, class will be monitored and checked by an instructor. Interviews will be given again after the end of the course to check and compare the students' progress. With both assessments in hand, a teacher can see the most notable changes in individuals' progress. If there are things that need to be corrected and re-presented, they will be done so.

Researchers have established a variety of grading levels to evaluate speaking ability. One method of scoring requires a separate score for several aspects of a task. Working on a scale of five, Oller's (1979) criteria focuses on language use in daily life. Heaton (1990) presents a banding system with six bands, where pronunciation is significant because it is the basic ability to make learners understand and improve their language. English speaking ability can be evaluated using many characteristics including pronunciation, gesture, fluency and accuracy. In this study, the researcher designed the criteria level for evaluating oral English communication based on the notion of Oller (1979), Heaton (1990), and Ur (1996). The scale of oral testing criteria will be based on fluency and accuracy. There is a maximum of 5 points on each of these two aspects of accuracy and fluency, ten points in all as follows:

Accuracy

- 1 Little or no language produced.
- 2 Poor vocabulary, serious mistakes in grammar, poor pronunciation.
- 3 Adequate vocabulary, mistakes in grammar, adequate pronunciation.
- 4 Good vocabulary, occasional errors in grammar, good pronunciation.
- 5 Wide vocabulary, very few errors in grammar, very good pronunciation.

Fluency

- 1 Little or no communication.
- 2 Very hesitant and brief utterances, sometimes difficult to understand.
- 3 Communicates ideas, but hesitantly and briefly
- 4 Effective communication, but does not elaborate on response.
- 5 Easy and efficient communication. Elaborates on responses.

According to Brown (2001), in order to carry out the successful speaking and meet the criteria mentioned above, it is necessary to design tasks that fulfill some characteristics of successful speaking activity such as:

- 1) Learners talk a lot. As much as possible of the periods of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most of time taken up with teachers talk and pauses.
- 2) Participant is even. Classroom discussion is not dominated by a majority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

In summary, the components of an oral English activity should emphasize the nature of communication. Accuracy and fluency are both important goals to pursue in communicative language teaching. While fluency may be an initial goal in many communicative language courses, accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. Overall, the purpose of a speaking activity is to help learners communicate successfully.

2.2 Attitudes towards learning English

English is a practical subject. In order to get used to with the language, and be able to use language fluently, comprehension and continual practice themselves are inadequate. Another factor that is considered to be an influential part of successful language learners is their attitude or feeling towards English learning.

2.2.1 Definition of attitude

Language attitude is believed to be the factor that makes differences between underachievement and accomplishment. Spolsky (2000) states that the attitudes towards the language hint at the learners' fears, feelings, or prejudice about the learning of English as a second language. Generally, it is believed that learners' attitudes, skills and strategies dictate whether or not they will be able to absorb the intricacies of language (Nunan, 2000; Oxford, 1990). Ajzen (2005) believes that attitude, like personality trait, is a hypothetical construct that is inaccessible to direct observation and must be inferred from measurable responses. These responses must reflect positive or negative evaluations of the attitude object. He states that an attitude is a disposition to respond favorably or unfavorably to the object, person, institution, or event. In addition, Gardner (1985) also points out that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.

In defining attitude, the researcher concludes that attitude is a psychological phenomenon or perceptual feeling on the objects. Even it is accepted or rejected, a person will behave something to response a stimuli. The structure of attitude will be discussed below.

2.2.2 Components of attitudes

Several researchers such as Gardner (1985), and Keramida and Tsiplakides (2010), acclaimed that the attitudes components can be described in terms of three aspects as follows:

- 1) Affective aspect: this involves a person's feelings / emotions about the attitude object. For example, I am scared of scorpions.
- 2) Behavioral aspect: the way the attitude we have influences how we act or behave. For example, I will avoid scorpions and scream if I see one.
- 3) Cognitive aspect: this involves a person's belief / knowledge about an attitude object. For example, I believe scorpions are dangerous.

This model is known as the ABC model of attitudes. The three components are usually linked. However, there is an evidence that the cognitive and affective components of behavior do not always match with behavior. This is shown in a study by Gardner (1972).

To sum up, a person's feeling or attitude towards things is caused by the three components above. This means a person's knowledge, emotions and feelings can influence their actions and behaviors both in a positive and negative way. The attitudes towards situations can be controlled by observation or a questionnaire in order to prove how a person feels; for instance, a questionnaire on students' attitudes towards learning English. The methods on how to promote a positive attitude in English classes will be discussed then.

2.2.3 Role of attitudes in learning English

The important role of attitudes is as an essential factor influencing language performance that many scholars have studied.

Reid (2003) stated that attitudes are important to us because they cannot be neatly separated from study. Achievement in a target language relies not only on

intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. Kiptui and Mbugua (2009) investigated that negative attitude towards English is the most affective and psychological factor that results in the students' poor performance in English among the secondary schools in Kenya.

Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude to learn the target language (Padwick, A., http://scripties.let.eldoc.ub.rug. nl/FILES/root/Master/DoorstroomMasters/Euroculture/2009/a.m.j.padwick/MA-280 2445-A.Padwick.pdf, August 9, 2011). Gardner and Lambert (1972) have concluded that the ability of the students to master a second language is not only influenced by the mental competence or, language skills, but also on the students' attitudes and perceptions towards the target language. They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language, its culture and community, and this will identify their tendency to acquire that language.

In 1992, Baker proposed a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning. Baker (1992) states that, in the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death. Recently, De Bot, et al., (2005) assert that language teachers, researchers and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could be incorporated in language learning because it may influence their performance in acquiring the target language.

To sum up, learning a language is closely related to the attitudes towards the languages. Positive attitude plays a crucial role in language learning, as this influences students' reinforcement and inspiration which constitutes a support for language learning on a higher level.

2.2.4 Promoting positive attitudes in learning English

It is widely accepted that an important predictor of success in a foreign language is students' attitude towards it. In ESL/EFL contexts, students who consider the learning of English as a positive and rewarding experience are less likely to suffer from foreign language anxiety.

These following factors are a set of strategies and practical suggestions for a teacher to help students develop a positive attitude toward learning English as a foreign language (Keramida and Tsiplakides, http://iteslj.org/Techniques/Tsiplakides-PositiveAttitudes.html, August 10, 2010).

Factor 1: Teacher-student Relationships

Teachers can make a valuable contribution to developing a friendly relationship with their students. Most students consider their teacher as a role model. For this reason, in order to motivate students to learn English, a teacher needs to be enthusiastic, cheerful and sincere. When students have difficulty answering, provide scaffolding rather than calling on another student.

Factor 2: Fostering a positive psychological classroom atmosphere

It is important to establish a kind of "classroom community", in which students feel free to communicate using the foreign language. An important thing to bear in mind is that you should create a classroom atmosphere in which language errors are considered a natural part of the process of learning a foreign language (Dornyei, 2001).

Factor 3: Creating an Attractive Physical Classroom Environment

Often teachers overlook the significance of an attractive and motivating physical environment. However, teachers can make a significant contribution to the physical environment in which teaching and learning takes place.

Factor 4: Supplementing the Teaching Material with Authentic Texts and Tasks

Students often develop negative attitudes towards learning English as a foreign language due to the lack of stimulating, authentic teaching material and tasks. Authentic material is meaningful to students, challenges their cognitive abilities, engages them personally. It also increases interest and intrinsic motivation.

In another study, students who hold positive attitudes towards language learning are less likely to suffer from language learning anxiety and more likely to participate actively in learning tasks (Keramida and Tsiplakides, http://iteslj.org/Techniques/Tsiplakides-PositiveAttitudes.html, August 10, 2010). The techniques suggested below can help the teacher build up positive attitudes among students so that they can feel free to speak in the language class.

1) Change students' negative beliefs and attitudes towards mistakes

Teachers can discuss with students the value of language use even if it is not fluent and accurate (Nation, 1997; Young, 1991). Meaning-focused oral activities (Nation, 2007) can also be used frequently with the goal clearly stated. When students are rewarded for successfully conveying a message, they will gradually change their perceptions about mistakes and language use. The teachers' tolerance of mistakes also needs to be made clear because there is no point in trying to change students' attitudes when the teacher still keeps them.

2) Boost students' self-confidence

This can be done by creating various opportunities for classroom success in using spoken English (Oxford, 1999). A sense of success and high self-perceived communication competence can be easily achieved by students if easy tasks with clear and simple goals are used in the first place. The level of difficulty can be increased over time as students' ability develops. General goals should be broken down into smaller, short-term goals so that even when students do not achieve the final goals they still feel a sense of achievement for completing some of the sub-goals. Also, students should be rewarded once they achieve one or more goals.

3) Lower Students' Anxiety in classroom

According to Young (1991), teachers can start with finding out what students are anxious about. Then teachers can help them ease some of their irrational fears and teach them strategies such as self-talks and doing relaxation exercises to deal with fears.

Consequently, it is worth mentioning that positive attitude is closely related to the teacher's behavior. Teachers should role models for positive actions, expressing opinions, recognizing the mistakes, understanding an individual, and fostering a positive reinforcement rather than a punishment. Thus, the role of attitude is directly related to the outcome of English learning.

2.2.5 Measuring attitudes

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009). Furthermore, learning process has social as well as psychological aspects

besides the cognitive approach. Attitude concept can be viewed from these three dimensions.

Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively. In the following, the three aspects of attitude concept i.e., behavioral, cognitive, and emotional aspects are briefly described.

1) Behavioral Aspect

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community.

2) Cognitive Aspect

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

3) Emotional Aspect

Feng and Chen (http://www.ccsenet.org/journal/index.php/elt/article/viewFile/3700/3301, August 10, 2012) stated that learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield. Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL

learners influence their perspectives and their attitudes towards the target language (Choy, S. C. and Troudi, S., http://www.isetl.org/ijtlhe, August 10, 2012).

In conclusion, the term "attitude" can be divided into three interrelated components namely, cognitive, affective and behavioral. The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral component involves the tendency to adopt particular learning behaviors.

2.3 Task-based learning

2.3.1 Definitions of task-based learning

Definitions of task-based learning have been debated and discussed widely. Task-based language is one of the more modern approaches to language teaching. Edward and Willis (2005) trace the root of the word "task-based" to Prabhu (1987) who used this approach in 1979 in India. Since then, increasing number of teachers and scholars have adopted this method in their work. To understand the meaning of task-based learning, we must first define what a "task" is. Ellis (2003) defines tasks as language activities that focus on meaning. While Nunan (2004) states that communicative tasks are pieces of classroom work in which learners attempt to comprehend, manipulate, produce, and interact in the target language. She goes on to say that tasks should have a sense of completeness and should be able to stand on their own as a form of communication and learning.

Others define "task" in their own way, such as Prabhu (1987) who defines a task as an activity that requires learners to arrive at an outcome from a given piece of information through a process of thought. In this process, the teachers are expected to control and regulate the learning process. Breen (2001) states that a task is any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who

undertake it. While Willis (1996) states that a task is a goal-oriented activity in which students use language to achieve a real outcome. Willis (1996) evidences this by saying that students use whatever target language resources they have available in order to solve a problem, do a puzzle, play a game or share and compare experiences. Skehan (1996) defines language learning tasks as activities that hold meaning as their primary focus. Task success is evaluated in terms of achievement of an outcome and tasks generally bear some resemblance to real-life language use.

Accordingly, we can conclude that a task is defined as a method of learning that is focused on the use of language and on the student making use of the new language in an close to a real-life setting as is possible. This method focuses on activities and tasks that students attend and take part in themselves. Therefore, this study intends to teach the language in a realistic way that is similar to how one would use language in daily-life.

2.3.2 Principles of task-based learning

Task-based learning has changed traditional ways of learning language and teaching, from direct presentation and explanation of language rules turning out passive learners, into more task-oriented and active learners. When applying teaching based on real tasks, teachers should design effective tasks according to learners' level. A good teaching task should conform to educational principles as follows (Skehan, 1996; Willis, 1996)

1) Focus on learners: Focusing on learners is the key feature in which task-based approach differs from other teaching modes. In task-based activities, teachers should be organizers and instructors who provide learners methods and skills of learning, plenty of opportunities and time to practice by themselves and who also organize and control the class or learning environment. Only when learners are involved in the task and think actively, can they have the opportunities to use the target language in different situations, to enhance their understanding of the language. They also recognize the nature of the language and know better how to use the target

language in real life. Learners will be active learners only when they are the center of all teaching circumstances and endowed with chances to perform and improve their communication skills. Also, active learners have the space for their self-development.

- 2) Design real tasks: Tasks should be realistic in three aspects: first, the designer of the task should choose language and expressions used in daily life communication, selecting the plot and background of the task from real life. Secondly, the circumstances involving the task should enable learners to experience and practice real language skills. Thirdly, the task-based activities should be as close as possible to the learners' backgrounds. Tasks could be relatively real but teachers should try to create tasks as real as possible to provide learners with substantial unrefined language and information so as to get them actively involved in the activities.
- 3) Design tasks of proper difficulty level: It must be noted that the tasks should not be too easy or too hard. If the tasks are too easy, learners will lose interest because of the lack of challenge; if they are too hard, the learners will be intimidated and lose interest and confidence, which will result in learners' negative attitude in the learning process. Teachers should design tasks of proper difficulty level according to learners' language proficiency to stimulate their interest and the desire to learn.
- 4) Design interesting tasks. Interesting communicative activities in class can effectively stimulate learners' initiative, which is one of the advantages of task-based approach. Mechanical and repetitive tasks would deprive learners of their interest to participate in performing the task and will result in the lost of learners' initiatives. Teachers should design varying, interesting and challenging tasks that stimulate the learners' desire to learn.

As mentioned above, the principles of this method are to support a favorable environment for learners to use practicing language as it functions in their daily lives. A good task will involve the cooperation as a group of students to encourage themselves use language with peers, independently and naturally. Besides

the principles of task-based instruction, the components of the tasks are also necessary to encourage learners to reach their objectives as effectively as possible.

2.3.3 Activities to promote task-based learning

The task-based instruction focuses on practicing language through the task as target. Students will learn with real situations and real language they need in their actual living situation. Willis (1996) proposes the six types of tasks as the basis used in task-based instruction approach:

1) Listing tasks

Listing is a basic but useful task, particularly for newbie learners as it forces the learner to effectively communicate their vocabulary within a given context. A sample listing exercise would include listing colors, types of food, and even numbers. Essentially, students must deconstruct the words and phrases from an academic text in their head, and then verbally list them. Frequent practice with listing has been proven to help vocabulary retention, and even fluency.

2) Ordering and sorting

Ordering and sorting is similar to listing, but allows for deeper communication because the student must order the list by importance, or rank, or value. An example would be to rank the following words according to what you value as important: money, love, time. Even though students may have a limited vocabulary, ordering and sorting simple words allows them to communicate abstract thoughts. This helps expand upon language functions like superlatives, and can also strengthen the student-teacher relationship, which in turn helps builds the student's confidence in speaking Chinese.

3) Comparing

This task requires students to combine lists, order and sort them, and then incorporate more complex sentence forms to communicate effective comparisons. A sample task would be to compare two cities: London and Shanghai.

Students would have to first list each city's attributes, order the attributes by importance, and then compare them to each other. Comparing uses critical thinking in a second language, which is crucial for development.

4) Problem solving

Problem solving is a higher-level task that requires the student to make predictions and discuss a particular context. An example of problem solving is listening to a lesson dialog about an employee's poor performance, then asking the student to explain how he or she would react in that situation. Problem solving allows students to use their Chinese freely but still focus on a particular question.

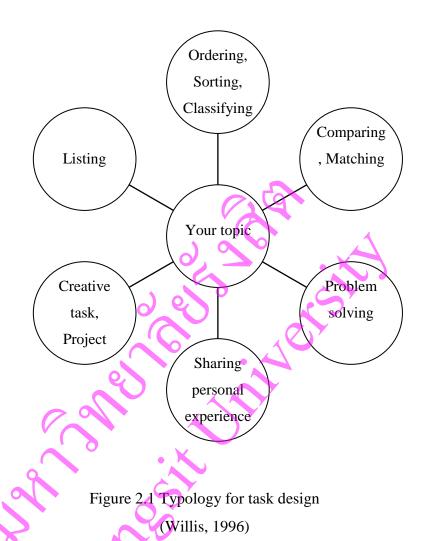
5) Sharing personal experiences

Sharing experiences is the closest task to natural conversation. Students are given a topic with target vocabulary, and they are asked open-ended questions about their experience which the teacher can correct and react to. An example would be role-playing a job interview scenario, upon which the interviewee is asked about his experience learning Chinese.

6) Creative tasks

Creative tasks are open to every level, but used mostly for those who are already comfortable speaking Chinese. They are often projects or other more length assignments for those who have studied Chinese for a longer period of time. An example would be role-playing a job interview scenario, upon which the interviewee is asked about his experience learning Chinese.

Willis's (1996) task types could be presented in Figure 2.1 below:



Consequently, in order to increase learners' opportunity to use language in any situation with fluency, there are various activities promoting task-based instruction. Critical thinking is related to the aim of task achievement through teaching procedures.

2.3.4 Procedure of task-based learning

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

teaching methods. Willis (1996) suggested several effective frameworks for creating task-based learning lessons. These three stages are as follows:

- 1) Pre-task: introduces the class to the topic and the task activating topic-related words and phrases.
- 2) Task Cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Task Cycle offers learners a holistic experience of language in use. There are three components of a task cycle:
- 2.1) Task: Learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.
- 2.2) Planning: Comes after the task and before the report, forming the central part of the cycle. The teacher's role here is that of a language adviser. Learners plan their reports effectively and maximize their learning opportunities.
- 2.3) Report: is the natural condition of the task cycle. In this stage learners tell the class about their findings. So the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.
- 3) Language Focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language

In order to see TBL cycle, the following framework is enclosed: Pre Task Raise consciousness Introduction to subject and task. Thorough introduction to topic by the teacher Use of pictures, posters, and demonstrations Task Cycle Working with and using the target language: Activities like pair work and group work Exercise like information gap activities Gradual increase in the importance of Planning, Report, Presentation Language Focus Selecting, identifying, and classifying Common words and phrases. Practice of language and phrases in classroom.

Figure 2.2 Structural framework of TBL (Willis, 1996)

To sum up, the teaching procedures of task-based instruction contain three steps as follows: 1) Pre-task 2) During task or Task cycle and 3) Post task. After the researcher had piloted the task-based lesson plans, the results were then analyzed and improved again.

In this study, the researcher conducted the task-based instruction based on Willis and Ellis as mentioned above. After this teaching experience with two groups of students, the implementation of task-based instruction is advantageous as follows:

2.3.5 Advantages of task-based learning

Compare to traditional teaching methods, task-based approach can give learners better initiative and make them more active in class. In traditional English teaching process, the contents and outcomes of teaching are completely controlled by teachers. There is no real language environment and meaningful communication. Learners can just passively learn some isolated grammar rules or expressions and can't use the target language to communicate and express their feelings and thoughts freely.

On the contrary, in task-based approach, teachers design some familiar activities in everyday life to create real or relatively real language environment to stimulate learners' interests and teach them how to socialize and communicate in certain occasions. It provides many advantages in teaching English as a foreign Language (TEFL) because it offers language experience in the classroom. Task-based learning focuses on learners using language naturally in pairs or group work, allowing them to share ideas (Nunan, 2004). It encourages them to be actively involved in the learning process. Willis (1998) writes that the task-based learning framework, combined with tasks and texts, provides learners rich exposure to language plus opportunities to use it themselves. Throughout the task cycle, emphasis is on learners' understanding and expressing meaning to complete tasks.

Ellis (2003) and Frost (http://www.teachingenglish.ork.uk/ think/ meth odology/task_based.html, April 29, 2009) propose further advantages of a task-based course. First, it is premised on the theoretical view that instruction needs to be compatible with the cognitive processes involved in second language acquisition.

Second, the importance of learner 'engagement' is emphasized. Third, a task serves as a suitable unit to specify learners' needs and can be used to design the specific purpose of courses. Moreover, Ruso (www.asian-efjournal.com/profession_teaching_article.php, September 18, 2010) emphasizes interaction on an individual level and also within group work.

From the advantages above, the researcher views that task-based instruction will enhance learners' competence in communicative skills effectively, fluently, and naturally. It will help learners experience the success and joy in learning English as well as the collaboration between teachers and students.

2.4 Relevant researches

Teaching English as a foreign language using task-based learning has been proven effective by researchers at various levels of education. Some previous studies regarding task-based application in the EFL classroom were summarized in this section to give an overview of what researchers had done so far in the field. A number of findings relevant to a secondary level are described as follows:

2.4.1 Related researches on task-based learning relevant to the speaking ability

Regarding researches in overseas, Lopez (http://etd.auu.et/dspace/20tagesse.pdf, August 10, 2012) conducted an experiment based on task-based instructions instead of presentation-practice-production (PPP) approach for teaching English in two classes in a secondary school in the south of Brazil. He found that students using task-based learning (TBL) learned English more effectively because

they were using the language to do things- to access information, solve problems, and to talk about personal experiences. In the same line, Tanasarnsanee (2002), also compares teaching Japanese language using the 3Ps and task-based learning approaches. The result shows that learners who learned Japanese language through task-based learning demonstrated a higher competence in Japanese language for communication than those who studied using the 3Ps approach. This is consistent with Willis's (1998) findings that task-based learning supports learners in using language for communication more effectively than the 3Ps approach. Likewise, Deb and Lochana (2006) further support the findings of Tanasarnsanee (2002) that task-based learning has an edge over traditional methods of teaching as shown in their research project undertaken with a group of second language learners at a school in Bangalore, India. The project was based on the assumptions of constructivism. Even with existing constraints, classroom teaching can be given a communicative orientation, providing sufficient opportunities for learners to use language creatively. Teaching can be made learner centered with greater emphasis on the learning process. Any given text may be re-created into various tasks and activities. Task-based learning enhances the language proficiency of the learners.

In the Thai context, Uraiwan Sae-Ong (2010) conducted a study to promote an English speaking ability at the Demonstration School of Silpakorn University through task-based learning. She also found that the English speaking ability of Mattayom Suksa 4 learners through task-based learning after the experiment was significantly higher at the .05 level. By the same Mattayom Suksa 4 learners, Laddawan Arumporn (2004) also explored the development of English speaking ability on Matthayomsuksa IV students in Ayutthaya province. The experimental group was taught through task-based-learning whereas the control group was taught through the 3 P's model. The result indicated that the English speaking ability of the task-based learning group, when compared with the group taught by the 3 P's model, was significantly higher at the .05 level.

In terms of a comparison between two variables on the task-based instructional method and the traditional method, Ruthaychonnee Sittichai, Auchara

Thummapon and Chidchanok Churngchow (2006) investigated the effect of task-based learning on English achievement of Mathayom 2 students. They compared the two methods of instruction; task-based learning and traditional learning. The result showed that the students who were taught by task-based activities instruction achieved higher than those who were taught by traditional instruction. In another study, Bancha Yooyong (2008) studied the development of English speaking ability of Mathayomsuksa 2 students at Banmarkkaeng School in Udon Thani province. The results of this study indicated that the English speaking ability of Mathayomsuksa 2 students after the experiment was significantly higher at the .01 level.

All of these investigations pinpoint the fact that task-based learning helps learners improve their speaking abilities based on the results of the post-test scores. It would therefore be beneficial to investigate whether TBL strategies may help Thai students improve their speaking skill. The present study seeks to determine the importance of TBL and whether or not it will be effective in improving the English speaking skills of Thai students.

2.4.2 Related research on task-based learning relevant to students' attitudes

Considerable research has been done in the areas of task-based learning and students' attitudes. Many research projects have investigated task-based learning. A few important cases relevant to mostly in a secondary level are described below.

Regarding researches in overseas, Murad (2009) investigated the effect of task-based language teaching on developing speaking skills among Palestinian secondary EFL students in Israel and their attitude towards English. The students were the 91 eleventh grade students from high schools. The study was conducted for a period of three months. It was found that the TBL program enhanced significantly the speaking skill of the students of the experimental group and positively affected their attitudes towards English. A strong confirmation on the positive attitude towards task-

based learning is seen. Guo (2006) examined the characteristics of task-based interactions in a senior high school students, their communicative competence throughout the process, and their opinions about collaborative activities. Her results revealed that there were longer turns in spontaneous speech and increasing use of interactional adjustments toward the end of the treatment period, and using supplementary cooperative materials involved students in comprehending and producing the target language more willing and more effectively. Based on those previous studies, TBL brought about positive learning outcomes and motivation. Especially, the task-based speaking activities helped students to cultivate better communicative skills and social skills in negotiation meaning. Likewise, Chan, Jung, Masaki and Yung (http://www.hawaii.edu/tblt2007/commentaries.html, October 20, 2008) asserted that students who have been learning a language via a variety of traditional approaches but are subsequently introduced to task-based teaching. Such students initially tend to have negative attitudes toward TBL, but when using and experiencing tasks, they may overcome their original judgments and react more favorably towards TBL practices. They also suggested that attitudes affect various aspects of TBL, and more research is needed that specifically investigates attitudes and reactions towards TBL.

In Thailand, Thongbai Thongpubal (2010) on 30 Matthayomsuksa 3 students found that the communicative English ability and students' attitudes towards studying through task-based learning after the experiment was significantly higher at the .05 level. In the same line, Nunthana Pichaipattanasopon and Saowaluck Tepsuriwong (2002) used task-based learning to promote creative thinking. The students stated that the tasks encouraged them to think creatively while communicating their thoughts through English. Overall, they had positive attitudes towards the assigned tasks. In consequently, Lamom Sricharoen (2001) found that the students' opinions about the classroom atmosphere were positive in all factors after she had conducted a research with first-year vocational students. In another study, Yanan Une-aree (2007) developed an English course for the School for Fine and Applied Arts at Bangkok University using the task-based learning approach and found that the approach increased motivation and created a sense of achievement in students.

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

In conclusion, all these studies found the task-based approach successful in their educational contexts. It has been used widely in order to help the students improve speaking ability and also help students have positive attitudes towards learning English. Consequently, the researcher selected task-based learning approach to deal with students in order to improve their speaking competency and attitudes towards learning English in this research.

Chapter III

Research Methodology

The purpose of this chapter is to present the research methodology. In order to present a clear model, this chapter is divided into five parts as follows:

- 3.1 Population and sampling
- 3.2 Instrument
- 3.3 Validity and reliability of the instruments
- 3.4 Procedures
- 3.5 Data analysis

3.1 Population and sampling

The subjects of this research were purposively selected for 60 Matthayom 4 (Grade 10) students of Chumsaeng Chanutid School, who enrolled in the summer class 2013. The summer program was a shorter teaching period that ran from early March to the last week of April. It took a six-week period during the school summer holidays. Purposive sampling was used to find out the two classes that had similar grade point average (GPA) in English subject. In order to make these two groups equivalent, the subjects in the two groups were matched according to their English GPA. Then they were ranked to make the two groups more comparable. Therefore, thirty students from each group were selected to be the subjects of this study. One group was a control group and the other was the experimental group.

3.2 Instrument

There were three research instruments employed in this study: 1) the lesson plans 2) the speaking test, and 3) the questionnaires for measuring attitudes and satisfaction.

3.2.1 Lesson plan

Six lesson plans were constructed based on a framework for task-based learning by Willis (1996). The topics of the lesson plans were buying things, jobs, free time activities, past events, making plans, and telephoning. (See Appendix A)

The content of the lesson was based on a Fifty-Fifty textbook, because it was a core text for supplementary English course (E 30202). The procedures of the teaching followed a framework of task-based learning which consisted of three components: pre-task, task-cycle, and language focus. (See Appendix B, C)

3.2.2 The speaking test

The speaking test has been adapted from the standardized international spoken test, which designed for non-native speakers of English worldwide, wanting to provide documented evidence of their knowledge of English. In this study, the same speaking test was used to pre-test and post-test the speaking ability of participants. The criteria were based on the fluency and accuracy of language use.

1) The Pre-test

Before studying the English supplementary course, the students were asked to take a pre-test to determine their English speaking abilities. The speaking exam consists of two parts.

In the first part of the exam, the teacher asked general questions about personal and everyday information. The aim of this part was to relax the student and to elicit concise information. The teacher initially asked the student's name. Then,

the student chose one of four cards, and selected 5 questions from the list provided. The student responded by giving personal information, ideas and opinions and should produce a natural interaction in the time allowed. In the second part, the student chose one of the three given topics and talked on their own for a minute. After that, the student answered the follow-up questions asked by the teacher.

2) The Post-test

At the end of the study, the participants were required to take a post-test similar to the pre-test one. During the testing, the participants were recorded and evaluated according to the evaluation scheme presented by the researcher. (See Appendix D)

The assessment criteria of this study are from Ur's assessment criteria (Ur, 1996) which are the test of oral ability. The scale of oral testing criteria is based on fluency and accuracy. There is a maximum of 5 points on each of these two aspects of accuracy and fluency, 10 points in all (See Appendix E).

3.2.3 Attitude questionnaire

The questionnaire was designed to examine the participants' attitudes towards English before and after the implementation of the TBL program. In this study, the attitude questionnaire was adapted from Gardner (1985). This questionnaire consisted of items about students' attitudes towards learning English. The questionnaire has been designed in the form of a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" with values of 1-5 assigned to each alternative. The questionnaire has three dimensions: Behavioral Aspect (items 1-10), Cognitive Aspect (items 11-20), and Emotional Aspect (items 21-30). The questionnaires were administered to the participants in both groups before and after the implementation of the instructional program. (See Appendix F, G)

3.2.4 Satisfaction questionnaire

The five-point rating scale ranging from "strongly disagree" to "strongly agree" questionnaire was developed with the purpose to investigate the students' opinions towards the task-based learning at the end of the experiment. (See Appendix H, I)

3.3 Validity and reliability of the instruments

A group of experts consisting of two academic university instructors and a high school teacher was asked to evaluate the attitude questionnaire items in light of the context in which they was used. The lesson plans, the speaking test, and the questionnaires were also validated by the same panel.

3.3.1 Lesson plan

The first step involved reviewing the secondary English curriculum in terms of purpose, content, grammar structure, phrases and wordlist. Lesson plans were designed in detail by reviewing research and theories on task-based learning and communication. This study was carried out over a six-week period during the school summer holidays. The program was designed to improve students' English speaking skill, in order to get them ready for the coming school semester. The class followed the textbook, Fifty-Fifty, because it is highlighted on speaking and listening skills. Six lesson plans were constructed based on the framework for task-based learning by Willis (1996). The topics of the lesson plans were buying things, jobs, free time activities, past events, making plans, and telephoning.

Lesson plans were discussed, checked, while feedback was provided by professionals, advisors including both Thai and foreign teachers. The lesson plans were designed to adapt the textbook materials into meaningful tasks and provide ample opportunities for maximum student participation

3.3.2 The speaking test and the questionnaires

Both the speaking skills test and the questionnaire were tested on the pilot group. The pilot study was conducted on ten students from the population who did not participate in the study. This is to ensure the reliability of the instruments. To validate the speaking test and the questionnaires, three experts in the field were asked to use a specific evaluation form. The form provided evaluating formats, that is IOC (Itemobjective Congruence), to analyze the content validity of all ten statements. A technique of a test-retest was used to ensure the reliability of the research instruments. The period between the test and the re-test was six weeks.

3.3.3 Pilot study

During the pilot study, experts in language teaching and learning examined the content of the lesson plans and test. The content was found to be appropriate and valid for use in the study. The lesson plans and tests were piloted with 10 Matthayom 4 students in the second semester of the academic year 2012 at Chumsaeng Chanutid School. The purpose of the pilot was to examine the clarity, ambiguity and time required for completion. Data were collected from the outcome, excluding the interviews from the pre-test.

3.4 Procedures

3.4.1 Research design

The research was designed by using both, pre and posttests because it was the most suitable way for the researcher to use the existing classes as the subjects of the study (Selinger and Shohamy, 1989). However, this brought a problem about equivalence between the control group and the experimental group. Therefore, in order to avoid this problem, the students were matched between the two groups. The balance between the two groups was based on their final test scores. With this design,

a treatment was given to an experimented group. The teacher who instructed both classes was the same person who taught the experimental group.

The model of design is as follows:

Table 3.1 Two group pretest-posttest design

Sample group	Pretest	Experiment	Posttest
Е	T1	X	T2
С	T1		T2

Symbolic meaning

T1 refers to Pre-test

T2 refers to Post-test

E refers to Experimental group

C refers to Control group

X refers to Task-based learning instruction

3.4.2 Research procedures

The research study will be put into practice by the following procedures.

First, the target population will be selected. To make sure that they are not significantly different, an experimental group and a control group will be chosen from two classes which had similar final scores. Then, the researcher will design the lesson plans, speaking test, and the attitudinal questionnaire. In order to prove the validity and reliability, the instruments will be validated and approved by a group of experts. After that, all the research instruments will be piloted to the students who are not the target group. After all the instruments are valid, then, the speaking test and attitudinal questionnaire will be administered before doing the experiment. Now, the designed program will be applied with the subjects for eighteen periods. After that, the same

speaking test and the attitudinal questionnaire will be administered to the subjects again. Finally, the findings of the study will be analyzed and discussed.

3.5 Data analysis

To answer the research questions, the speaking test and the attitude questionnaire were administered as a pre-test and a post-test. The scores on English speaking ability and attitude towards learning English on the pre-test and post-test were computed and converted into mean score and t-test to find out if they are statistically significant. In terms of pre-test and post-test mean score, independent sample t-test was employed to analyze data in the same group; whereas dependent sample t-test was implemented with participants from a different group. In addition, the data from the pre-test and post-test open-ended questions which aimed at checking the opinions of the students towards learning English through TBL and was descriptively compared with an emphasis on key of themes of students' ideas.

In conclusion, the data were displayed, analyzed and interpreted to produce the findings of this study. The analysis and interpretations were based on the results of the speaking test and attitude questionnaire.

Chapter IV

Findings

The purpose of the current study is to investigate the effectiveness of task-based learning on English speaking ability and students' attitudes towards learning English. In order to answer the two research questions, the results obtained from the investigation are reported as the following topics:

- 4.1Results of data analysis regarding speaking ability
- 4.2Results of data analysis regarding attitudes towards learning English
- 4.3 Results of data analysis regarding students' opinion towards TBL

4.1 Results of data analysis regarding speaking ability

After the comparison of the pre-test mean score of speaking ability of the experimental and control groups was made, the pre-test and post-test mean score of speaking ability of the control and experimental group were compared by using dependent samples t-test. Furthermore, the post-test mean score of speaking ability of the two groups had also been compared by using independent samples t-test. The result of the analysis can be seen in Tables 4.1, 4.2, and 4.3 below:

Table 4.1 Comparison of the pre-test and post-test mean score of speaking ability of the control group

	Max	Min	X	S.D.	D	$SD_{\overline{D}}$	t	df	Sig.
Pre-test	9	4	6.50	1.59	0.10	0.31	1.80	29	.08
Post-test	9	4	6.60	1.65					

P<.05

(Total scores = 10, n = 30)

It can be seen from Table 4.1 that the pre-test speaking ability mean score of 30 students in the control group is 6.50 (S.D. = 1.59) with the highest score of 9 and the lowest score of 4. On the other hand, the mean score of the post-test of 30 students in the control group is 6.60 (S.D. = 1.65) with the highest score of 9 and the lowest score of 4. The result of the statistical analysis using dependent samples t-test shows that the accounted t is 1.80 (df = 29); thus it can be concluded that the speaking ability of the pre-test and post-test in the control group is not significantly different at the level of .05. (See Appendix J)

Table 4.2 Comparison of the pre-test and post-test mean score of speaking ability of the experimental group

	Max	Min	X S.D.	D	SD _D t	df	Sig.
Pre-test	9	4	6.40 1.25	1.83	1.05 9.53*	29	.00
Post-test	10	6	8.23 1.04		7		

^{*}P<.05

(Total scores = 30, n = 30)

It can be seen from Table 4.2 that the pre-test speaking ability mean score of 30 students in the experimental group is 6.40 (S.D. = 1.25) with the highest score of 9 and the lowest score of 4. On the other hand, the mean score of the post-test of 30 students in the experimental group is 8.23 (S.D. = 1.04) with the highest score of 10 and the lowest score of 6. (See Appendix K)

To analyze the differences of the pre-test and post-test speaking ability mean score of the experimental group, dependent samples t-test is used. Based on the t Distribution, the accounted t is shown as 9.53 (df = 29) at statistical significance of .000. Considering the mean score difference, it can be said that the post-test speaking ability mean score of the experimental group is significantly higher than the pre-test mean score at the statistical level of .05.

Table 4.3 Comparison of post-test mean score of English speaking ability of the experimental and control groups

	Max	Min	$\overline{\mathbf{X}}$	S.D.	t	df	Sig.
Experimental group	10	6	8.23	1.04	4.45*	58	.00
Control group	9	4	6.60	1.65			

^{*}P<.05

(Total scores = 10, n = 60)

In Table 4.3, the mean score of the post-test of 30 students in the experimental group is 8.23 (S.D. = 1.04) with the highest score of 10 and the lowest score of 6. On the other hand, the mean score of the post-test of 30 students in the control group is 6.60 (S.D. = 1.65) with the highest score of 9 and the lowest score of 4.

To analyze the different post-test mean score of both groups, independent samples t-test is employed. Based on the t Distribution, it was found out that the calculated t is 4.45 (df = 58) with statistical significance at .000. Therefore, it implies that the post-test speaking ability mean score of the experimental group is significantly higher than that of the control group at the level of .05.

4.2 Results of data analysis regarding attitudes towards learning English

After the data were collected, all questionnaires were verified to check that the data were completed, it was found that all 60 questionnaires had completed and practicable data. Next, the SPSS Program was run to process the data, the results of the study were as follows:

4.2.1 The presentation of results regarding mean score and t-test in terms of each language learning attitudes

After the comparison of the pre-test mean score of learning English attitudes of the experimental group and control groups was made, the pre-test and post-test mean score of learning English attitudes of the control group and experimental group have been compared by using dependent samples t-test. Furthermore, the post-test mean score of learning English attitudes of the two groups was also compared by using independent samples t-test. The result of the analysis can be seen in Tables 4.4, 4.5, and 4.6 below:

Table 4.4 Comparison of the pre-test and post-test mean score of attitudes towards learning English of the control group

			$\overline{}$	NO		1				
Aspect of	S	Pre-	-test	Post	t-test	1				_
Language	scores		30		\ \C				10	~.
Learning		$\overline{\mathbf{x}}$	S.D.	\overline{X}	S.D.	, D	$SD_{\overline{D}}$	t	df	Sig.
Attitudes	Total	6	•	. x						
Behavioral	10	3.00	0.62	3.02	0.61	0.02	0.04	1.46	29	0.18
Cognitive	10	3.37	0.62	3.38	0.64	0.02	0.03	1.63	29	0.14
Emotional	10	3.02	0.51	3.01	0.50	0.00	0.06	0.18	29	1.00
Total	30	3.13	0.59	3.14	0.59	0.01	0.04	0.96	29	0.34

P<.05

(Total scores = 30, n = 30)

In Table 4.4 above, the pre-test and post-test of learning English attitudes mean score of 30 students in the control group are compared. The mean score of the pre-test of all 30 students is 3.13 (S.D. = 0.59) with the highest mean score of 3.37 in the aspect of Cognitive and the lowest mean score of 3.00 in the aspect of Behavioral. On the other hand, the mean score of the post-test of 30 students in the experimental group is 3.14 (S.D. = 0.59) with the highest score of 3.38 in the aspect of Cognitive and the lowest score of 3.01 in the aspect of Emotional. The result of the statistical

analysis using dependent samples t-test shows that the accounted t is 0.96 (df = 29). Thus, it can be concluded that the learning English attitudes mean score of the pre-test and post-test in the control group is not significantly different at the level of .05. (See Appendix L)

Table 4.5 Comparison of the pre-test and post-test mean score of attitudes towards learning English of the experimental group

Aspect of	Š	Pre	-test	Pos	t-test	, 6	\			
Language	scores				· (an.	4	16	a: -
Learning	Total s	$\overline{\mathbf{X}}$	S.D.	\overline{X}_{O}	S.D.	νD	SD _□	A	df	Sig.
Attitudes	To				6					
Behavioral	10	3.02	0.68	3.47	0.54	0.45	0.44	3.23*	58	0.01
Cognitive	10	3.31	0.53	3.55	0.56	0.24	0.32	2.40*	58	0.04
Emotional	10	3.03	0.40	3.54	0.34	0.51	0.42	3.90*	58	0.00
Total	30	3.12	0.55	3.52	0.48	0.40	0.40	5.51*	58	0.00

^{*}P<.05

(Total items = 30, n = 60)

In Table 4.5 above, the pre-test and post-test of learning English attitudes mean score of 30 students in the experimental group is compared. The mean score of the pre-test of all 30 students is 3.12 (S.D. = 0.55) with the highest score of 3.31 in the aspect of Cognitive and the lowest score of 3.02 in the aspect of Behavioral. On the other hand, the mean score of the post-test of 30 students in the experimental group is 3.52 (S.D. = 0.48) with the highest score of 3.55 in the aspect of Cognitive and the lowest score of 3.47 in the aspect of Behavioral. (See Appendix M)

To examine the differences of the pre-test and post-test of the experimental group, dependent samples t-test is used. Based on the t Distribution, it shows that the accounted t is 5.51 (df = 58) at statistical significance of .00. Considering the mean score difference as a whole, it implies that the post-test learning English attitudes

mean score of the experimental group is significantly higher than their pre-test mean score at the statistical level of .05.

And when the accounted t values of each aspect of learning English attitudes are taken into notice, it shows the difference of pre-test and post-test mean score of each aspect are significant. With the t values of 3.23 (df = 58), 2.40 (df = 58), and 3.90 (df = 58) at statistical significance .00, it implies that the post-test learning English attitudes mean score of the experimental group is significantly higher than their pre-test mean score at the statistical level of .05.

Table 4.6 Comparison of the post-test and post-test mean score of attitudes towards learning English of the experimental group and control group

Aspect of	S	Pre-	-test	Post	-test	, (2)			
Language	scores				•	4			10	a:
Learning	Total s	\overline{X}	S.D.	$\overline{\mathbf{X}}$	S.D.	D	$SD_{\overline{D}}$	t	df	Sig.
Attitudes	T _O			_		Y				
Behavioral	10	3.47	0.54	3.02	0.61	0.45	0.36	3.97*	58	0.00
Cognitive	10	3.55	0.56	3.38	0.64	0.17	0.43	1.25	58	0.24
Emotional	10	3.54	0.34	3.01	0.50	0.53	0.51	3.29*	58	0.00
Total	30	3.52	0.48	3.14	0.59	0.38	0.45	4.67*	58	0.00

^{*}P<.05

(Total scores = 30, n = 60)

Table 4.6 provides the summarized post-test mean score of the experimental group as compared with that of the control group, using independent sample t-test. The average post-test score of 30 students in the experimental group has been found as $\overline{X} = 3.52$ (S.D. = 0.48) while the average post-test score of the control group has been found as $\overline{X} = 3.14$ (S.D. = 0.59). The analysis by independent samples t-test shows that the accounted t value is 4.67 (df = 58) at statistical significance .000, which is lower than .05. It means as a whole, the students in the experimental group show significantly higher than those in the control group.

Considered each aspect of language learning attitudes, significance is different across the two aspects. With accounted t in Behavioral aspect found as 3.97 (df = 58) at statistical significance .003, which is lower than .05, and 3.29 (df = 58) at statistical significance .009 in Emotional aspect, which is lower than .05, it means the students in the experimental group show significantly higher learning English attitudes mean score than those in the control group in the two aspects of language learning attitudes. However, with regard to Cognitive aspect of attitudes where t value is calculated as 1.25 (df = 58) at statistical significance .24, which is higher than .05, it indicates that the students in the experimental group show insignificantly higher English learning attitudes mean score than those in the control group. When S.D. of the experimental group's mean score (0.56) is compared with that of the control group (0.64), the lower standard deviation even implies the smaller range of the scores in the group after receiving the treatment.

4.2.2 The presentation of results regarding participants' additional comments towards learning English

Additionally, as revealed by the data from the open-ended part of the learning English attitudes questionnaires, it was found that the students' opinions in both experimental group and control group towards learning English were different. In terms of Behavioral aspect, the participants in both groups indicated that they perceived speaking more enjoyable and less boring; however, the students in the experimental group provided more reasons in alignment with the lessons taught. They pinpointed that because the teacher was not strict on grammar pattern, they were not afraid of making mistakes when some questions were asked simultaneously. The students in a group also expressed their higher motivation upon speaking, saying that they preferred an active class when everyone moved around to speak English with one another. Before the treatment, they found the class quite inert. After being exposed to the new teaching method, the students enjoyed the class more in spite of the hot weather and after-lunch class time.

Concerning the Cognitive aspect, at the end of the course, the students in the experimental group could negotiate the meaning with their interlocutors well. They knew more vocabularies and could apply them in a conversation with some grammatical mistakes. However, some of the students complained that it was tough to do the tasks with ones who could not even read English. They had to spell every single sounds in order to negotiate meaning. On the other hand, the participants in the control group could read and write well. They used more correct grammatical points in writing pieces but felt unrelaxed to produce a sentence orally, saying that they did not know how to start speaking. Both of the two groups agreed that English was important to their lives, especially when they had to undergo an interview upon preparing for the university admission.

In the aspect of Emotional language learning attitudes, the students in the experimental group also elaborated more positive perception towards learning English by saying that they were glad when they could answer the teacher's questions or their pronunciation was understood. They loved to imitate the teacher's accent and practiced it with friends. The movement in a class made them feel alert and need to complete the tasks in time. However, a few students complained that they were tired to do the tasks because they could not read English. The learning activities made them feel inferior because the tasks required them to speak a lot, which is contrary to their actual proficiency. In terms of the opinions towards English of the students in the control group, their viewpoints were not specific, saying that they enjoyed learning the language in this way. Creating a calm atmosphere without conflict enabled them to concentrate on the lessons.

4.3 Results of data analysis regarding the students' opinion towards the task-based learning

The research findings from satisfaction questionnaire revealed a positive opinion towards the task-based learning. The presentation of results was based on empirical statistic and open-ended comments.

4.3.1 The presentation of results regarding mean score and S.D. in terms of each students' opinion towards the task-based learning

To examine the students' opinions towards the task-based learning, 5-point rating scale questionnaire were used. The questionnaire included 10 items. So as to interpret the data after being statically analyzed, the students' opinion mean score were converted by the following interpreting criteria:

Opinion scores	Interpretation
3.68 - 5.00	Very satisfied
2.34 - 3.67	Moderately satisfied
1.00 - 2.33	Hardly satisfied

The results of the analysis of data were shown in Table 4.7.

Table 4.7 The mean score of students' opinions towards the task-based learning lessons

Items	$\overline{\mathbf{X}}$	S.D.	Interpretation
Each activity in task-based learning makes English lessons more interesting.	2.67	1.14	Moderately satisfied
2. I gain more confidence in using English at the end of each task-based lesson.	4.47	0.67	Very satisfied
3. I enjoy the challenge of doing tasks and find many of them fun.	4.57	0.56	Very satisfied
4. I like the way the teacher taught.	3.80	1.01	Very satisfied
5. Opportunity to have the real-time talk makes me eager to learn English.	4.50	0.76	Very satisfied

Table 4.7 The mean score of students' opinions towards the task-based learning lessons (Cont.)

Items	$\overline{\mathbf{X}}$	S.D.	Interpretation
6. I have fun interacting with my friends when doing the tasks.	4.47	0.67	Very satisfied
7. Task-based learning provides a relaxing atmosphere in class.	2.67	1.14	Moderately satisfied
8. I am eager to do the tasks which are based on real-life communication.	3.80	1.01	Very satisfied
9. Task-based learning responds to my needs and interests.	2.40	1.02	Moderately satisfied
10. I want to have an opportunity to be taught through task-based learning again in other English courses.	3.70	1.10	Very satisfied

Assigned to following interpreting criteria 1.00-2.33: Hardly satisfied, 2.34-3.67: Moderately satisfied, and 3.68-5.00: Very satisfied, the result of data analysis in Table 4.7 shows that, overall, the students were very satisfied with the task-based learning lessons. The item receiving the highest mean score (4.57) is "I enjoy the challenge of doing tasks and find many of them fun", and second to highest (4.50) is "Opportunity to have the real-time talk makes me eager to learn English" There were three items that were rated as moderately satisfied among all in the group. The two items, receiving the lowest mean score equally (2.67) are "Each activity in task-based learning makes English lessons more interesting" and "Task-based learning provides a relaxing atmosphere in class" In addition, the second to lowest (2.40) is "Task-based learning responds to my needs and interests" All in all, when taking information from all aspects of the questionnaire, especially the grand mean score of 3.70, into notice, it can be summarized that the students were very satisfied with the task-based learning lessons. (See Appendix N, O)

4.3.2 The presentation of results regarding participants' additional comments towards task-based learning

The research findings from the open-ended questionnaire revealed a great satisfaction with the tasks used. A majority of the students agreed that they benefited from the course after TBL was implemented. Students commented that the tasks were helpful in their learning. After reading through all the statements, the opinions were classified in terms of the variety of tasks and the learning resulted from these tasks. First, regarding variety of tasks, students found that they enjoyed doing variety of tasks, especially, the tasks that need to be completed outside the classroom such as interviewing. The other one is the task that requires a group competition. They pinpointed that they liked to have a competition because it made them more enthusiastic and was more challenging. However, they were not satisfied with the pretask stage. The teacher seemed to adopt repeated activities following a textbook which was quite boring and uninterested. They could guess that they would do the same things as usual. Second, in terms of learning results from these tasks, students found more chances to speak English. Prior to TBL implementation, students were nervous and unreleased at the beginning; however, they were accustomed to the English speaking then, because the teacher did not focus on grammar. They were also favorable in listening and speaking English from various input resources such as a CD and the teacher. They also indicated that the tasks had been beneficial for vocabulary learning. Most of the time, they had to recall vocabulary that they have learned, but forgot. Somehow, it was a good time to use those vocabulary items while doing the tasked activities. However, they were unsure about the correctness of language use. It was found that they were worried about the grammar pattern. In addition, they did not know how to summarize the lessons to personalize what they had learned, because the teacher did not write the grammatical pattern for them as they were used to. Even though they could transfer the meaning with their friends, they were uncertain if their English speaking would be understandable to a foreigner or not.

The analysis of data collected by different data collection methods revealed that students were highly satisfied with TBL approach mainly in terms of

adding variety to the classroom activities and increasing learning in class. The discussion of the research findings are shown in Chapter V.



Chapter V

Conclusion, Discussion, and Recommendation

This research studied the effectiveness of the speaking instruction activities, which was based on task-based learning, by comparing the students' English speaking ability and their attitudes towards learning English. The research is summarized and arranged as follows:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

English speaking ability and attitudes towards learning English did not meet the expected criteria. The researcher was inspired to develop English speaking ability and attitudes through the task-based learning approach. A summary of this study is as follows:

The study was an experimental research conducted with 60 Matthayom Suksa 4 students in Chumsaeng Chanutid School. This experiment was conducted within the six-week regular class term. The research instruments were the lesson plans, the speaking test, and the attitude questionnaire. By simple random sampling, 30 students were in a control group, while other 30 students were in an experimental group. The difference between the two groups was that the researcher used a traditional method of teaching speaking (PPP) in the control group while the task-based learning was applied to the experimental group. The pre-questionnaire on learning English attitudes was administered to both groups on the first day of class.

The participants took the speaking pre-test once they completed the pre-questionnaire. The speaking lesson was taught to both groups. After the experiment was completed, the questionnaire and the post-test were administered to both groups in the same week. After interviewing with students from the experimental group was conducted, the data were analyzed by means and SD. Over the eighteen periods (50 minutes each), it was found that students in both groups have different findings as follows:

- 1) The speaking ability of the pre-test and post-test in the control group was not significantly different at the level of .05.
- 2) The post-test speaking ability mean score of the experimental group were significantly higher than the pre-test mean score at the statistical level of .05.
- 3) The post-test speaking ability mean score of the experimental group were significantly higher than that of the control group at the level of .05.
- 4) The learning English attitudes mean score of the pre-test and post-test in the control group were not significantly different at the level of .05.
- 5) The post-test learning English attitudes mean score of the experimental group were significantly higher than their pre-test mean score at the statistical level of .05.
- 6) The experimental group showed significantly higher than those in the control group at the statistical level of .05.
- 7) Overall, the group of students who interacted with the TBL was very satisfied with the task-based learning lessons.

In summary, comparing to the traditional teaching method or PPP, the TBL had a significant higher mean score on both speaking ability and learning English attitudes. Students were also satisfied with the task-based lessons. There were several reasons why TBL was proved to be an effective method for increasing speaking ability and promoting learning attitudes.

5.2 Discussion

In order to discuss the research findings, the research questions can be answered as follows:

Research Question 1: Was the English speaking ability in the experimental group higher than the control group after interacting with the instruction?

After the experiment, the group of students interacting with the task-based learning had significantly higher speaking ability mean score than the group receiving the Presentation-Practice, and Production (PPP) method at the level of .05. From the questionnaires and observations, the reasons could be drawn from many factors such as 1) a duration of timing practice 2) means of communication 3) a bunch of tasked activities 4) a systematic step of TBL

Firstly, the students in an experimental group were allowed to practically speak English in a large proportion of time throughout the steps. The implication of this is that practice makes perfect, which responds to the notion of Saville-Troike (2006). He states that learners respond to linguistic input by repeating and practicing the language that they hear and when they receive reinforcement. Instead of sitting still and paying attention on the target form, students were encouraged to speak English from their extinct language in pair and extended the exposure in a group. They were always required to walk and have a talk with their classmates. Normally, a secondary class learning period takes about 45 minutes a period. By TBL, a timing proportion for practical session and class responding was ultimately up to 30 minutes in total. Compared with the control group, most of the class time was weighted to the target form and repertoire during the presentation stage. By TBL, the class was mostly conducted in English. Brainstorming, demonstrating, task cycling, and reporting were all done very much in English that students have ample chances to have a practical use constantly. This was in agreement with Foster (1999) who claimed that if students were provided with sufficient time to do their tasks, they would improve in the areas of accuracy and fluency. In addition, both planned language and spontaneous language were involved thoroughly. However, there should be a balance on the duration of English speaking. Forcing students to speak English in a whole period can make them so tired that they avoid speaking English and turning in to Thai.

By the means of communication, TBL and PPP are totally different. Students in TBL method were encouraged to recall their extinct knowledge, together with guided vocabulary items during the pre-task stage to perform the task before focusing on the target pattern. This is consistent with Nunan (2004) who indicated that focus on form should come later on in the lesson during the language phrase. Reversely, the PPP students were trained to rehearse on the target form before performing task in order to prevent errors. In this study, it was found that students in TBL were likely to use language more naturally, in spite of mistakes. According to Foster (1999), one danger in a task-based approach is that this approach may stimulate the students to focus only on meaning, but ignoring the correctness of form. They used more simple words in a present tense. Each of them employed different strategies to negotiate the meaning. Gestures and spelling techniques were mostly found by all means. Some were looking up words in a dictionary. As Lightbown and Spada (2006) mentioned, some learners find physical actions aid their learning process, being able to experience new language in ways that involve them more fully. After the third period of instruction, students were become more fluently to use a language. The helpful words such as "Pardon" and "Slow down" were more often found without guiding. Students in a similar level were able to understand one another. High level students enjoyed rehearsing their pronunciation to make it sounds like native. Weak students were trained to use more powerful strategies such as "please spell" and "What does it mean?" Overall, their language was fluent, but a lot of errors. This TBL is based on the belief that students can learn more effectively when their minds are focused on communication through interaction in the target language. In contrast, as students in PPP were presented a target pattern before performing a language, they seemed like to spend more time on ordering sentence based on form. Their language pattern was more complicated and diverse; however, making it less fluently. The result was that students were likely to learn language if they were thinking of no linguistic problems. Students were presented with the task, instead of a language structure.

Moreover, the findings from the questionnaires clearly revealed that the students were satisfied with the variety of tasks. They were enthusiastic to speak English as often as possible. The students found the tasks were creative and helpful for their English speaking improvement. Richards and Rogers (2001) stipulated that tasks provide a better context for learning language.

The researcher found that these are the top three types of task which were most favored by the students.

1) Creative task: As the students had watched a lot of advertisements, they were assigned to create a new product or adapt existing ones. Two products with different bands were presented in different features. The students planned in a group how to call attention from customers and presented their product features in front of class. The class voted what brand they want to buy with an explanation. The students commented that they enjoyed creating a marketing plan and story board. This task also provoked them to notice wordings in a TV commercial more. Apart from media channels, they also watched several English advertisements via Youtube. This is such activity that authentic materials are considered essential in TBL teaching (Ellis, 2003; Nunan, 1993; Skehan, 1996).

2) Sharing personal experience: In group, students made a survey on ones' favorite in the school, for instance, a favorite corner, a favorite teacher, a favorite food store, a favorite subject, and so on. In a group, they made an oral survey of 100 students in the school. Then, the findings were presented in front of class by means of diagram and explanation. Students commented that this task helps them gain more confidence to speak English with someone else. Not only their classmates, but also their junior and seniors in the school. Each group got their own techniques to get answers from those in English. The activity increases a relationship with someone else in the school. This is one example of how students used the language to perform tasks, access information, solve problems, and talk about personal experiences (Lopez, http://etd.auu.et/dspace/20tagesse.pdf, August 10, 2012).

3) Problem solving: In a group, students brainstormed and listed the top three problems in the school, together with each alternative solution. Then list all advantages and disadvantages and decide which alternative would be the best one. Report the selected decisions to the class, and discuss which problems should be prevented and solved first. From the open-ended questionnaire, some of the students pointed out that they would put forward this issue for a next season of head student election. Others pointed out that because this task was real and nearby. Though, everyone agreed that this task helped them have a look at their school more. Similarly, referring to a well-known research with secondary school students conducted by Ritchie (2003), tasks consisted of things like finding directions from maps, interpreting timetables or answering questions about dialogues in which the students have to solve the problems.

All in all, the variety of speaking tasks encouraged students to talk more freely about themselves and share their experiences with others. The interaction was closer to casual social conversation. The researcher realized that students use language more naturally as they drew the background knowledge to form the oral performance. Classes became more colorful and pleasing. The tasks urged them to learn an optimum of language use as Krashen (1985), pointed out that the TBL principles should be designed with alternative learning sources widely used in daily-life in their level of study. Each group needs to find their strategies in order to complete the tasks. It also aroused students to notice language around and apply them in a creative way.

Besides a range of tasked activities, the progress of speaking skill of an experimental group can be caused from a systematic procedure of task-based cycles. Each three stages: pre-task, during-task, and post-task, has its own distinct function to promote students' speaking ability both implicitly and explicitly thoroughly.

The first is the pre-task stage which consists of an introduction to the topic and to the task. The teacher presents what is expected of the students in the task phase, and gives clear instruction on how they will have to do at the task stage. In this study, the research employed describing pictures about a relevant topic to have students

recall vocabulary items and lead in to the topic. After that, they would listen to the CD on certain dialogue and answer the questions. By the observation, after the first three periods of instruction, the students became more relaxed and had more confident to involve to the class. This can be inferred that they were going to change the role of learning from passive to active. When they were accustomed to the TBL method, everyone competed to express their opinion. The researcher asked them to raise their hands before answering in order to avoid noise. The researcher found that the pre-task stage was very influential on the next stage. If students have insufficient input, they would be confused and unable to produce the task. For example, in the giving instruction topic, the researcher offered them an input via listening and demonstrating how to use a copy machine. There are some certain words that students need to know before doing the task, such as first, second, after that, then, and so on. These prepared vocabulary items were systemized into their cognition though listening and demonstrating implicitly. The researcher found the pre-task was very helpful in shaping students before the task-cycle.

Secondly, during the task phase, in this stage, the students complete a task, depending on the type of activity. In this study, students were mostly engaged a conversation in a pair and extended in a group. The students are ultimately free to use what grammar they need and vocabulary they want. It was found that many students employed a very simple pattern. Their typical questions in spoken English are often short and have no verb. They were likely to use strategies to adjust the input, for instance, repeating, rephrasing, and switching to the mother's tongue.

During this step, there was also an evidence learning from peers as well, For example, students tried to imitate things when they heard language patterns from a friend. For example, the researcher heard "I speak Thailand" from one student, but when he heard a correct form from another one, he corrected himself as into "I speak Thai" This is called intrinsic learning. The student corrected himself without prompting from the teacher. However, a number of errors were found during this stage. Although the teacher tried to subconsciously repeat the correct form, the same mistakes were still found in both TBL and PPP groups. For example, students tend to

use Present simple tense in every situation such as "Where are you yesterday?" In addition, when there was a difficulty in understanding, students were likely to use a gesture and the mother's tongue to help them get the meaning. This could be result from an insufficient input to internalize their oral performance. Therefore, it is necessary to have sufficient input during the pre-task stage as mentioned earlier.

Being familiar with the tasks, the students were enthusiastic to get into the pair and class rotation in order to complete the task in time. In particular, in a simple activity such as information gap or interviewing, when they walked and talked, the class became alive. Not only does this help to improve speaking fluency and comprehension, but it also encourages them to become more confident in their speaking and more motivate to speak. In this regard, their success of tasks influences students' self-esteem. It was inferred that because their language were not focused on the controlled form and correctness, the fluency of their English speaking were obviously increased. This is parallel to Prabhu (1987) who deserves credit for originating the task-based teaching and learning. This implies that effective learning occurred when the students were fully engaged in language tasks, rather than just learning about language.

Thirdly, in the language focus stage, the teacher reviews what happened in the task, which regards to language and highlights relevant parts for the students to analyze. In this study, the researcher would bring up errors the students made and introduced the language form to the class. For example, the teacher noticed that the students were confused with words about nationality and country. They always mixed them up together causing incorrect use. These errors were, for example, "I speak Japan" "I live in American" "I speak Spain" "I speak Korea" "I'm from Lao" "What language you speak?" "Where you live" "I am Thailand" Apart from incorrect use, mispronunciation on some particular words such as "Hawaii", "Beijing", "Shanghai", "French", "France", "Greece", "Greek", and so on were also often found. These sample errors were analyzed together. After that, the class would drill on pronunciation, intonation or stress of a particular phrase. The researcher got the class to repeat it in chorus once or twice then speed it up for fun. At the end, students did a

choral reading from the board, or, with some progressive deletion. Such activities could be fun and often gave weak students more confidence. Finally, the sorting and categorizing on worksheet will be provided additionally. To check their learning retention, students were tested to have a talk on these feature languages again. The researcher found fewer mistakes comparing to the last class; however, students seemed to take time recalling their memory what they had learned from the previous session. The language focus stage is sometimes called consciousness-raising activities. Analysis activities give students time to systematize and build on grammar they know already, to make and test hypothesis about grammar and to increase their repertoire of useful lexical items. The teacher can also focus on other useful collocations. It is recommended for students to take note into their personal notebooks. With regard to the same line as Ritchie (2003) who stated that input could become intake in TBL lesson when students are given a chance to notice the form, to form hypotheses about the use of this particular form and to conduct an interpretation activity.

These explanations altogether were the answers why students obtained higher mean score on English speaking ability. Comparing to the PPP method, the researcher found it was an effective method improving speaking ability. With a lot of exposure, meaning-focused, and systematic instruction, the experimental group takes full advantage of their exposure to the target language in use. It involves grappling with meaning and observing how others express the meanings. This leads on to a significant higher speaking ability at the level .05 comparing to a control group instructed by PPP method where form-focused activities aimed at automating production of a single item is employed.

Research Question 2: Were the students' attitudes towards learning English in the experimental group higher than the control group after interacting with the instruction?

After the experiment, the group of students interacting with the task-based learning had significantly higher mean score of attitudes towards learning English than the group receiving the Presentation-Practice, and Production (PPP) method at the

level of .05. The explanation regarding to this result can be from the key factors as success and satisfaction. In terms of success, greater improvement in English speaking can lead to positive attitudes towards learning English. In this study, the students taught by TBL obtained higher level mean score at the level .05. When they were able to complete the task, the feel of success, pride, and self-esteem of what they have attempted has increased and put them step forwards. As Widdowson (1978) mentioned, through TBL the students' attitudes would improve and that they would be more motivated to take part in these activities.

Based on the cognitive dimension resulting from the attitude questionnaire, it was revealed that the highest means score was on the item "Studying English helps me communicate in English effectively" ($\overline{X} = 4.2$). By the observation, the researcher noticed that they were responsible to do the assign tasks. Most of the students attempted to speak English. Since they had a clear purpose of a target result, students helped one another to complete the tasks in a provided time. In this study, the researcher employed reinforcement both in intrinsic and extrinsic motivation. In terms of intrinsic motivation, the teacher encouraged students to have an understanding of a real achievement of English for communication. It is necessary to have a good command in English preparing for the university admission, or later on, for a better job. The other one is extrinsic motivation. In this study, the teacher rewarded their participation by giving them an extra point for ones who were expressing opinion during the pre-task stage or ones who enabled to complete the tasks in time. It was found that many students competed to answer the teacher's questions. The characteristic of students turned to be an active learner. Apart from these motivations, they were also allowed to speak English freely, without a target form. Mistakes were acceptable as soon as the meaning was comprehensible. This is relevant to Bugler and Hunt (2002), who pointed out that TBL enhanced the students' interest in learning English; the students found the experience to be rewarding, intrinsically interesting and educationally beneficial.

Besides of the tasked achievement, the students also felt like they have learned a lot from the TBL class. According to the attitude questionnaire, the item on

"Studying English is important because it helps me gain more knowledge" was also high at the level means scores of 4.14. By TBL method, students have heard a lot of comprehensible input from both the CD players and the teacher. It was found that the comprehensible input from listening and teachers implicitly provided them ample of language features in terms of pronunciation and vocabulary. Being familiar with words in the context could raise their awareness of language use. The students were also likely to notice and imitate things when the teacher spoke out. For example, the students learned how to say "pardon" when the teacher said this word to the ones who spoke quietly or unclearly. There is no need to point out explicitly.

Not only does the improvement of speaking ability support the learning motivation, but a social interaction is also one of the main influences affect the attitudes. As Willis (1996) suggested, learners feel the need for various interaction patterns with a focus on themselves rather than on the teacher. In this class, the students were always required to have a conversation with peers in a pair and group work. As a result, the classroom environment became more cooperative and interaction. For example, students in a group were once assigned to interview one's favorite school corner from their junior or senior in the school. They have got to ask questions even they have not known one another before. This activity increased social relationship among the school. Some of them made new friends from the tasked activities and keep chatting in a social network. As a result, the mean score on the behavioral attitudes at the item "English helps me to establish good relationships with friends" were relatively high at 4.26 comparing to other items. Meanwhile, as the students were required to present the findings quite often after each task, the second high mean score on "Studying English helps me gain more confidence in expressing myself" was raised up to 3.86 average points. This result can cause from the report stage. Before launching the experiment, the students were rather shy to speak in front of class. Later on, they were accustomed to the reporting. They became more confident and creative. Without assigning, some groups created a chart and showed a short role play to present information instead of saying the findings out loud. During a weekend, they spent some free time gathering and preparing a presentation.

Apart from success, satisfaction also plays a major role in attitudes (Deb and Lochana, 2006). From the questionnaire, the students pointed out that they were satisfied with task activities and classroom environment. In terms of task activities, students' thoughts about TBL were quite positive which relatively responses to the mean score on "Studying English helps me become good-tempered" at the level mean score of 4.16. They indicated that more emphasis was shown on interaction in class as indicated on the item "I enjoy doing activities in an English class" by mean score 4.30. This interaction was encouraged not individually, but within group work as well which was calculated from the item "English helps me establish good relationships with friends" by mean score 4.26. The students stated that their teacher presented various tasks in class and they made use of practice opportunities. As a result, the mean score on "Studying English makes me feel more confident in speaking English" were calculated as the highest point on an emotional aspect at the level 4.33. They would like a range of comprehensible input. A high level student requested to have class in English totally 100 percent; whereas, the weak students need the mother's tongue. Although the students like task-based lessons, if the tasks are almost the same and if they are uninteresting and not creative, such as answering reference questions or finding the main ideas of paragraphs individually all the time, the students do not feel satisfied. Comparing to the PPP method, students complained that the choral reading always made them sleepy after-lunch class time. Students do not like their teachers talking too much as seeing on the item "I do not pay any attention when my English teacher explains a lesson" which was rated at 2.76 level. They also stated that their teacher did not create sufficient language practice opportunities for them. In short, students do not like teacher-centered classrooms and they do not like teacher domination. As Willis (1996) pointed out that most of the opportunities for language use are taken by the teacher. He also argued that in teacher directed lessons students could not find the chance to experience the target language. Comparing on the item "I look forward to the time I spend in English class", the mean score on an experimental group were at 3.5 level, while the mean score on a control group were at 2.73.

In terms of classroom environment, students were highly satisfied with the learning atmosphere. They were enthusiastic to come to the class as showing on the

item "I do not feel eager to come to an English class" which was rated at 3.13 mean score. As students were allowed to walk and talk. They were more relaxed and happier as indicated on the item "I enjoy doing activities in an English class" which was rated at 2.9 mean score. In my class, using mother's tongue was acceptable which suits to a mix-ability class. The teacher and student relationship was also improved. As Willis (1996) puts, "task remove teacher domination" (p.18). As a teacher, my role was nothing more than a guide but my students' roles were highly active. Students had more interesting in learning English in a classroom as pointed out on the item "I do not pay any attention when my English teacher explains a lesson" which was rated at 3.33 mean score. After the first three periods had passed, the researcher found that students were likely to ask questions more often. From the questionnaire, the item on "I like to give opinions during English lessons" was rated at 3.63 mean score. The barrier between the teacher and students had gradually diminished. Willis (1981) referred to a good friendly interaction between a teacher and the students as rapport. She also stated that when there is rapport, it becomes enjoyable for students and the teacher to study together. Praise and encouragement, such as "well done" or "good job", also raised their motivation. The result on the item "Studying English helps me gain more confidence in expressing myself" was relatively high at 3.86 mean score. Therefore, classroom atmosphere is very important for learning. Suxiang (www.beiwaionline. com/2huanti/07/yth/2007-ppt/Yangsuxing.ppt, August 10, 2012) asserted that TBLT improved gradually the students interest in English, and it could stimulate the students' potential ability in English learning.

Success and satisfaction are key factors in sustaining motivation. If students feel they have something worthwhile, through their own individual effort, they are more likely to participate the next time. In this study, apart from their satisfaction, English speaking ability also increases more positive attitudes towards learning English. Hence, it is necessary for teachers to set a friendly classroom environment and to highlight students' successes. These are all the reasons why students have positive attitudes towards learning English in a class.

Overall, the group of students interacting with the task-based learning lessons had positive opinions on the instruction. The data obtained from the questionnaire indicated that the average score on satisfaction towards this task-based learning activity was at 3.70 which meant that most students are satisfied with their learning and the variety of tasks. This result confirms that TBL could be one of the most appropriate teaching procedures that improve students' oral social interaction. Lever and Willis (2004) pointed out that learners made far more rapid progress through TBL and were able to use their new foreign language in real world situations with reasonable levels of efficiency after relatively short courses. This might be attributed to the fact that most of the students enjoy TBL because the movement in a class made them feel alive and enthusiastic to work with friends while doing group rotation. Changing groups enabled them to know their friends more as it was their first term in high school and so were just starting to get to know each other. Furthermore, students see task-based learning activities as a target that it was so challenge to complete the tasks in time. However, if they have to do a lot of tasks in a limited time, they felt very exhausted. Consequently, the teacher needs to carefully design each tasks in terms of creativity and level of difficulty. Despite the criticism that some of the students were uncertain about the language use and their improvement in language patterns, the results of this research show that through TBL, students' fluency and accuracy have improved significantly. They had more opportunities to talk more than in a usual classroom. They were also able to memorize useful expressions practically in a friendly atmosphere. The activities in which students were asked to relate their personal experiences or previous knowledge background were valuable because they gave students a chance to speak for longer and in a more sustained way. This incident responds to Ruso's (2010) comments that the presentations given by the students turned out to be a task type that highly motivated them.

Accordingly, this can be concluded that the students have positive opinion toward the designed tasks after the course although most of them thought that English learning was difficult and they did not like learning English at first before being assigned to attend task-based learning activities. They agreed that the task-based learning was interesting and want to do more tasks like this one. The results also

provide both teachers and students with insightful perspectives into how TBL plays an important role in the process of teaching and learning speaking. These impacts will usher in positive attitudes towards the use of TBL within the context of speaking teaching. Significantly, TBL learning may become a promising vehicle for teachers to do further research, optimize the use of teaching resources, and ultimately maximize student learning in speaking. The findings of the study on the use of task-based learning to develop English speaking ability and attitudes towards learning English was higher at the .05 level which was similar to the hypothesis statements of Bancha Yooyong (2008), Thongbai Thongpubal (2010), Panuwat Wongkai (2004), Laddawan Arumporn (2004), Nonthapat Muangyot (2010) and Raynoo Ruenyoot (2010). The previous studies show that the use of task-based learning effectively developed students' English speaking abilities. These studies showed similar levels of success in implementing task-based learning due to the task component arrangement.

5.3 Recommendation

5.3.1 Pedagogical implications

The findings and conclusion of this study have certain implications for language teachers; these may not contribute to the improvement of students' performance but to the teacher's professionalism as well. The following recommendations are made. First, when adopting TBL, a teacher should provide students with a variety of challenging tasks. Creating a variety of tasks influences students' progress and attitudes towards English learning. Students prefer to be active participants rather than being passive listeners. Therefore, a teacher should be creative to make a progress use of content learnt through a variety of tasks. Second, the pretask stage was found very helpful to get students ready for the tasks; in particular, for students who have a very low level of English proficiency, a teacher should provide them a guided language use, so that they can rely on themselves and avoid asking for some helps from others too often. Third, Thais' learning style is writing-oriented. Taking notes from a teacher made them feel they could learn something new. However, a teacher should inform students that, in order to learn a language

effectively, a practical use is much more important than learning from paper. The English progress is not measured only by a paper test. Fourth, a sufficiency of input has influenced in students' English perception a lot. During the TBL, most students learn new vocabulary from input resources, such as a teacher, a CD, or even their friends. Students were more likely to imitate things consciously, or largely subconsciously. Fifth, since the TBL is focused on meaning negotiation, it is recommended that a teacher try to speak English during the class so that students are accustomed to the language use. Many of them revealed that they gained a lot of new vocabulary from the teachers' speaking. Lastly, a teacher should spend more time on reflection. This allows students to think reflectively on their English patterns and classroom behaviors. In this way, they can identify and work on their weaknesses in class as well as building up their strengths.

5.3.2 Limitations of the study

Even though task-based learning proved the hypothesis that it was effective in developing English speaking and attitudes towards learning English, a few issues remained. Due to the limitation of time, some complicated tasks require longer session than the usual class time (50 minutes). Waiting for the next class period could make a teacher and students forget to cover all the mistakes in the language focus stage. In addition, the study was conducted only for eight weeks in total. If the study time had been extended, the results might have been different. Regarding the number of participants, it would be more reliable if a larger group of participants could take part in the study. However, as the study was conducted during school summer holidays, a number of participants and teaching hours were limited. In terms of the instruments, the researcher found that a number of attitude questionnaire were too much, which could make students felt uncomfortable to complete all the thirty questions.

5.3.3 Recommendations for Further Studies

On the basis of recent research findings, it is advisable to suggest these recommendations for further study.

First, in this study, most of the students were uncertain about their accuracy of language use because the language features were presented after the speaking practice. It is recommended that other researchers investigate the study of TBL on the accuracy of language use.

Second, a number of teaching speaking methodology aims at improving students' speaking ability. It is recommended that other researchers do a comparative study between the TBL and other teaching method such as a project work.

Third, it is recommended to conduct the same research study but change the research instruments, such as instead of interviewing, speaking ability could be assessed by means of story completion, role play, simulation, and so on in order to get a more extensive answer.

Fourth, literacy skill such as reading and writing would be an interesting topic to conduct TBL on those areas because in TBL learning, students need to share ideas, discuss topic, and use critical thinking which could become a part of learning a literacy skill. Therefore, it is recommended that other researchers conduct the procedure and principles of TBL on a literacy skill.

Finally, TBL was on the idea of a practical use from what students have known. An undergraduate level would be an appropriate target group because they have a number of background knowledge to initiate a conversation. Therefore, it is recommended to investigate the study of TBL with other level such as undergraduate level.

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APPENDICES



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Plan	Unit	Period	Date	Topic	Content	Language focus	Task activity
1	9	1-3	1/3/13	I'll Take	Buying things	The use of "how much" in	Students do a role-play as a
			4/3/13	Two		asking prices.	shopper and a salesperson. They
			6/3/13		0,00		are assumed to have 100 baht
						1407	and buy all the things they want
					0		with the best price.
				- ~	\(\lambda\)	The use of "Do you	Two different pictures of the
						have?".	shops are used. Students in pairs
				· °	• X .		distinguish between the two
				9			pictures by asking and answering
					62		the questions.

						67.50	
Plan	Unit	Period	Date	Topic	Content	Language focus	Task activity
2	10	4-6	8/3/13	Say That	Asking and	The use of "What does	Students play Bingo. One player
			11/3/13	Again	answering	he/she do?" in asking about	chooses a picture and orally creates
			13/3/13		about jobs	someone's job.	a sentence about the picture while
					Talking about		the others listen and cross out the.
					free time		The first player describes if they
					activities		have one.
				0		The use of "Do you	Students do miming. A student acts
						use/play?" in a question	out the routine activity and lets
						form.	others guess the action.
3	11	7-9	15/3/13	Where Were	Asking and	The use of a past simple	Students do a class survey to find
			18/3/13	You?	answering	tense in asking and	out where their friends were last
			20/3/13		about what	answering questions.	week and what activity they did at
					happened in		each place.
					the past.		

Plan	Unit	Period	Date	Topic	Content	Language focus	Task activity
4	12	10-12	22/3/13	What Did	Asking and	The use of a past simple	Students play a memory game.
			25/3/13	You Do?	answering	tense in statements.	Students in pair choose pictures.
			27/3/13		about what		One student orally makes a
					happened in		sentence. Then, the other student
					the past.		repeats the sentence and creates
					6		one more. Student take turns
				0	\^^		repeating the sentences and
							adding until no pictures are left.
						The use of "What did?"	Students in pairs do the
					257	and "Where did?".	information gap activity by
			0	5			asking each other questions to
				6			find out about past events.

Plan	Unit	Period	Date	Topic	Content	Language focus	Task activity
5	13	13-15	29/3/13	Making	Asking and	The use of "going to" in	Students walk around the class,
			1/4/13	Plans	answering	asking and answer questions.	and ask and answer questions to
			3/4/13		about what is		find out what their classmates
					going to		are going to do on the weekends.
					happen		
					&	The use of "going to" in	Students do a class survey about
				0	\^^	asking and answer Wh-	what they are going to do this
						questions such as what, who,	weekend. Students are also
						where, when, and how.	required to get into details by
					253		answering wh-questions: what,
			0		20		who, where, when, and how.

Plan	Unit	Period	Date	Topic	Content	Language focus	Task activity
6	14	16-18	5/4/13	I'll Call You	Telephoning	The use of "May I?" in	Students in pair are speaking on
			8/4/13	Back		asking for someone on the	the phone. The caller will call to
			10/4/13		0.	phone.	ask for someone. Meanwhile, the
					\mathcal{O}		speaker will answer if he or she
							is available, unavailable, or
				0	• X .		misdial.
				9		The use of telephoning	Students do a role play that they
					63	expression.	are talking on the phone.
							Students have a free short
				9			conversation to find out if he or
				V	,		she is available or not.

APPENDIX B

Sample Lesson Plan for the Experimental Group (Plan no. 3)

Sample Lesson Plan for the Experimental Group (Plan no. 3)

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Course: English: Speaking and Listening II

Course Code: E 30202 **Total Time:** 50 minutes

Unit 11

Topic: Where Were You?

Language focus: Asking and answering about what happened in the past

Task type: Listing task

Process: Alone, pair, and group

Materials: Worksheet 1-2

Grammar

Structure: Past Simple Tense

A: Where were you last Tuesday?

B: I was at the park.
A: What did you do there?

B: I went jogging.

Concept to Teach:

Making a conversation in a relevance to the events in the past

by using appropriate structure and vocabulary

Objectives:

By the end of this lesson, students will be able to:

1. identify the places and activities they did in the past

2. ask and answer about what happened in the past

3. write sentences describing events in the past

4. apply the pattern "So did I" and "So was I" correctly

Assessment: Teacher evaluates students from activities, focusing on their

ability to negotiate the meaning to task completeness through

observing students' performances.

Optional activity: Students find their friends who have the same answers with

them. Practice the use of "So was I" and "So did I".

The aim of this lesson outline is to continue the lesson in a series based on a topic under the theme "Where were You?". This lesson also shows how to launch the task in individual, pair, and groups respectively.

Class and course background

This Lesson Plan 3 is designed for secondary-school students in a mixed-ability class. The students have some background knowledge on the Past Simple Tense after they have been taught through the listening task on the previous lesson. The learning materials are the coursebook and some related supplementary worksheets. Students are required to do the listening and speaking tasks as they have already done the first ten units of a topic-based coursebook (addresses etc, spelling and numbers, countries and languages, locations, etc.). Lessons are 50 minutes long.

Starting the lesson

Explaining this lesson is mainly focused on the speaking tasks by asking and answering about what happened in the past. The task type is "listing tasks" as learners find things by asking one another. The process involves individual, pair, and group work.

Step 1: Pre-task Estimated time: 5 minutes

Learning activities	Learning outcomes	Assessment
1. Having shown PowerPoint slides to the class, the teacher asks students to look at pictures of different activities and randomly asks a few students to review the past simple-tense questions they learnt from a previous class. For example, The teacher shows the school picture and asks T: Were you at school last Monday? Ss: (Yes, I was. / No, I wasn't.) T: Where were you yesterday? Ss: (Answers must related to the place shown in the picture) T: What did you do there? etc. Ss: (Answers must related to the activity	Ss will be able to construct their own sentences related to the given pictures. Ss use their background knowledge to speak about the pictures.	Engagement, participation in answering the posed questions and generation of ideas.
 shown in the picture) Note: Students must answer the questions in "Past simple tense" related to the pictures that the teacher shows. The class brainstorms on words and phrases about other activities. The teacher organizes on board as a word mind map about frequent activities, such as hang out, study extra class, have a meeting, etc. 	Ss will be able to construct meaning of the unknown words sharing among friends.	

Learning activities	Learning outcomes	Assessment
3. Having distributed Worksheet 1 to the class, students are supposed to match the vocabularies about activities with their pictures.	Ss will be able to guess the meanings of unknown words from the given pictures.	
4. The teacher randomly asks 5-8 students to rehearse answering past simple-tense questions that they are going to ask and answer during the task. T: Where were you last Tuesday? Ss: I was at the beach. T: What did you do there? Ss: I swam./ I played the ball.	Ss will be prepared to deal with the speaking tasks.	
T: Were you at the park last week? Ss: Yes, I was, on Tuesday. T: What did you do there? Ss: I went jogging.		

Step 2: Task cycle Estimated time: 30 minutes

Learning activities	Learning	Assessment
	outcomes	
Task (15) minutes		
Introduce task – "Where were you?" from	Ss will be able to	Quality of
exercises 1-3	write sentences	student work.
	including the target	Student
Exercise 1: Work Alone	words.	comprehension
Students are assumed that they were on		through tasks.
vacation last week.		
- The students choose <i>five</i> places (on		
Worksheet 2) and write the day they were at		
each place: M, Tu., W., Th., F. in the box next		
to the selected pictures of different places.		
- The students write one activity they		
did at each place on the line below.		
Exercise 2: Work with a partner.	Ss will be able to	Expression of
- The students find out where their	talk and listen to	student
partner was on Monday through Friday last	information	enjoyment in
week and explain what activity they did on	through idea	the sharing of
each particular day. Also, they write their	sharing.	their learning.
partner's information in the blank provided in		
the worksheet.		

Learning activities	Learning outcomes	Assessment
Exercise 3 Work with everyone. - The students walk around and talk to their classmates. They are supposed to find someone who went to any place that they or their partner did not go to. The students write the day and a sentence about what their classmates did at each picture.	Ss will be able to apply learned strategies and negotiate meaning.	Quality of student final products. Students' ontask behavior and engagement in their writing task.
Planning (5) minutes	2. [0]	
In a group of five, students sit in a	Ss will be able to	
circle. Using their result of the Mini survey,	write sentences	
everyone writes seven sentences about where	through peer	
their friends were and what they did each day last week.	review.)
Students in each group rehearse	Ss can organize	
presenting their own survey results.	sentences and be	
	prepared to present	
	to the class.	
Note: The teacher goes round and helps,		
noting useful phrases and writing some on left of board.		
Report and listening (10 minutes)		
The teacher randomly selects 5-8 students to present individually.	Ss will be able to express their sentences through oral presentation and in class sharing.	Quality of student presentation and reflection.
 Based on the planning paper, each selected student has to talk about where one person went and what he or she did only on one day of the previous week. Students are also required to present things about themselves. The name of the student mentioned in one presentation should not be mentioned again in others. 		

Learning activities	Learning outcomes	Assessment
4. While selected students are presenting,	Students will be	Students'
the rest of the class must listen	able to listen and	ability to
carefully because they must not	adapt sentences	report and
present the data of the same person.	simultaneously.	demonstrate
For example,		what they have
Ss: (On Monday, I was at the mall, I hung		learned.
out with my friends and Somchai was at		
the park, he played basketball there.)		
The teacher notes down language points	> [9]	
for highlighting later, such as any useful		
phrases the ss use. The T also encourages	1	
students to do the presentation without		
looking at the note.		

Step 3: Language focus Estimated time: 15 minutes

Learning activities	Learning	Assessment
	outcomes	
Analysis and practice	Y	
1. Collecting the notes during the task	Ss will be able to	Students'
cycle, the teacher writes up five phrases and	go along with T	willingness
sentences that need correction and pinpoints the	analyzing their own	and ability to
words that caused problems to students.	mistakes.	edit, refine,
		analyze their
		own work.
2. The teacher adds another two	Ss will be prepared	
expressions ("So was I" and "So did I")	to distinguish the	
by giving these sample sentences.	use of "So was I"	
T: Where were you last Monday?	and "So did I"	
T: I was at the park.	through the	
T: So was I. What did you do there?	examples and	
T: I went jogging.	sharing.	
T: So did I.		
3. The teacher asks students to guess how		
"So was I and "So did I" can be used.		
4. The teacher, together with the class,		
concludes the use of "So was I" and "So		
did I".		

Learning activities	Learning outcomes	Assessment
5. The teacher checks their understanding about the use of "So was I" and "So did I" and has students choose the correct one.	Ss will be able to understand the use of "So was I" and "So did I" correctly.	Students' verbal answers to the situations that reflect their understanding.
Optional activities		
Students find friends who have the same answers as theirs, practicing the use of "So was I" and "So did I". Students write down other language features from lessons that they want to remember.	Ss will be provided with a chance to practice the patterns of "So was I" and "So did I" and use them correctly. Students will be able to identify expressions, which are different in terms of grammar points through the questions. Ss will be able to take notes on the language points in their own words.	
50,		



Speaking

Exercise 1 Work alone

You were on vacation last week.

- Choose five places and write the day you were at each place: M., Tu., W., Th., F.
- Write one activity you did at each place on the line below it. (Choose a different activity for each place from the vocabulary box below.)

Example



I walked around the park.

Vocabulary

ACTIVITIES

- Buy cat food
- Work out
 Do homework
- Go jogging

 Go swimmin
- ➤ Have lunch
 ➤ Walk around
- Listen to music
- Look at clothes
- Mail a packageLook at things
- Play tennis
- > Play cards
- Read a book
- Read the newspaperStudy for a test
- Study English
- > Look at computers

(You can also choose your own activity.)



















Exercise 2 Work with a partner.
Find out where your partner was on Monday through Friday last week and write the day on each place. Also write what your partner did at each place.

Example

Student A.; Where were you last Tuesday?

Student B.; I was at the park.

Student A.; What did you do there?

Student B.; I went jogging.

Exercise 3 Work with everyone

Walk around and talk to your classmates. Find someone who went to any place that you or your partner did not go to. Write the day and a sentence for each one.

Example

Student A: Were you at the pet store last week?

Student C: Yes, I was, on Friday.

Student A: What did you do there?

Student C: I looked at dogs.



Vocabulary				
The park	The beach	The post office	The library	The mall
The gym	A computer store	My friend's house	A pet store	home
				PIS COUNTRY TO THE PIS COUNTRY T
POST O Post of South South South	Tax is Normal of Change	MPUTER	centralpla	L L

APPENDIX C

Sample Lesson Plan for the Control Group

(Plan no. 3)

Sample Lesson Plan for the Control Group (Plan no. 3)

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Course: English: Speaking and Listening II

Course Code: E 30202 **Total Time:** 50 minutes

Topic: Where Were You?

Language focus: Asking and answering about what happened in the past

Process: Alone, pair, and group

Materials: Worksheet 1-2

Grammar

Structure: Past Simple Tense

A: Where were you last Tuesday?

B: I was at the park.
A: What did you do there?

B: I went jogging.

Concept to Teach:

Making a conversation in a relevance to the events in the past

by using appropriate structure and vocabulary

Objectives:

By the end of this lesson students will be able to:

- 1. Identify the places and activities they did in the past
- 2. Ask and answer about what happened in the past
- 3. Write sentences describing events in the past
- 4. Apply the pattern "So did I" and "So was I" correctly

Assessment: Teacher evaluates students from activities, focusing ability to

negotiate the meaning to tasks completeness through observing

students' performances.

Optional activity: Students go find their friends who have the same answers with

them. Practice the use of "So was I" and "So did I".

The aim of this lesson outline is to continue the lesson in a series based on a topic under the theme "Where were You?". This lesson also shows how to launch the task in individual, pair, and groups respectively.

Class and course background

This Lesson Plan 3 is designed for secondary-school students in a mixedability class. The students have some background knowledge on the Past Simple Tense after they have been taught through the listening task on the previous lesson. The learning materials are the coursebook and some related supplementary worksheets. Students are required to do the listening and speaking tasks as they have already done the first ten units of a topic-based coursebook (addresses etc, spelling and numbers, countries and languages, locations, etc.). Lessons are 50 minutes long.

Starting the lesson

Explaining this lesson is mainly focused on the speaking tasks by asking and answering about what happened in the past. The task type is "listing tasks" as learners find things by asking one another. The process involves individual, pair, and group work.

Learning activities	Learning outcomes	Assessment
Warm up	6	
1. Having shown PowerPoint slides to the class, the teacher asks students to look at pictures of different people doing various activities.		
2. The teacher randomly asks 5-8 students to name those activities in English.	Ss connect the picture to speak with their background knowledge.	Engagement, participation in answering the posed questions.
3. The teacher asks students to think about other activities in English.		
4. The teacher randomly asks 5-8 students to give the answer in English. One's answer must not be repeated in others.	Ss will be able to construct meaning of the unknown words sharing among friends.	Engagement, participation in answering the posed questions and generation of ideas.
Presentation		
1. Having distributed Worksheet 1 and 2 to the class, students look at new vocabulary activity and keep reading out loud after the teacher.	Ss will be able to pronounce the words correctly.	The correctness of pronunciation.
2. Students are supposed to match the vocabularies with the pictures.	Ss will be able to guess the meanings of unknown words	Quality of student work. Task's

Learning activities	Learning outcomes	Assessment
(See worksheet 1)	from the given pictures.	completeness.
3. The teacher shows the grammar pattern on the board.		
For example,		
T: Were you at the pet store last week?		
S: (Yes, I was. / No, I wasn't.)	~	
T: Where were you last Monday?	19	
S: (I was at the beach.)	(C) 1	
T: What did you do there?		
S: (I played Banana Boat.)		
4. The teacher points out how the Past Simple Tense can be used in a dialogue.	10,00	
Practice		
1. The teacher shows different pictures about each place and randomly asks 10 students individually.		
2. According to the given pictures, students are supposed to answer the teacher's question related to the picture.	Ss will be able to answer past simple-tense	Engagement, participation in answering
For example, the teacher shows the pet shop picture and asks:	questions related to the given pictures.	the posed questions and
T: Were you at the pet shop last Monday?		generation of ideas.
S: (Yes, I was.)		
T: What did you do there?		
S: (I looked at dogs.)		
Another example is:		
The teacher shows the shopping mall picture and asks:		
T: Were you at the park last Monday?		
S: (No, I wasn't.)		
T: Where were you on last Monday?		

Learning activities	Learning outcomes	Assessment
S: (I was at the shopping mall.)		
T: What did you do there?		
S: (I bought some snacks.)		
3. While the teacher is a chosen student, the rest of the class must listen carefully and put their friends' answers in the Worksheet 2.	Ss will be able to listen information and catch the main points in their own words.	Engagement in the posted questions and the writing task.
Presentation		
1. The teacher explains that when answers are the same, they can use "So was I" and "So did I" to replace the same answer.		
2. The teacher shows the sample pattern on the board.For example,A: Where were you last Monday?		
B: I was at the park.		
A: So was I. What did you do there?		
B: I went jogging. A: So did I.		
3. The teacher, together with the class, concludes the use of "So was I" and "So did I".	Ss will be prepared to distinguish the use of "So was I" and "So did I" through the examples and sharing.	Students' verbal answers to the posted questions.
Practice		
1. The teacher orally raises up a few situations and asks students to choose if they should use "So was I" or "So did I".	Ss will be able to practically distinguish the use of "So was I" and	Students' verbal answers to the situations that
For example,	"So did I"	reflect their
T: Manop was at a bookstore and I was also at		

Learning activities	Learning outcomes	Assessment
a bookstore. So what should we use? "So was I" or "So did I"?	correctly.	understanding.
S: (So was I.)		
T: Right! Good job!		
Production		
1. With the results of the Worksheet 2, students summarize the data by writing down what they and their friends were and did each day.	Ss can organize sentences and be prepared to present to the class.	The ability to edit, refine, analyze the information
2. The teacher shows sample sentences on the board.For example,		
Last Tuesday, I was at the park. I went jogging. So was Manop. He fed fish there.		
3. The teacher encourages students to include "So was I." and "So did I" in their sentences.	Ss will be able to integrate the language points of "So was I" and "So did I" in a correct sentence.	Students' ability to complete the writing task.
4. The teacher randomly asks 5-8 students to present their results to the class.	Ss will be able to express their sentences through oral presentation and in class sharing.	Quality of student presentation.
Wrap up		
1. Collecting the notes during the presentation, the teacher writes up sentences that need correction and pinpoints the words to students.		
2. The teacher, together with the class, helps one another correct the mistakes.	Ss will be able to go along with T analyzing their own mistakes.	Students' willingness and ability to edit, refine, analyze their own work.



Speaking

Exercise 1 Work alone

You were on vacation last week.

- Choose five places and write the day you were at each place: M., Tu., W., Th., F.
- Write one activity you did at each place on the line below it. (Choose a different activity for each place from the vocabulary box below.)

Example

M.

I walked around the park.

Vocabulary

ACTIVITIES

- Buy stamps
 Buy cat food
 Work out
- Do nomework
- ➢ Go jogging➢ Go swimming
- > Have lunch
- Walk around
 Listen to music
- ➤ Watch TV
- Look at clothes
 - > Mail a package
 - Look at things
 - > Play tennis
 - Play cards
 - Read a book
 - > Read the newspaper
 - > Study for a test > Study English
 - Look at computers

(You can also choose your own activity.)





















Exercise 2 Work with a partner.
Find out where your partner was on Monday
through Friday last week and write the day on each
place. Also write what your partner did at each
place.

Example

Student A.: Where were you last Tuesday?
Student B.: I was at the park.
Student A.: What did you do there?

Student B.: I went jogging.

Exercise 3 Work with everyone

Walk around and talk to your classmates. Find someone who went to any place that you or your partner did not go to. Write the day and a sentence for each one.

Example

Student A: Were you at the pet store last week?

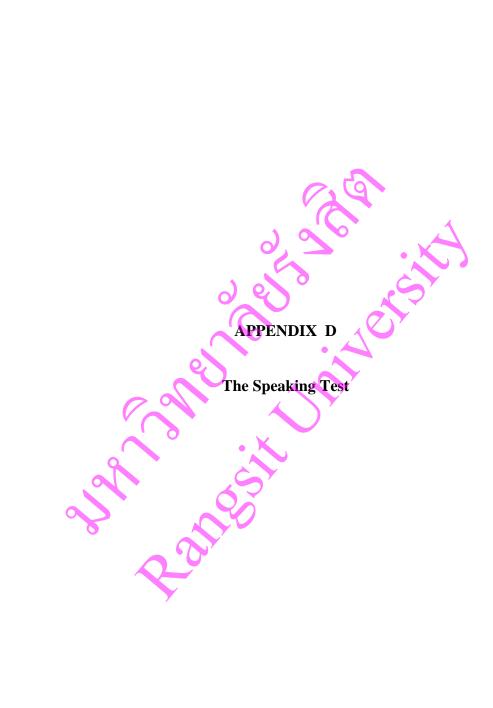
Student C:: Yes, I was, on Friday.

Student A:: What did you do there?

Student C:: I looked at dogs.



		Vocabulary		
The park	The beach	The post office	The library	The mall
The gym	A computer store	My friend's house	A pet store	home
*				
H				PIS CORNER
POST O	FFICE	MPUTER	central pla	



The Speaking Test

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The speaking test has been adapted from the standardized International Spoken test, ESOL (SESOL). It is a popular exam among the International English Language suite of City & Guilds qualifications. It is popularly referred to as the 'spoken exam' and tests only speaking skills. It is designed for Non-native speakers of English worldwide, wanting to provide documented evidence of their knowledge of English, for study or employment.

PART 1: Communicating personal information (1 minute)

In the first part of the exam, the teacher will ask general questions about personal and everyday information. The aim of this part is to relax the student and to elicit concise information. The teacher will first ask the student's name. The student will then randomly choose one of four cards, and selects 5 questions from the list provided. The student responds by giving personal information, ideas and opinions and should produce a natural interaction in the time allowed.

- The teacher is not permitted to explain or reword the questions. If the student cannot understand the question(s), the teacher can ONLY repeat the question(s).
- Student is expected to give answers of a minimum 15 seconds. One word answers are not acceptable.

Sample Questions:

Questions Card A

- Where do you live now?
- Where do you study?
- What do you do in your free time?
- What's your first language?
- Do you have a mobile phone?
- What food do you like?
- Can you tell me something about your friends?
- When's your birthday?
- How do you travel to school?
- What's the weather like today?

Questions Card B

- How many brothers and sisters have you got?
- What are the names of your brothers and/or sisters?
- How old are you?
- When is your birthday?
- Where do you live?
- Where do you study?
- What languages do you speak?
- What is your favorite food?
- How many rooms are there in your home?
- What does your best friend look like?

Questions Card C

- How old are you?
- When is your birthday?
- What does your best friend look like?
- Where do you study?
- Can you tell me about your house or flat?
- What is your favourite food?
- What do you like about your town?
- What is your favourite day of the week?
- How many brothers and sisters have you got?
- What languages do you speak?

Questions Card D

- Where is your school?
- Have you got any brothers or sisters?
- Who's your best friend?
- Where do you usually go on holiday?
- When's your birthday?
- What kind of music do you like?
- What do you do at the weekend?
- What have you got in your bedroom?
- How big is your house or flat?
- What subjects do you like at school?

PART 2: Presenting a topic (1 minutes and 30 seconds including follow-up questions)

In the second part, the student will choose one of the three given topics and talk on their own for one minute. After that, the student will answer the follow-up questions asked by the teacher.

The aim of this part is to test the student's ability to speak at a greater length with minimal participation by the teacher. This test gives the student the opportunity to demonstrate his or her range of fluency in English. The student is given a pencil and paper to make notes during 30 seconds of preparation time.

Topics Card A

- A What do you do in the evenings?
- B Your family
- C The clothes you like

Follow-up questions

Card A

What you do in the evenings

- At what time do you have dinner?
- Do you go out with your friends in the evening?
- How do you relax at home?

Your family

- Do you live with your family?
- What things do you do with your family?
- Where do you go with your family?

The clothes you like

- Where do you buy your clothes?
- What is your favorite color? Why?
- Do you spend much money on clothes?

Topics Card B

- A Your friend
- B Your favorite day of the week
- C Your holiday

Follow-up questions

Card B

Your friends

- Tell me something about the friends you have here.
- How do you keep in contact with old friends?
- Do you prefer to go on holiday with friends or your family? Why?

Your favorite day of the week

- Which day of the week do you like?
- What do you like about this day?
- What do you usually do on this day?

Your holiday

- How many week holidays do you have each year?
- Where do you go for your holidays?
- What do you like to do on holiday?

Topics Card C
A School

C Friend

Food

В

Follow-up questions

Card C

School

- What do you like most about your school?'
- Which subjects at school did you find most interesting? Why?'
- Are there any teachers you especially remember?'

Food

- What kind of food do you like?
- Can you cook? What food can you cook?
- What are you going to have for dinner this evening?'

Friends

- Do you have a real friend? How would you describe as a real friend?
- Do you think you are a good friend? Why/why not?
- What do you usually do with friends?

Topics Card D

- A Free time
- B Your town
- C English learning

Follow-up questions

Card D

Free time

- How much free time do you have in a week?
- How do you mostly spend your leisure time on weekends?'
- Which place do you go to if you have free time?

Your town

- Where is your town? Can you describe your town?
- Could you tell me what you like most about the town where you live?'
- Is there anything you would like to suggest a tourist about your town?

English learning

- When and where did you start learning English?
- What do you like best about learning English?
- Tell me about your English class.

APPENDIX E

The Speaking Assessment Criteria

The Speaking Assessment Criteria

The assessment criteria of this study are based on the notion of Oller (1979), Heaton (1990), and Ur (1996).

Accuracy		Fluency		
Little or no language produced	1	Little or no communication	1	
Poor vocabulary, mistakes in	2	Very hesitant and brief	2	
basic grammar, hardly have		utterances, sometimes difficult		
near- native accent	0	to understand		
Good range of vocabulary,	3	Gets ideas across, but hesitantly	3	
occasional grammar slips, slight	2	and briefly		
foreign accent.	0			
Wide vocabulary appropriately	4	Effective communication in	4	
used, virtually no grammar		short turns		
mistakes, native-like or slight		O'		
foreign accent	·X			
Wide vocabulary appropriately	5 Y	Easy and effective	5	
used, virtually no grammar	Š	communication, uses long turns		
mistakes, native-like or slight				
foreign accent				
Total score out of 10:				



The Questionnaire on Students' Attitudes towards Learning English
(In English)

The Questionnaire on Students' Attitudes towards Learning English (In English)

Instructions:

- 1. This questionnaire is intended to investigate the students' opinions towards English learning.
- 2. Your answers will not affect your grade.
- 3. Please read each statement carefully and put a mark (✓) in the opinion box provided.
- 4. This 30-item questionnaire should take 30 minutes to complete.

	_					
		20	0	Opinions	Y	
	Items	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Behav	ioral Aspect of Languag	e Learning	g Attitude			
1.	English helps me to establish good relationships with friends.		200			
2.	I like to give opinions during English lessons.	,63				
3.	I am able to make myself pay attention while studying English.	20				
4.						
5.						
6.	I am anxious whenever I have to speak English in my class.					
7.	I feel embarrassed to speak English in front of other students.					
8.	When I miss an English class, I never					

			Opinions		
Items	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
ask a classmate or my teacher about homework.					
9. I do not feel eager to come to an English class.					
10. I do not pay any attention when my English teacher explains a lesson.		Cate			
Cognitive Aspect of Language	Attitude	00		1	
11. Studying English is important because it helps me gain more knowledge.	200	0	35	, , , , , , , , , , , , , , , , , , ,	
12. I gain more knowledge and more understanding of English in class.					
13. Being good at English helps me study other subjects better.	. X	5			
14. Studying English helps me get new information which I can link to my previous knowledge.	500				
15. Studying English helps me communicate in English effectively.					
16. I cannot summarize the important points in the English class by myself.					
17. Frankly, I study English just to pass the exams.					
18. In my opinion, English language is difficult and complicated to learn.					
19. I cannot apply the					

			0-:-:		
			Opinions		
Items	Strongly	Agree	Not sure	Disagree	Strongly
	Agree				Disagree
knowledge from					
English subject in my real life.					
20. In English classes, I					
have little					
improvement in the					
English language.					
Emotional Aspect of Language	e Attitude				
	T	7		<u> </u>	
21. I feel proud when		V			
studying the English language.	1	00		1	
22. Studying English helps	راه	3	• >		
me become good-					
tempered.	200	O	,6	Y	
23. I enjoy doing activities					
in an English class.					
24. Studying English		• ,	1		
makes me feel more					
confident in speaking					
English.		, , , , , , , , , , , , , , , , , , ,			
25. I look forward to the					
time I spend in English					
class.					
26. I prefer to study in	45				
Thai rather than in any	20				
other foreign language.	, 0				
27. I do not like studying English.					
28. To be honest, I really					
have little interest in					
my English class.					
29. I get anxious when I					
have to answer a					
question in my English					
class.					
30. Studying foreign					
languages like English					
is boring.					

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APPENDIX G

The Questionnaire on Students' Attitudes towards Learning English
(In Thai)

แบบสอบถามเจตคติต่อการเรียนภาษาอังกฤษ

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คำชี้แจง

- 1. แบบสอบถามนี้ สร้างขึ้นเพื่อถามความคิดเห็นของนักเรียนที่มีต่อการเรียนภาษาอังกฤษ
- 2. การตอบแบบสอบถามไม่มีผลต่อกะแนนในชั้นเรียน
- 3. วิธีตอบแบบสอบถาม ให้นักเรียนอ่านข้อความแล้วทำเครื่องหมาย 🗸 ลงในช่องที่ สอดคล้องกับความคิดเห็นของตน
- 4. แบบสอบถามมีทั้งหมด 30 ข้อ ใช้เวลา 30 นาที

		人	ระดับความคิด	าเห็น
	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย ใม่แน่ใจ	ใม่เห็น ด้วย เห็นด้วย อย่างยิ่ง
ด้านทัก	ษะพิสัย หรือ ด้านทักษะความชำนาญในก	าร ปฏิบัติง	าน	
1.	ภาษาอังกฤษช่วยให้ฉันสร้าง			
	สัมพันธภาพที่ดีกับเพื่อนๆ			
2.	ฉันชอบแสดงความกิดเห็นขณะเรียน)		
	ภาษาอังกฤษ			
3.	ฉันสามารถนั่งเรียนภาษาอังกฤษอย่าง			
	ตั้งใจได้			
4.	การเรียนภาษาอังกฤษทำให้ฉันมีความ			
	มั่นใจ และกล้าแสดงออก			
5.	การเรียนภาษาอังกฤษช่วยพัฒนา			
	บุคลิกภาพของฉัน			
6.	ฉันรู้สึกกังวลเมื่อต้องพูดภาษาอังกฤษ			
	ในชั้นเรียน			
7.	ฉันรู้สึกเงินอายเมื่อต้องพูด			
	ภาษาอังกฤษหน้าชั้นเรียน			
8.	เมื่อฉันขาดเรียน ฉันไม่เคยถามเพื่อน			
	หรือคุณครูถึงการบ้านที่ได้มอบหมาย			

		ระดั	ับความคิด	เห็น	
ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน็จ	ใม่เห็น ด้วย	เห็นด้วย อย่างยิ่ง
 จันไม่รู้สึกกระตือรือรันที่จะเข้าเรียน วิชาภาษาอังกฤษ 					
10. ฉันไม่สนใจเมื่อคุณครูกำลังอธิบาย บทเรียน					
ด้านพุทธิพิสัย หรือด้านความรู้ ความสามารถ คว	ามคิด ในเนื้	ใอหาที่เรียน	ļ		
11. การเรียนภาษาอังกฤษเป็นสิ่งสำคัญ เพราะทำให้เรามีความรู้เพิ่มขึ้น	2		·X	5_	
 ฉันมีความรู้และความเข้าใจในเนื้อหา ภาษาอังกฤษมากขึ้นจากการเข้าเรียน 	5		3		
 การเก่งภาษาอังกฤษช่วยให้ฉันเรียน วิชาอื่นได้ดีขึ้น 	•	3			
14. การเรียนภาษาอังกฤษทำให้ฉันได้รับ ความรู้ใหม่ ซึ่งสามารถเชื่อมโยงกับ ความรู้เดิมได้	S				
15. การเรียนภาษาอังกฤษทำให้ฉันสื่อสาร ภาษาอังกฤษได้อย่างมีประสิทธิภาพ					
 ฉันไม่สามารถสรุปเนื้อหาวิชา ภาษาอังกฤษที่เรียนในชั้นเรียนด้วย ตนเองได้ 					
 ความจริงแล้ว ฉันเรียนภาษาอังกฤษ เพียงเพราะต้องการให้สอบผ่าน 					
18. ในความคิดเห็นของฉัน ภาษาอังกฤษ เป็นเรื่องที่ยากและซับซ้อนในการ เรียนรู้					
19. ฉันไม่สามารถนำความรู้ภาษาอังกฤษ มาใช้ในชีวิตประจำวันได้					
20. ในคาบเรียนวิชาภาษาอังกฤษ ฉันมี					

	ระดับความคิดเห็น					
ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เนื้อ	ใม่เห็น ด้วย	เห็นด้วย อย่างฮิ่ง	
พัฒนาการทางด้านภาษาอังกฤษน้อย						
ด้านจิตพิสัย หรือ ด้านอารมณ์ความรู้สึกต่อสิ่งที่ไ	ด้เรียนรู้					
21. ฉันรู้สึกภูมิใจเมื่อได้เรียนวิชา						
ภาษาอังกฤษ		~				
22. การเรียนภาษาอังกฤษทำให้ฉันอารมณ์		19				
คี		0	,			
23. ฉันสนุกสนานกับการทำกิจกรรมใน 🔾	7.7		·X	3		
ชั้นเรียนภาษาอังกฤษ	6		CY			
24. การเรียนภาษาอังกฤษทำให้ฉันรู้สึก)	^				
มั่นใจในการพูดภาษาอังกฤษมากขึ้น		1) ′			
25. ฉันเฝ้ารอที่จะเข้าคาบเรียนวิชา						
ภาษาอังกฤษ	1	,				
26. ฉันชอบเรียนวิชาต่างๆเป็นภาษาไทย						
มากกว่าภาษาต่างประเทศ 🗼 🔀	J					
27. ฉันไม่ชอบเรียนภาษาอังกฤษ						
28. ความจริงแล้ว ฉันมีความสนใจในคาบ						
เรียนวิชาภาษาอังกฤษเพียงเล็กน้อย						
29. ฉันรู้สึกกังวลเมื่อต้องตอบกำถามใน						
ชั้นเรียนภาษาอังกฤษ						
30. การเรียนภาษาต่างประเทศอย่าง						
ภาษาอังกฤษเป็นเรื่องน่าเบื่อ						
ข้อเสนอแนะเพิ่มเติม						

*******	ขอขอบคุณ*************
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APPENDIX H

The Questionnaire on Students' Satisfaction towards Task-Based Learning
(In English)

The Questionnaire on Students' Satisfaction towards Task-Based Learning (In English)

•••••	
Instructio	ns:
1.	The questionnaire is intended to investigate the student's opinions towards
	the task-based English lessons
2.	Answer all the questions on this questionnaire and give additional
	comments if you wish. Your answer will not affect your grade and will be
	kept confidential.
3.	Please read each statement carefully and put a mark (*) in the opinion box
	provided.
Part 1: St	udents' Personal Information
Instructio	n: Please put a mark (✓) in the box provided.
1.1 Gende	r
□ Ma	le
1.2 Grade	Point Average
□ Below	2.00 \square 2.00 \square 2.51 \square 3.00
□ 3.01 – 3	3.50 \square $3.51 - 4.00$

Part 2: Students' Opinion on the task-based English lessons

Instruction: Please read all 10 items in this part carefully and put a mark (\checkmark) in the box which correspond with your opinion.

Items	Opinions						
Items	Strongly	Agree	Not Sure	Disagree	Strongly		
	agree		(3)		Disagree		
	(5)	(4)		(2)	(1)		
1. Each activity in task-based							
learning makes English lessons							
more interesting.							

Items	Opinions							
Items	Strongly	Agree	Not Sure	Disagree	Strongly			
	agree (5)	(4)	(3)	(2)	Disagree (1)			
2. I gain more confidence in								
using English at the end of each								
task-based lesson.								
3. I enjoy the challenge of doing								
tasks and find many of them fun.		7						
4. I like the way the teacher		729						
taught.	\sim			1				
5. Opportunity to have the real-				, (
time talk makes me eager to	6)		٧٤),					
learn English.		4	C)					
6. I have fun interacting with my								
friends when doing the tasks.	*	W.						
7. Task-based learning provides)						
a relaxing atmosphere in class.	·X							
8. I am eager to do the tasks	S							
which are based on real-life	0							
communication.								
9. Task-based learning responds								
my needs and interests.								
10. I want to have an opportunity								
to be taught through Task-based								
learning again in other English								
courses.								

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The Questionnaire on Students' Satisfaction towards Task-Based Learning

(In Thai)

แบบสอบถามความพึงพอใจของนักเรียนต่อบทเรียนภาษาอังกฤษแบบเน้นงานปฏิบัติ
คำชี้แจง
 แบบสอบถามนี้ สร้างขึ้นเพื่อวัดความคิดเห็นของนักเรียนที่มีต่อบทเรียนภาษาอังกฤษ แบบเน้นงานปฏิบัติ การตอบแบบสอบถามนี้ ไม่มีผลต่อคะแนนในชั้นเรียนและข้อมูลจะ ไม่ถูกเปิดเผย
 วิธีตอบแบบสอบถาม ให้นักเรียนอ่านข้อความแล้วทำเครื่องหมาย ลงในช่องที่
สอดกล้องกับความคิดเห็นของตน ตอนที่ 1 : ข้อมูลส่วนตัว
คำชี้แจง: กรุณาทำเครื่องหมาย (✔) ในช่องว่างที่ตรงกับความเป็นจริง
1.3 IWA
🗆 ชาย
1.4 เกรดเฉลี่ยวิชาภาษาอังกฤษในเทอมที่ผ่านมา
□ ต่ำกว่า 2.00 □ 2.00 − 2,50 □ 2.51 − 3.00
□ 3.01 – 3.50 □ 3.51 – 4.00
ตอนที่ 2: ความพึงพอใจของนักเรียนต่อบทเรียนภาษาอังกฤษแบบเน้นงานปฏิบัติ คำชี้แจง: ให้นักเรียนอ่านข้อความแล้วทำเครื่องหมาย ✔ ลงในช่องที่สอดคล้องกับความคิดเห็น
ของตน

	ระดับความคิดเห็น						
ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน็จ	ใม่เห็น ด้วย	เห็นด้วย อย่างยิ่ง		
1. กิจกรรมแต่ละชิ้นที่ครูมอบหมาย							

		ระดับความคิดเห็น							
	ข้อความ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ในเร็น	ด้วย	เห็นด้วย	อย่างยิ่ง	
	ให้การเรียนภาษาอังกฤษ สนใจยิ่งขึ้น								
ภา	มีความมั่นใจในการใช้ ษาอังกฤษมากขึ้นหลังจากที่ได้ บัติกิจกรรมที่ครูสอนแต่ละครั้ง	(29						
	ปฏิบัติกิจกรรมด้วยความท้า ยและสนุกสนาน			X	\mathcal{T}_{Σ}				
4. ฉัน	ชอบวิธีการสอนของครู	S							
แท้	กาสฝึกพูดภาษาอังกฤษอย่าง จริงทำให้ฉันกระตือรือรันที่จะ นภาษาอังกฤษ		This was)					
ปฏิ	สนุกสนานกับการมี สัมพันธ์กับเพื่อนขณะปฏิบัติ กรรม	No.							
	กรรมที่ครูสอนสร้างบรรยากาศ าผ่อนคลายในชั้นเรียน								
กิจเ	กระตือรือร้นที่จะได้ปฏิบัติ กรรมที่เป็นลักษณะของการ สารในสถานการณ์จริง								
	กรรมที่ครูสอนตอบสนองความ งการและความสนใจของฉัน								
	ต้องการทำกิจกรรมแบบที่ครู นอีกในคาบวิชาภาษาอังกฤษ ๆ								

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and and an arithmetist.



The Results of Speaking Test Scores in the Control Group

The Results of Speaking Test Scores in the Control Group

		Pre-test		Post-test			
No.	Accuracy	Fluency	Total	Accuracy	Fluency	Total	Difference
	(5)	(5)	(10)	(5)	(5)	(10)	
1.	2	3	5	2	3	5	0
2.	3	3	6	3	3	6	0
3.	3	4	7	3	4	7	0
4.	4	4	8	4	4	8	0
5.	4	5	9 0	5	5	10	1
6.	2	3	5	2	3	5	0
7.	3	3	60	3	3	6	0
8.	3	4	7	3	4	7	0
9.	4	4	80	4	4	8	0
10.	4	5	9	4	5	9	0
11.	4	4	8	4	y 4	8	0
12.	3	> 04\	7	3	4	7	0
13.	4	5	9 ′	4	5	9	0
14.	4	4	8 ×	4	4	8	0
15.	30	4	7	4	4	8	1
16.	4	4	8	4	4	8	0
17.	3	3	96	3	3	6	0
18.	02	3	7 5	3	3	6	1
19.	3	3	6	3	3	6	0
20.	3	3	6	3	3	6	0
21.	2	3	5	2	3	5	0
22.	2	3	5	2	3	5	0
23.	4	4	8	4	4	8	0
24.	3	4	7	3	4	7	0
25.	2	2	4	2	2	4	0
26.	2	2	4	2	2	4	0
27.	2	3	5	2	3	5	0
28.	1	2	3	1	2	3	0
29.	3	4	7	3	4	7	0
30.	3	4	7	3	4	7	0

APPENDIX K The Results of Speaking Test Scores in the Experimental Group

The Results of Speaking Test Scores in the Experimental Group

		Pre-test	I				
No.	Accuracy	Fluency	Total	Accuracy	Fluency	Total	Difference
	(5)	(5)	(10)	(5)	(5)	(10)	
1.	2	2	4	3	3	6	2
2.	3	3	6	4	3	7	1
3.	4	3	7	A, C	5	9	2
4.	4	3	7	V4	5	9	2
5.	2	2	4	3 0	4	7	3
6.	4	5	9 🔾	4	5	9	0
7.	4	3	7	4	4	8	1
8.	3	3	66	3	4	7	1
9.	3	3	6	4	4	8	2
10.	4	4	80	4	4	8	0
11.	3	3	6	4	4	8	2
12.	3	4	7	4	5	9	2
13.	2	> 03	5	4	4	8	3
14.	3	3	6	4	5	9	3
15.	3	4	7	4	4	8	1
16.	2	3	5	3	4	7	2
17.	3	3	6	3	4	7	1
18.	2	3	(5)	4	5	9	4
19.	3	3	6	5	5	10	4
20.	3	30	6	4	5	9	3
21.	2	3	5	4	4	8	3
22.	3	3	6	3	4	7	1
23.	3	4	7	4	4	8	1
24.	3	4	7	5	5	10	3
25.	4	4	8	4	5	9	1
26.	4	4	8	4	5	9	1
27.	4	5	9	5	5	10	1
28.	3	3	6	3	4	7	1
29.	3	4	7	4	5	9	2
30.	2	2	6	4	4	8	2

APPENDIX L

Results of the Attitude Questionnaire:
The Post-test Scores in the Control Group

Results of the Attitude Questionnaire: The Post-test Scores in the Control Group

Asp	ect of Language Attitude			Opir	nions		
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	$\overline{\mathbf{X}}$
	Behavioral aspect				.1		
1.	English helps me to establish good relationships with friends.	9	16	10	XIO.	0	3.70
2.	I like to give opinions during English lessons.	3	8	13	6	0	3.27
3.	I am able to make myself pay attention while studying English.	2	4	15	9	0	2.97
4.	Studying English helps me gain more confidence in expressing myself.)	7	12	3	4	3.13
5.	Studying English helps me to improve my personality.	10	17	3	0	0	4.23
6.	I am anxious whenever I have to speak English in my class.	7	15	5	2	1	2.17
	I feel embarrassed to speak English in front of other students.	6	12	8	2	2	2.40
8.	When I miss an English class, I never ask a	5	7	10	4	4	2.83

Aspect of Language Attitude	Opinions						
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	X	
classmate or my teacher							
about homework.							
9. I do not feel eager to come	5	9	7	5	4	2.80	
to an English class.				,			
10. I do not pay any attention	6	9 0	8	3	4	2.67	
when my English teacher)		
explains a lesson.	6	0		3			
Cognitive aspect			(2)	<u> </u>			
11. Studying English is	17	11 🔏	0	1	1	4.40	
important because it helps			Y				
me gain more knowledge.							
12. I gain more knowledge and	9	8	9	2	2	3.67	
more understanding of							
English in class.							
13. Being good at English helps	7	13	6	3	1	3.73	
me study other subjects							
better.							
14. Studying English helps me	7	10	11	1	1	3.70	
get new information which							
I can link to my previous							
knowledge.							
15. Studying English helps me	5	9	9	5	2	3.33	
communicate in English							
effectively.							
16. I cannot summarize the	4	6	6	13	1	3.03	
important points in the							

Aspect of Language Attitude	Opinions					
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	X
English class by myself.						
17. Frankly, I study English	8	5	5	7	5	2.87
just to pass the exams.		0.5	9			
18. In my opinion, English	9	5/	7	5	4	2.67
language is difficult and	2	00	Y			
complicated to learn.					7	
19. I cannot apply the	Q 2	3	2	9 8	15	4.03
knowledge from English			(2)			
subject in my real life.		• 🔥	7			
20. In English classes, I have	9	10	4	4	3	2.40
little improvement in the						
English language						
Emotional aspect	A		L		<u> </u>	
21. I feel proud when studying	9	13	3	3	2	3.80
the English language.						
22. Studying English helps me	10	12	3	4	1	3.87
become good-tempered.						
23. I enjoy doing activities in	6	7	8	4	4	3.13
an English class.						
24. Studying English makes me	3	4	7	8	8	2.53
feel more confident in						
speaking English.						
25. I look forward to the time I	2	2	9	10	7	2.40
spend in English class.						
26. I prefer to study in Thai	8	9	7	3	3	2.47
rather than in any other						

Aspect of Language Attitude	Opinions							
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	X		
foreign language.								
27. I do not like studying	6	6	6	7	5	2.97		
English.		0.5	g					
28. To be honest, I really have	7	4	10	3	6	2.90		
little interest in my English	2)	0,0	•					
class.					2			
29. I get anxious when I have	2 6	7	5	7 6	6	2.97		
to answer a question in my			(7)					
English class.		• ^	7					
30. Studying foreign languages	8	7	7	5	6	3.10		
like English is boring.	1							

Aspect of Language Attitude	Means
Behavioral aspect	3.02
Cognitive aspect	3.38
Emotional aspect	3.01
Total	3.14

APPENDIX M

Results of the Attitude Questionnaire:
The Post-test Scores in the Experimental Group

Results of the Attitude Questionnaire: The Post-test Scores in the Experimental Group

A	Aspect of Language Attitude	Opinions						
		Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	X	
	Behavioral aspect	0	7			7		
1.	English helps me to establish good relationships with friends.	14	11	4		4	4.26	
2.	I like to give opinions during English lessons.	7	10	8	5	0	3.63	
3.	I am able to make myself pay attention while studying English.	7	10	6	7	0	3.57	
4.	Studying English helps me gain more confidence in expressing myself.	9	12	6	2	1	3.86	
5.	Studying English helps me to improve my personality.	12	11	5	2	0	4.10	
6.	I am anxious whenever I have to speak English in my class.	4	6	3	12	5	3.27	
7.	I feel embarrassed to speak English in front of other students.	7	6	8	6	1	2.40	
8.	When I miss an English class, I never ask a classmate or my	3	7	8	7	5	3.13	

Aspect of Language Attitude	Opinions					
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	X
teacher about homework.						
9. I do not feel eager to come to	5	6	6	6	7	3.13
an English class.			6			
10. I do not pay any attention	4	5	6	7	8	3.33
when my English teacher	۵)	0				
explains a lesson.					2	
J	6	0		5		
Cognitive aspect			.0	Y		
11. Studying English is important	13	12	2	3	0	4.14
because it helps me gain more						
knowledge.	^					
12. I gain more knowledge and	10	8	7	3	2	4.00
more understanding of English						
in class.	3					
13. Being good at English helps	6	14	6	2	2	3.67
me study other subjects better.						
14. Studying English helps me get	6	11	11	1	1	3.90
new information which I can						
link to my previous						
knowledge.						
15. Studying English helps me	7	6	8	6	3	4.20
communicate in English						
effectively.						
16. I cannot summarize the	8	13	5	2	2	2.23
important points in the English						
class by myself.						

Aspect of Language Attitude			Opir	nions		
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	X
17. Frankly, I study English just to	7	3	7	7	6	3.07
pass the exams.						
18. In my opinion, English	7	5	6	7	5	3.37
language is difficult and		C		4		
complicated to learn.	2	0				
19. I cannot apply the knowledge	2	3	7	12	6	3.63
from English subject in my	6		2	?		
real life.			10	Y		
20. In English classes, I have little	7	8	4	6	5	2.57
improvement in the English			Y			
language.						
Emotional aspect						
21. I feel proud when studying the	12	13	3	1	1	4.13
English language.	⇒'					
22. Studying English helps me	12	14	2	1	1	4.16
become good-tempered.						
23. I enjoy doing activities in an	14	12	3	1	0	4.30
English class.						
24. Studying English makes me	18	8	1	2	1	4.33
feel more confident in						
speaking English.						
25. I look forward to the time I	9	8	6	3	4	3.50
spend in English class.						
26. I prefer to study in Thai rather	4	3	10	5	8	3.33
than in any other foreign						
language.						

Aspect of Language Attitude	Opinions						
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	$\overline{\mathbf{X}}$	
27. I do not like studying English.	2	2	5	9	12	3.90	
28. To be honest, I really have	2	3	5	9	11	3.80	
little interest in my English class.		6	9	4			
29. I get anxious when I have to answer a question in my English class.	7	8	5	6	4	2.73	
30. Studying foreign languages like English is boring.	2	3	(6)	8	11	3.77	

Aspect of Language Attitude	Means
Behavioral aspect	3.47
Cognitive aspect	3.48
Emotional aspect	3.80
Total	3.58



Results of the Satisfaction Questionnaire in the Experimental Group

Results of the Satisfaction Questionnaire in the Experimental Group

	Opinions								
Items	Strongly	Agree	Not	Dis-	Strongly				
items	agree		Sure	agree	Disagree	$\overline{\mathbf{X}}$			
	(5)	(4)	(3)	(2)	(1)				
1. Each activity in									
task-based									
learning makes	3	2	12	8	5	2.67			
English lessons					,				
more interesting.		9	00		\mathcal{A}				
2. I gain more			3	^					
confidence in		0 %		A P					
using English at	17	10	3	(3)	0	4.47			
the end of each	0.		•	1					
task-based lesson.)	A A						
3. I enjoy the									
challenge of		• X	٥						
doing tasks and	18	11	1	1	0	4.57			
find many of		92							
them fun.									
4. I like the way	ا ا								
the teacher	8	12	7	2	1	3.80			
taught.									
5. Opportunity to									
have the real-time									
talk makes me	19	8	2	1	0	4.50			
eager to learn									
English.									
6. I have fun	17	10	3	0	0	4.47			

	Opinions							
T4	Strongly	Agree	Not	Dis-	Strongly			
Items	agree		Sure	agree	Disagree	$\overline{\mathbf{X}}$		
	(5)	(4)	(3)	(2)	(1)			
interacting with								
my friends when								
doing the tasks.								
7. Task-based				2				
learning provides			72	9				
a relaxing	3	2	12	8	5	2.67		
atmosphere in		0		•)				
class.		20		Ú	Y			
8. I am eager to)					
do the tasks		\ 0	• 🚣	1				
which are based	8 0	12	7	2	1	3.80		
on real-life								
communication.	~							
9. Task-based								
learning responds	1	2	12	8	7	2.40		
my needs and	~	20						
interests.								
10. I want to have								
an opportunity to	,							
be taught through								
Task-based	7	13	6	2	2	3.70		
learning again in								
other English								
courses.								
				X		3.70		
				S.D.	=	0.84		

			Opir	nions		
Itama	Strongly	Agree	Not	Dis-	Strongly	
Items	agree		Sure	agree	Disagree	$\overline{\mathbf{X}}$
	(5)	(4)	(3)	(2)	(1)	

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Statistical Evaluation

Table 4.1 Comparison of the pre-test and post-test mean scores of speaking ability of the control group

Paired Samples Statistics

		Mean	N	Std. Deviation
Pair 1	Pre-test	6.50	30	1.59
	Posttest	6.60	30	1.65

Paired Samples Test

_	Pair	Paired Differences		<i>\</i>			
		Std.	Std.	C			
	0	Devia-	Error	A	7	Sig.(2-	Sig. (1-
	Mean	tion	Mean	(t)	df	tailed)	tailed)
Posttest -							
Pair 1 Pretest	0.10	0.31	0.06	1.7951	29	0.0831	0.0415

Table 4.2 Comparison of the pre-test and post-test mean scores of speaking ability of the experimental group

Paired Samples Statistics

		Mean	N	Std. Deviation
Pair 1	Pre-test	6.40	30	1.25
	Posttest	8.23	30	1.04

Paired Samples Test

	Pair	Paired Differences					
		Std.	Std.				
		Devia-	Error			Sig. (2-	Sig. (1-
	Mean	tion	Mean	t	df	tailed)	tailed)
Posttest -							
Pair 1 Pretest	1.83	1.05	0.19	9.5345	29	0.0000	0.0000

Table 4.3 Comparison of post-test mean scores of English speaking ability of the experimental and control groups

Paired Samples Statistics

		Mean	N	Std. Deviation
Pair 1	Experimental	8.23	30	1.04
	Control	6.60	30	1.65

Paired Samples Test

		Pair	Paired Differences					
			Std.	Std.				
			Devia-	Error	A .		Sig. (2-	Sig. (1-
		Mean	tion	Mean	t	df	tailed)	tailed)
	Posttest -			0 0		7	\	
Pair 1	Pretest	1.63	2.01	-0.37	4.4545	29	0.0001	0.0001

Table 4.4 Comparison of the pre-test and post-test mean scores of attitude towards learning English of the control group

Paired Samples Statistics

I uii cu	Samples Statistics			
	~°°	Mean	N	Std. Deviation
Pair 1	Pre-test	3.00	10	0.62
	Posttest	3.02	10	0.61
Pair 2	Pre-test	3.37	10	0.61
	Posttest	3.38	10	0.64
Pair 3	Pre-test	3.02	10	0.51
	Posttest	3.01	10	0.50
Total	Pre-test	3.13	30	0.59
	Posttest	3.14	30	0.59

Paired Samples Test

T un cu	Samples Test							
		Pair	ed Differe	ences				
			Std.	Std.				
			Devia-	Error			Sig.(2-	Sig. (1-
		Mean	tion	Mean	t	df	tailed)	tailed)
	Posttest -							
Pair 1	Pretest	0.02	0.04	0.01	1.4639	9	0.1773	0.0886
	Posttest -							
Pair 2	Pretest	0.01	0.04	0.01	0.8182	9	0.4344	0.2172
	Posttest -				-			
Pair 3	Pretest	0.00	0.06	0.02	0.1829	9	1.0000	1.0000
Total	Posttest -							
	Pretest	0.01	0.04	0.01	0.9603	29	0.3449	0.1724

Table 4.5 Comparison of the pre-test and post-test mean scores of attitude towards learning English of the experimental group

Paired Samples Statistics

	_	Mean	N	Std. Deviation
Pair 1	Pre-test	3.02	10	0.68
	Posttest	3.47	10	0.54
Pair 2	Pre-test	3.31	10	0.53
	Posttest	3.55	10	0.56
Pair 3	Pre-test	3.03	10	0.40
	Posttest	3.54	10	0.34
Total	Pre-test	3.12	30	0.55
	Posttest	3.52	30	0.48

Paired Samples Test

	-	Pair	ed Differe	ences)		
			Std.	Std.	. 7 7			
			Devia-	Error			Sig.(2-	Sig. (1-
		Mean	tion	Mean	t	df	tailed)	tailed)
	Posttest -	S	,		Y			
Pair 1	Pretest	0.45	0.44	0.14	3.2327	9	0.0103	0.0051
	Posttest -) ′				
Pair 2	Pretest	0.24	0.32	0.10	2.3976	9	0.0401	0.0200
	Posttest -							
Pair 3	Pretest	0.51	-0.42	0.13	3.8957	9	0.0036	0.0018
Total	Posttest -		?					
	Pretest	0.40	0.40	0.07	5.5076	29	0.0000	0.0000

Table 4.6 Comparison of the post-test and post-test mean scores of attitude towards learning English of the experimental group and control group

Paired Samples Statistics

I all eu Sai	npies Statistics			
		Mean	N	Std. Deviation
Pair 1	experimental	3.47	10	0.54
	control	3.02	10	0.61
Pair 2	experimental	3.55	10	0.56
	control	3.38	10	0.64
Pair 3	experimental	3.54	10	0.34
	control	3.01	10	0.50
Total	experimental	3.52	30	0.48
	control	3.14	30	0.59

Paired Samples Test

Pair	ed Differ	ences				
	Std.	Std.				
	Devia-	Error			Sig.(2-	Sig. (1-
Mean	tion	Mean	t	df	tailed)	tailed)
			-			
-0.45	0.36	0.11	3.9734	9	1.0000	1.0000
			-			
-0.17	0.43	0.14	1.2464	9	1.0000	1.0000
			-			
-0.53	0.51	0.16	3.2893	9	1.0000	1.0000
		()	1 -			
-0.38	0.45	0.08	4.6677	29	1.0000	1.0000
ned a						
	Mean -0.45 -0.17 -0.53 -0.38	Std. Deviation -0.45 0.36 -0.17 0.43 -0.53 0.51	Mean Deviation Error Mean -0.45 0.36 0.11 -0.17 0.43 0.14 -0.53 0.51 0.16	Std. Deviation Std. Error Mean Error Mean t -0.45 0.36 0.11 3.9734 -0.17 0.43 0.14 1.2464 -0.53 0.51 0.16 3.2893	Std. Deviation Std. Error Mean Error deviation 4 df -0.45 0.36 0.11 3.9734 9 -0.17 0.43 0.14 1.2464 9 -0.53 0.51 0.16 3.2893 9	Std. Deviation Std. Error Mean Let tailed -0.45 0.36 0.11 3.9734 9 1.0000 -0.17 0.43 0.14 1.2464 9 1.0000 -0.53 0.51 0.16 3.2893 9 1.0000

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