

THE USE OF TASK-BASED LEARNING APPROACH TO ENHANCE THE ENGLISH SPEAKING SKILL OF GRADE 4 BHUTANESE STUDENTS

BY
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A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION
SURYADHEP TEACHERS COLLEGE

GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2023

Thesis entitled

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was submitted in partial fulfillment of the requirements for the degree of Master of Education in Curriculum and Instruction

Rangsit University
Academic Year 2023

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October 27, 2023

ACKNOWLEDGEMENTS

I express my heartfelt gratitude to His Majesty the 5th king of Bhutan and Dr. Arthit Ourairat, the former President of Rangsit University, Thailand for this prestigious Trongsa Poenlop scholarship (TPS). I also would like to extend my utmost appreciation to Royal Civil Service Commission (RCSC), and the Ministry of Education and Skill Development (MoESD) of Bhutan for approving my scholarship program to pursue Master degree at Rangsit University, Thailand.

I offer my deepest and heartfelt appreciation to my thesis advisor Assistant Professor Dr. Nipaporn Sakulwongs, Course Director, M.Ed. Curriculum and Instruction for her constant guidance, positive recommendations, unwavering support, and continued encouragement to complete my thesis regardless of her tiring schedule. I also would like to extend my earnest gratitude to the thesis chairperson, Professor Dr. Jintavee khlaisang, and committee member, Dr. Techameth Pianchna for their invaluable guidance and constructive feedback to improve my thesis.

I remain indebted to all the experts: Mr.Gary Torremucha, Ms. Tshewang Lhamo, and Ms. Gaki Om, for their valuable time in validating my research instruments. I sincerely thank the principal, teachers, parents, and research participants for their support and cooperation during my entire data collection period.

TYAM Rany

Finally, I would like to sincerely thank my parents, siblings, relatives and friends for their unwavering support. I would particularly like to express my gratitude to Ms. Gaki Om, who has been like a sister to me, for her constant support, words of encouragement, motivation, and guidance throughout my research journey.

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Thesis Title : The Use of Task-Based Learning Approach to Enhance the English

Speaking Skill of Grade 4 Bhutanese Students

Program : Master of Education in Curriculum and Instruction

Thesis Advisor : Asst.Prof. Nipaporn Sakulwongs, Ed.D.

Abstract

This quasi-experimental study focused on examining the English speaking skill of grade 4 Bhutanese students before and after the use of Task-Based Learning Approach (TBLA). This study also aimed to investigate their learning satisfaction with this approach. The research participants consisted of a class of 29 grade 4 students. Quantitative data were collected through speaking proficiency test (pretest and posttest) as well as a survey questionnaire. These data were analyzed using statistical measures such as paired sample t-test, mean, and standard deviation, with significance level of ≤05. Qualitative data, obtained through semi-structured interview and classroom behavior observation, were analyzed using content analysis. The result of speaking proficiency test indicated that there was an enhancement in the grade 4 student's English speaking skill after the implementation of TBLA, as reflected in the pretest mean score of 8.22 and posttest mean score of 10.79, with a mean difference of 2.56 and significance value of .01. The findings from survey questionnaire, semi structured interview and classroom behavioral observation also revealed that students expressed highest satisfaction with the use of TBLA in their speaking classes. Therefore, the findings suggest that TBLA effectively enhances students' speaking skill.

(Total 134 pages)

Keywords: Task-Based Learning Approach, English Speaking Skill, Learning Satisfaction, Grade 4

Student's Signature Thesis Advisor's Signature

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ABBREVIATIONS

Abbreviations	Meaning
DCPD	Department of Curriculum and Professional Development
TBLA	Task-Based Learning Approach
REC	Royal Education Council
ESL	English as a Second Language
CL	Collaborative Learning
ZPD	Zone of Proximal Development
EFL	English as Foreign Language



CHAPTER 1

INTRODUCTION

This chapter defines the background and rationale of the study, the objectives of the study, research questions, research hypotheses, and scope of the study. It also presents the operational definitions, limitations, and expected outcomes of the study.

1.1 Background and Rationale of The Study

English is an international language, and it is being used as the main medium of communication in most countries. Rao (2019) proves that English is the first global language, which is widely used across the world in international relationships, entertainment programs, trade, telecommunications, and books. English has effectively established itself as a language in multicultural communication, as a language in international corporate communication, and as a global language of research in this age of globalization (Rintaningrum, 2016, as cited in Nuriska, 2021). The language helps people to communicate effectively and acts as a means to earn money for everyday life. Putra (2020) states that English not only plays a role as a communication tool but also makes it easier for us to adapt to the environment and work in the present and future. It has the power to connect people from many different cultures, build relationships and foster understanding since it is one of the largest and most commonly spoken languages among speakers in the world (Taylor, 2022).

English as the global language has permeated the tiny Himalayan kingdom of Bhutan during the colonization of India by the British (Tshering, 2020). Since then, English has been used equally along with the national language, both at the national and international level. English plays a vital role as a working language in offices, as a language of international communication, and as a medium of instruction in the Bhutanese education system (Dendup, 2020). It is used as the primary tool for

Bhutanese to accomplish their objectives in a world that values intercultural communication. English as an advantageous language has assisted Bhutan to become a full charter member of the United Nation enhancing its capacity to participate purposely in the diplomatic discussions and opening up to the outside world (Department of Curriculum and Professional Development [DCPD], 2022). English has been chosen as the medium of instruction in the Bhutanese education system since the start of western education in 1961.

It is imperative to have a good command over the language in order to progress in all aspects of the language. Speaking is considered the most important strand compared to the other three strands; reading, writing and listening. Gohil (2022) posits that speaking is the most natural way to communicate one's ideas and allows us to connect, influence decisions, and motivate change. Speaking is the most prominent skill, as the linguistic knowledge and background can be used to convey ideas, negotiate meaning, and explore thought (Safitri, Rafli, & Dewanti, 2020). When one speaks, the speaker must know the situation and be able to use vocabulary appropriately.

Despite their awareness on the importance of English language proficiency in the global market and employment opportunities, the majority of the Bhutanese students still face challenges using the language. According to the study conducted by the Bhutan Council for School Examination and Assessment (2013), students face more difficulty with speaking and writing skills than listening and reading skills.

It is observed that the primary challenge of speaking for most students is due to the lack of their speaking habits at home. Students prefer to interact with their parents or guardians in either their national language or their mother tongue. Om (2018) discovered that absenteeism of English-speaking culture at home and school has potentially resulted in low speaking aptitude. Tram (2020) claims that students who share the same mother tongue tend to use their language since it is easier for them to communicate. Students mostly communicate with their friends and family in their

native tongue or a regional dialect once the English-speaking activities are over, which affects the development of their speaking skill (Jaya, Petrus, & Pitaloka, 2022).

The fear of making mistakes and being criticized by their peers when speaking English is another reason that hinders the development of speaking skill of the Bhutanese students. From the study conducted by Tashi (2018), it is confirmed that fear is the major barrier hindering students from participating in discussions. Afifah and Devana (2020) also explain that though fluency is one prominent characteristic of speaking, most students are often hesitant and tend to pause while speaking which leads to social phobia, fear of being judged negatively. Furthermore, psychological issues (anxiety, a fear of making mistakes, and a lack of confidence) as well as linguistic and environmental concerns (lack of learning context for English conversation) made it difficult for them to speak English (Shen & Chiu, 2019).

With the implementation of the new English curriculum in 2021, listening and speaking strands were given more emphasis and students listening and speaking were evaluated and assessed. However, only 30% of the total of 100% is evaluated in listening and speaking strands, while 70% is concentrated on the reading and writing strands (DCPD, 2022). This indicates that speaking and listening are still less concentrated. Even though speaking and listening have gained some relevance in the new curriculum, students are still evaluating less on speaking and listening strands. LaPrairie (2014) and Singye (2018) already pointed out that examination in Bhutanese education system is based on content and oral proficiency is being excluded. Thus, speaking skill is still disregarded by teachers which reduces the significance of speaking skill.

Lastly, despite the change in teaching approaches from traditional to student-centered, there are still not enough opportunities for students to speak up in class. According to Singye (2018), most students do not get a lot of opportunities to practice oral communication in the classroom, which prevents them from using a lot of real language. Dr. Mark also found that there is a lack of language-based interaction between teachers and students inside classrooms (BBS, 2014). If students

had been given enough opportunities to converse in English, their speaking abilities would improve.

Unlike the traditional teaching method, the 21st century students should be provided ample opportunities to talk and work in collaboration with their peers, by the teacher. Collaboration is a kind of engagement and mentality where students are accountable for their own actions, what they learn, what they can do, and what their peers contribute as well (Chandra, 2015). According to Chalermnirundorn (2015), students who engage in collaborative learning promote the academic success of their peers besides taking ownership of their own education. Collaborative Learning approaches are the main factors that help boost the students' oral communication ability and enhance speaking skill (Tashi, 2018).

Task-based learning approach (TBLA) is one kind of collaborative learning approach where students interact with peers to complete the task. Costa (2016) defines task-based learning as an approach to learning languages by placing students in situations similar to those in the real world where oral communication is essential. TBLA provides opportunities to interact, participate, and collaborate with peers to acquire better speaking skills, catering to the different learning styles. Further, he highlights that TBLA is a viable choice for the foreign language classroom as the approach enables students to learn the language while also acquiring the skill they need to function in the 21st century.

Through its communicative activities, TBLA has lots of benefits for the students. Sripada and Masuram's (2020) research prove that TBLA enhanced oral communication in the classroom and sparked students' interest in speaking lessons as they could engage in specific linguistic and cognitive processing while completing tasks, making sessions more participatory and fruitful for language learning. When students interact in groups to complete the task, they can learn the language simultaneously. Buyukkarci (2009) explains that the practical goals for which language must be utilized, rather than the small parts of language, are what matters the most in task-based learning. Furthermore, the study conducted by Nita;Rozimeda and

Ratmanida (2019) demonstrates that TBLA can enhance student's competency in speaking skill as they are given ample opportunities to speak and interact with peers through the accomplishment of tasks.

Though numerous studies conducted in different countries at various grade levels have confirmed the effectiveness of TBLA, no similar research on this approach to teaching speaking has been done in Bhutan. Therefore, this study has been conducted to fill the gap using a task-based learning approach.

1.2 Research Objectives

- 1.2.1 To compare the English speaking skill of grade 4 Bhutanese students before and after using task-based learning approach.
- 1.2.2 To explore the learning satisfaction of grade 4 students after using task-based learning approach.

1.3 Research Questions

- 1.3.1 Would the English-speaking skill of grade 4 Bhutanese students be enhanced after using task-based learning approach?
- 1.3.2 What would be the learning satisfaction level of grade 4 students after using task-based learning approach?

1.4 Research Hypotheses

- 1.4.1 The English-speaking skill of grade 4 Bhutanese students enhanced after using the task-based learning approach.
- 1.4.2 The satisfaction level of the grade 4 Bhutanese students was positive towards the use of task-based learning approach.

1.5 Scope of The Study

1.5.1 Research Population and sample

The population of the study consisted of 29 grade 4 students from a primary school. The research population consisted of 18 girls and 11 boys, with ages ranging from 9 to 12 years. Since the research school has only one section of grade 4, researcher used all the grade 4 students as research participants.

1.5.2 Location of the study

The study was carried out in one of the primary schools under Wangdue Phodrang district, which is located in the semi-urban area in central Bhutan. The school has classes from pre-primary till grade six.

1.5.3 Timeframe

The study was carried out in the first term, from mid-May to mid-June for a period of four weeks in 2023. There were eight sessions in total, with 45 minutes in each session. Two sessions were conducted in a week.

Table 1.1 Time Frame for the Research Process

Time frame for the research process 2023									
Activity	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
Literature Review									
Research Proposal									
Data collection									
Data Analysis							_		

Table 1.1 Time Frame for the Research Process (Cont.)

Time frame for the research process 2023									
Activity	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept
Article Writing									
Final Defence									

1.5.4 Content of the Study

Four lesson plans were designed incorporating the TBLA approach with varied speaking activities. The selection of the content was in line with the national English curriculum. For the four weeks of study, one lesson plan was used each week.

Table 1.2 Overview of the lesson

Lesson plans /time	Topics	Type of Task in TBLA		
Lesson plan 1/week 1	My story (4 year's experience in the school)	Sharing life experience		
Lesson plan 2/week 2	Class trip (planning a day trip)	Opinion gap		
Lesson plan 3 /week 3	Celebration (Explaining about tshechu festival to a tourist visiting our country)	Information gap		
Lesson plan 4/week 4	Picture narrating (creating stories from the pictures)	Creative task		

1.5.5 Conceptual Framework

The study consisted of two variables; independent and dependent variables. The independent variable is Task-based learning approach and dependent variables are speaking skills and students' learning satisfaction.

Independent Variable Dependent Variable Students'English speaking skill Learning Approach Learning satisfaction

Figure 1.1 Independent and Dependent Variable

1.6 Limitations of The Study

1.6.1 Time constraint

The study was conducted only for a period of one month, with four lesson plans in eight sessions. Therefore, the result might vary if conducted over a longer period of time.

1.6.2 Limited participants

The researcher used only 29 grade 4 students from one primary school. Therefore, it would be challenging to generalize the results of all grade 4 students nationwide.

1.6.3. Location of the study

Since the study was conducted in a semi urban school, it may not validate the learning outcome of students in either urban or rural schools.

1.7 Operational Definitions

Task-Based Learning Approach (TBLA) refers to a student-centered learning approach that the researcher used for enhancing the speaking skill of grade 4 Bhutanese students. In this process, the researcher used three stages of TBLA; pretask, task cycle, and language focus to successfully complete the real-life communicative task. During the pretask, participants were provided with examples pertinent to the Bhutanese setting. During the task cycle, all tasks required to share their knowledge and experiences they had. While carrying out the task, the researcher allowed the students to use the language they knew to interact in a small group. And the languages they used were analyzed during the language focus stage.

English-speaking skill refer to grade 4 Bhutanese students' ability to speak about their experiences, and celebrations or narrate a story fluently using appropriate vocabulary, pronunciation, and grammar. This speaking ability was assessed using pre-test, post-test with speaking rubric adapted from DCRD (2022).

Learning satisfaction refers to the level of satisfaction of grade 4 Bhutanese students towards the use of task-based learning approach in enhancing their speaking skill. In this study, the researcher obtained the learning satisfaction of the students through the use of a questionnaire and a semi-structured interview categorized into three parts; motivation and interest, engagement, and efficacy. Moreover, a peer teacher also observed the behavior of the students during the session to find out students attitude towards the task-based learning approach.

Grade 4 Students refers to research participants studying in one of the primary schools in western Bhutan in the academic year 2023. All 29 grade 4 students took part in completing four different tasks following the TBLA stages.

1.8 Significance of The Study

- 1.8.1 The use of task-based learning approach would help the students to enhance their speaking skills.
- 1.8.2 The study would help the students to gain learning satisfaction towards enhancing speaking through task-based learning approach.
- 1.8.3 The study would motivate teachers to use task-based learning approach as an alternative teaching method, thereby bringing a shift in teaching method from teacher-centered to student-centered.



CHAPTER 2

LITERATURE REVIEW

This chapter discusses the background of the Bhutanese education system, a brief history of the English curriculum in Bhutan, the speaking strand in the English curriculum, the importance of speaking skills, components of speaking, speaking tasks, and literature on the task-based learning approach. This chapter also covers the benefits of task-based learning, related theories, and some related research.

2.1 Background of Bhutanese Education System

Modern education in Bhutan originated more than a hundred years ago at the command of Gongsa Ugyen Wangchuck, the first king of Bhutan (Gyeltshen & Zangmo, 2020). Prior to modern it, traditional and monastic education system studying religious philosophy, discipline, and subjects related to Buddhism were prevalent in the country. In 1914, 46 boys were sent to Kalimpong, in India, studied in a Hindi middle school (p. 3). Later, in the 1960s, modern education was introduced during the reign of His Majesty the third king of Bhutan, Jigme Dorji Wangchuck, who is also known as the father of modern Bhutan.

The education system has undergone many reforms. In 1968, His Majesty the third king established a Teacher Training Institute (TTI) in Samtse and public school in Kanglung, realizing the need for national teachers in order to spread modern education system (Gyeltshen & Zangmo, 2020). The first national education policy was developed in 1976, which formed the basis for all major curriculum developments and was later revised in 1984. With education gaining more importance, the Curriculum and Textbook Development Division (CTDD) was established in 1985 to look after the school curriculum. In 1996, the Curriculum and Professional Support

Section (CAPSS) was established under the Ministry of Health and Education, which was later upgraded to the Curriculum and Professional Support Division (CAPSD) under the Ministry of Education in 2003. CAPSD was further upgraded to the Department of Curriculum Research and Development (DCRD). DCRD and Royal Education Council were merged in 2014 with a government executive order and later in 2021, REC merged back into the Ministry of Education and was renamed as the Department of Curriculum and Professional Development (DCRD, 2022).

Bhutan Education Blueprint 2014–2024 was created by the nation to align with the global education system and create the 21st-century education system (Ministry of Education, 2014). However, in the light of the shifting requirements and rising expectations, it was developed to improve the quality and education. Further, the issuance of the Royal Decree on the 113th National day, the National Education Policy 2022 was developed. The document provides the framework and instructions for an educational system that trains citizens to be nationally rooted and globally competent (Ministry of Education, 2022). The current education system in Bhutan has three forms: general, monastic and non-formal education. The general education serve as the formal educational structure to nurture students to thrive in the 21st century (Choden, 2022).

2.2 English Curriculum in Bhutan

not have Since Bhutan did not have a curriculum of its own during the establishment of modern education, Bhutanese children were taught the Indian Curriculum until the 1980s with English as the mode of instruction (Rai, 2021). Since then, with English as the medium of instruction, the establishment of more modern schools based on Indian models has increased considerably (Thinley & Maxwell, 2013).

The adoption of English as the primary language of instruction in Bhutan's educational system has benefited the country by producing citizens who are not only capable of managing governmental and commercial organizations but who can also communicate clearly and fluently in challenging situations, even with international community (Royal Education Council, 2018). REC further states that to assist Bhutanese citizens in succeeding and participating in worthwhile work around the world, a new collection of English textbooks: Druk Readers, Druk and Drukpa were reportedly introduced in 1974. Since then, major improvements have been made to the English curriculum.

Despite the significant changes in the English curriculum, there were still gaps and shortfalls as the curriculum was too bulky and placed too much emphasis on literature, which is not pertinent to modern students (DCPD, 2022; Gyem, 2012). Consequently, the need to revise the curriculum has become necessary to make Bhutanese students well-equipped and creative in evaluating world issues. Therefore, recognizing the necessity for Bhutanese students to be nationally rooted and globally competent, the National School Curriculum Framework (2020) was revised concerning three broad goals: behavior, social, and cognitive development of the students, while aspires students to be effective communicators, veracious readers, and creative inquirers (DCPD, 2022). The new curriculum places a strong emphasis on the practice and study of core language competencies to make students multi-literate in the digital world.

Thus, English is also divided into five key stages, with each key stage curriculum consisting of the four strands; listening and speaking; reading and literature; writing; language and grammar. The division of key stages and the strands are intended to engage the students actively in the learning process. Each strand is followed by competencies, and eventually learning objectives serve as the guiding principles for the English curriculum (DCPD, 2022). Speaking is considered the most important strand compared to the other three strands. It is with this skill that the learners learn to convey and receive messages, to precisely reflect on his or her thinking and assist in communicating more accurately.

2.3 The Speaking Strand in English Curriculum

To thrive in life, students need to develop the capacity to speak fluently and with confidence during the school days. When speaking, one shares the information with the listener, and effective communication happens. Singye (2018) explains that speaking, also called oral communication, is a set of skills that allows students to understand and analyze information and respond accurately. According to DCRD (2022), listening and speaking help students give and receive messages, thus precisely reflecting on the thinking and eventually communicating more accurately. Therefore, the curriculum should provide ample opportunities for the learners to speak as individuals, teams and community as a whole (REC, 2021).

The students are expected to demonstrate a set standard under each of the strand for each key Stage. The following are the Standards for Key Stage II (Classes IV to VI).

Listening and speaking

- 1) Interact in various contexts for a variety of purposes and audiences using listening and speaking skills.
- 2) Respond appropriately to a range of grade-appropriate texts using listening and speaking skills.
- 3) Use the conventions of speech that show respect and sensitivity to others.
- 4) Use the skills and strategies of effective speakers when expressing and presenting ideas, information and experiences.
- 5) Develop an understanding of the structures and patterns of language in oral text. (REC, 2021)

Further, there is a set of standardized competencies that each student must be able to achieve at the completion of each level. As mentioned in the instrumental guide for English- classes IV-VI (2022), all the grade 4 students should be competent to:

- 1) Listen and respond to the speaker with comments and questions to show empathy.
- 2) Use the knowledge of grammar and vocabulary to speak fluently and accurately.
- 3) Employ listening and speaking skills to talk appropriately in an increasing range of context.
- 4) Retell literature they have read to improve comprehension and expression.

With each competency, there are certain objectives that should be fulfilled by the students:

- 1) Initiate and carry out conversations on familiar topics such as gender stereotype roles within the family and community, and financial literacy such as saving money.
- 2) Listen with empathy and respect during discussions and respond with relevant comments and questions.
 - 3) Speak using correct question tags.
- 4) Narrate events, stories and experiences briefly to include what good things they learn from their parents and elders.
 - 5) Deliver simple speeches with fluency and confidence.
- 6) Identify and respond appropriately to both the intent and the tone of the speaker's message.
 - 7) Enjoy listening and speaking English.

2.4 Benefits of Speaking

Speaking is the most important skill among the four key language skills, and it is needed for interpersonal communication (Gyeltshen, 2018). Moreover, Om (2018) also expresses that speaking is the basis of human interaction, whether it is at home or at work, and it also enables students to communicate effectively in a variety of contexts. Through speaking, students can be judged based on real-life situations. Hence, it is crucial for students to develop speaking skill to advance their

careers, improve their businesses, build their confidence, find better job opportunities, give presentations, give public speeches, participate in interviews, and take part in group discussions and debates (Leong & Ahmadi, 2017; Rao, 2019). Furthermore, they express that one who has good speaking skill can get better job opportunities and can conquer the world.

Leong and Ahmadi (2017) have confirmed that speaking helps students improve their vocabulary and grammar, which eventually boosts their writing skills. With the help of speaking, students can easily express their emotions, ideas, and thoughts. According to Akhter, Haidov, Rena, and Qureshi (2020), the need to communicate with one another for becoming successful in desired fields is a must in the era of globalization, and speaking occupies the core position for this purpose. Boanzouary (2020) also states that the quality of language for English as a Second Language (ESL) students depend on how they use the language they have acquired.

Therefore, speaking has consequently grown in importance as a talent that must be learned in order to be effective and fluent in oral communication. In order to speak well, one must possess certain qualities in different components of speaking. Omari (2015) states that for the speaker to communicate effectively with others, there are many components that must be mastered.

2.5 Components of Speaking

According to Rora and Omari (2015) and Haris (1986), there are five components of speaking skills such as pronunciation, grammar, vocabulary, fluency, and comprehension that enable the speaker to communicate effectively. However, English Binus University (2018) mentions four components of speaking: fluency, vocabulary, grammar, and pronunciation. Thus, in order to prove that one is good at speaking, one must fulfill certain components of speaking. Therefore, in this study, the researcher focused on the following four components of speaking:

2.5.1 Fluency

Fluency is the ability to speak clearly and effectively with confidence for an extended period of time. One must be able to use language, listen carefully, and respond accurately to be a fluent speaker. The flow of messages will be hampered if the speaker is not fluent (Gyeltshen, 2018). If the listener can follow what the speaker is conveying and connects between the lines, one is said to be a fluent speaker (EBU, 2018). Furthermore, according to Baker and Westrub (2003), fluent speakers do not worry unduly about making mistakes; rather, they express themselves appropriately with confidence (p. 7).

2.5.2 Vocabulary

Vocabulary is the set of words in a language that a person must possess to make effective communication (Alqahtani, 2015), thus making it one of the most important tools for learning English. Poor vocabulary in a second language can make it difficult to communicate effectively in both spoken and written language. For someone learning a language, mastering vocabulary is crucial and fundamental. It is an essential component of learning a foreign language because vocabulary limits effective communication and words are focused on conveying meaning (Alqahtani, 2015).

2.5.3 Pronunciation Propagation Rangell

Pronunciation refers to the way words are pronounced so that the intended meaning can be understood easily, and it is also the basis for effective communication (Prashant, 2018). He further supports the idea that good pronunciation will boost one's self-confidence and facilitate communication, resulting in a better job and more respect. English learners learn English to improve their speaking proficiency. So, pronunciation is one important feature one must excel at to effectively communicate with different people around the world. There are numerous components of pronunciation, including articulation, speed, accent, and phrasing, as well as gestures,

mannerisms, and eye contact. Thus, pronunciation should be emphasized accurately for effective communication.

2.5.4 Grammar

Grammar is yet another important component of learning a language. According to Bhardwaj (as cited in Shakir & Mahmood, 2021), grammar is the system of language and the most important part of language. The more one is aware of his or her grammar, the more he or she can concentrate on the meaning and effectiveness of the way others use the language. Communication takes place more effectively as grammar provides rules for standard usage of spoken and written language (Shakir & Mahmood, 2021). Similarly, Jean and Simard (2011) also state that grammar plays a crucial role in providing instruction on the uses of the language and that it is required for good language use. Therefore, the key to speaking well is to have a clear command of grammar.

For this study, the aforementioned components were used to assess the speaking skill of grade 4 students. When incorporating these components in task, it can create a dynamic and immersive learning environment that fosters not only speaking skill of the students but also a holistic understanding of the language use.

⁷ค้ยรังสิต Rangsi

2.6 Speaking Task

Despite English speaking being one of the most important skills, it poses many challenges for the students to speak fluently. Zhang (2009) posits that low or lack of participation in the speaking lesson during classroom activities leads to low performance in speaking. So, students should be provided with a variety of situations and ample speaking tasks to enhance their speaking skills (Tam, 1997). As listening and speaking are interconnected, teachers must provide activities that can boost students' enthusiasm for speaking. Thanghun (2012) explains that the teachers must give the students appropriate, relevant, and meaningful activities, such as conversation classes and lessons on pronunciation, accuracy, and language proficiency, which are

useful in fostering positive interactions. There are varieties of speaking activities such as group discussion, oral presentations, role play, brainstorming, storytelling, picture describing, debates and picture narrating

2.6.1 Group discussion

Kareema (2020) explains group discussion as a way of promoting interaction by verbally exchanging information, views, and ideas among two or more friends with a very clear purpose. She further added that, for the group discussion, students should be encouraged to respect others' views, ask questions, analyze the ideas, and show support, as eventually one or all members of the group must prepare a report on the assigned task. Students learn more when they participate in group discussions because they get to communicate with more friends. Annamalai, Manivel, and Palanisamy (2015) study reports that group discussion helps students' communication skills and also enhances their thought process, proving that it is better than traditional teaching methods.

2.6.2 Oral Presentation

Oral presentation is one effective activity for enhancing speaking skills. (Om, 2018) supports the idea that oral presentation creates a favorable environment for students to become active participants, collect and organize information, and further enhance teamwork. Hence, it develops real world communication skills, bridging the gap between language study and language use (Farabi, Hassanvand, & Gorjian, 2017). When students present their ideas orally, it helps them develop their public speaking skills. Moreover, students gain confidence and meaningfully improve their participation when they prepare for the presentation.

2.6.3 Story telling

According to Zuhriyah (2017), Storytelling is a speaking activity with various word construction that involves interaction between storyteller and audience and to a

certain level between individual and listener It is narrating a sequence of events to the listener using concrete description, dialogue, or emotions to create a mental image in their mind while conveying a meaning. Story telling is a powerful tool for the speaker to engage, connect, and communicate effectively with the listeners. It improves students' ability to structure ideas, use descriptive language, and employ vocal variety. Since more imagination and creativity are required for the storytelling, it encourages students to think outside the box and explore new ideas and perspectives.

2.6.4 Picture narrating / describing

Picture narrating or describing is an important task to enhance students' speaking skill as they have to describe sequentially what happens in the picture. Pictures are one of the visual aids that can stimulate students' creative activity, thus making them enjoy speaking English (Murni, 2018). Similarly, Laballe and Briesmaster (2017) explains that images are a visual medium that delivers textual information and can improve students' active involvement and develop positive attitudes toward English. Most of the students, regardless of their culture or language diversity, can comprehend pictures easily. Therefore, pictures describing tasks supplement the traditional teaching method. It assists students in expanding their vocabulary and improving their pronunciation. The Rangeit U

2.6.5 Role Play

Role play is an activity where students imagine a real-life situation in the classroom and take the role of a character to perform a play. According to Ayuningtias, Wulandari, and Yana (2019), role play is a technique that fosters students' confidence and builds enthusiasm for teaching and learning. Thus, it enhances students' speaking skill as well as their participation in the teaching and learning process (Putri & Hariyati, 2016). Moreover, it is one of the most popular strategies, which focuses on students' vocabulary skills and expressions that have been learned in the class (Om, 2018). Apart from fluency or confidence, students could use language expression to communicate effectively with correct grammar (Naka &

Lertlit, 2017). Role play provides students with an opportunity to practice communicating in a social context with different roles and assuming themselves in someone's place which enhances their creativity (Arham, Yassi, & Arafah, 2016).

For this study, all the five speaking tasks mentioned above were used respectively in four lesson plans incorporating the different stages of task-based learning approach. (Appendix M).

2.7 Collaborative Learning

Collaborative learning is a student-centered learning approach that involves students working together in a group to accomplish a common goal (Laal & Ghodsi, 2011). In this interactive approach, students are accountable for their own actions, respecting the abilities and views of others. Individual accountability happens when students' performances are evaluated and responded to by groups or individuals to identify those who need guidance and support for their learning (Laal & Daemi, 2013). Learning collaboratively in the group is to make each member competent. Therefore, collaborative learning is not just working in a group, there should be positive interdependence and encouragement among the members to promote interaction, support and accept one another, and also reflect on group processing for their own learning to take place (p.287). CL is a promising approach that involves students' active and interactive process for the 21st-century trend promoting thinking together and working together for achieving the goal. Chalermnirudorn (2015) states that students take an active role in the success of other group members aside from taking their own learning responsibility. Om (2018) supports that learning collaboratively with others has a powerful positive impact on students as they are actively involved in the whole learning process.

The use of task-based learning approach as one of the collaborative learning approaches can enhance the students learning in the class as students need to participate actively in the meaningful interactive task to accomplish the goal.

2.8 Task-Based Learning Approach

Task-Based Learning is an approach that gives students the opportunity to actively participate in communication to achieve a common goal. Such tasks can boost students' language competency when they are provided with a task that requires them to use language to solve it. TBLA was first introduced in the 1980s by N. Prabu, a teacher and researcher in Bangalore, south India (Chandy, 2017). Since then, researchers have been defining and debating about TBLA throughout the globe.

2.8.1 Definition of task

Prabhu (1987) defines a task as a set of assignments with specific steps involved to reach the final goal. Likewise, Breens (1989) view a task as a systematic plan for providing opportunities for the enhancement of information and skills related to learning a new language and using it in communication. Skehan (1998) posits a task as a communicative activity in the real world that is mainly focused on its meaning. A task is a classroom activity that requires among students to fulfill the learning objectives, a mechanism for structuring and sequencing interaction with a focus on meaning, (Lee, 2000). Furthermore, he defines a task as a language learning activity that requires students to use the target language as they carry out the specific set of activities. However, Nunan (2004) defines it as an activity in the classroom that requires students to use their knowledge of grammar to express meaning with a clear beginning, middle, and end, making it a complete communicative act on its own rather than focusing solely on manipulating form.

Since then, many researchers have found that the task is at the heart of task-based learning. Willis (2016) defines a task as "an activity with a clear purpose in which students utilize their knowledge of the target language to complete a task, play a game, exchange experiences, or all of the above to reach the goal. Whereas, Ellis, Skehan, Li, Shintani and Lambert. (2019) defines a task as a brief as well as a more complex work plan that requires continued communication. Task-based learning is different from the Presentation- Practice- Production (PPP) cycle as the language is

focused at the end (Willis, 2016). Moreover, he mentions that tasks do not include those activities that use language practice, such as describing pictures using some of the mentioned phrases or pre-scripted role plays.

Despite variations in the definitions, they all emphasize the importance of task-based learning activities in helping students practice and master communicative language skills. Additionally, students should focus on the meaning of language rather than just grammar. The task can extend from simple exercises to complex group activities that involve problem-solving and decision-making.

2.8.2 Components of task

Sae-ong (2010) states that tasks involve input, which can be either verbal or nonverbal, that requires students to engage with the input to achieve the goals and roles that both teachers and students have. A task should have clear goals related to language learning outcomes and be designed in a way that can engage students in using their grammatical knowledge in order to express themselves effectively. Hence, Nunan (2004) identified certain task components that should be considered while designing a task.

2.8.2.1 Goal

A goal refers to a specific objective or target that a student aims to achieve when speaking in a language. It may include a range of linguistic and communicative elements, such as pronunciation, vocabulary, grammar, fluency, accuracy, coherence, and cultural appropriateness. It is an overall intention for any kind of task (Sae-ong, 2010). Students can enhance their speaking skills and become more effective communicators when working towards specific goals.

2.8.2.2 Input

According to Nunan (2004), input in language teaching refers to the linguistic data that students receive and use as a basis for language acquisition. This can be either verbal, such as spoken language, written text, or audio recording, or

nonverbal, such as pictures, gestures, or facial expressions. He further emphasizes that input is crucial in language learning and that it should be understandable.

2.8.2.3 Procedure

Procedure refers to the steps or stages that learners go through when performing a task designed to promote language learning and communicative competence (Ellis, 2003; Nunan, 2004). A task procedure should be flexible enough to allow for different levels of proficiency and learning styles, and it should be adapted to meet the needs and goals of the students.

2.8.2.4 Task types

Nunan (2004) suggests that TBLA should focus on tasks that are authentic, meaning that they reflect real-world language use and are relevant to learners' lives and interests. Therefore, he identified four main types of tasks, such as information gap tasks, reasoning gap tasks, opinion gap tasks, and creative tasks. Task types are an important component in designing effective tasks that can promote language learning in meaningful and engaging ways.

2.8.2.5 Teachers and students' role

Teachers' and students' roles refer to the parts that both teacher and student are expected to portray in carrying out learning tasks as well as maintaining interpersonal relationships within the classroom (Sae-ong, 2010). Nunan (2004) suggests teachers and students work collaboratively in the TBLA process, with the teacher providing guidance and support, and students taking an active role in their own learning.

2.8.2.6 Setting

According to Nunan (2004), the setting can be defined in terms of the physical environment, social context, and cultural context in which the task takes place. The setting should be relevant to the students' lives and interests, and it should reflect real-world language use. By designing tasks that are situated in authentic settings, students are more likely to engage with the task and to develop their language skills in a more meaningful way.

Therefore, all six task components are equally essential for any kind of task, and they work together to promote communicative competence and facilitate language learning. By engaging in authentic tasks, students are exposed to relevant input that helps them enhance their speaking skill.

2.8.3 Types of Task

The types of tasks used in TBLA vary depending on the context. According to Willis (1996), there are six types of tasks that can promote communicative skills, such as listing, ordering, comparing, problem solving, sharing personal experiences, and creative tasks. Whereas, the founder of TBLA, Prabu (1987) proposed three types of tasks: reasoning gap, information gap, and opinion gap. Similarly, Nunan (2004) divides task into four types as, reasoning gap, information gap, opinion gap, and creative task. Ellis (2003), cited focused and unfocused tasks as two types of tasks.

Many researchers propose different types of tasks in TBLA. However, all the tasks in TBLA share the common goal of promoting language learning through meaningful, real-world communication tasks. Therefore, the researcher used some of the task types cited by Prabu (1987), Willis (1996), and Nunan (2004).

2.8.3.1 Sharing Personal Experiences task

Willis (1996) refers to sharing personal tasks as "communicative tasks" that involve students sharing about their own experiences or feelings. This task helps students develop their communication skills in a meaningful and creative way as they perform a real world task. Moreover, such tasks help students connect with one another on a personal level, which creates a positive and supportive learning environment. According to Willis, it is a personalization task that helps students feel motivated and engaged in the learning process. Additionally, sharing their personal experiences with others may help them remember the language they used and develop a deeper understanding of the language's cultural and social contexts.

2.8.3.2 Information Gap task

According to The Bell Foundation (2023), the information gap, also known as information exchange, is an oral communication task involving two or more members having different bits of information. They further added that it works well when students are assigned biographical information or individual biographies. Prabhu (1987) explains it as a real communication task where one person has some information that the other person doesn't, and they exchange information in order to complete the task. In this task, students must explain the information in a way that is understandable for others to complete the work, so it is helpful in encouraging students to negotiate meaning in the English classroom. Similarly, Kareema (2020) asserts that an information gap task is effective as long as everyone gets the opportunity to participate equally in the target language, which cannot happen if a partner or a member of a group does not provide the information the other needs.

2.8.3.3 Opinion gap

For the opinion gap task, students must express their individual ideas, views, thoughts, and attitudes (Marzban & Hashemi, 2012). Thus, no right or wrong answer will be assessed in this task, only opinions, since the main motive of the task is to provide speaking practice for the students (Saleky, 2018). Moreover, opinion gap tasks provide students with a broader range of communication output compared to traditional instruction and are more successful at developing their speaking skill (p. 83). Aliakbari and Mohsennejad (2014) assert that opinion gap tasks help students participate better in the class, while Defrioka (as cited in Marashi & Naddin, 2019) claims that students who participate in opinion gap tasks become less anxious about conversations and more confident and competent.

2.8.3.4 Creative task

Willis (1996) defines a "creative task" as a task that requires students to use language in creative and imaginative ways, with the goal of using language in more flexible and expressive ways, while promoting their critical thinking and problem solving skills. When students engage in a creative task, they explore the language in more personalized and meaningful ways and develop their own voice and

style. Creative task involves brainstorming, problem solving, creating stories or developing role play.

2.9 Framework of Task-Based Learning Approach

Costa (2016), Nunan (2004), Weller (2021), Willis (1998), Willis and Willis (2007) and Zakime (2018) affirm three stages of task-based learning:

2.9.1 Pre-task

Willis (1998) and Nunan (2004) define "pre-task" as a stage where the emphasis is on activating the background knowledge of the students and preparing them for the meaningful tasks. Furthermore, they emphasize that the activities in this stage may be flexible and adaptable, considering the individual differences. During the pre-task, teachers define the topic, design and implement activities that are appropriate for the students, and ensure their understanding of the task instructions. Similarly, Zakime (2018) suggests varieties of activities such as brainstorming and sharing ideas on the task, activating vocabulary and grammar structure, conducting activities related to the task, and clarifying task instructions. She further emphasizes feedback and support as they can boost confidence and competence in the target language.

2.9.2 Task Cycle Rongsi

2.9.2.1 Task

During the task cycle, students perform the task either in a group or in pairs. It is in this stage when students are engaged in the discussion and carry out the work. Every students share ideas, discuss and correct each other. Nunan (2004) proposed a task cycle as a stage where students are involved in the actual task while teachers monitor students' progress and provide assistance and feedback as needed. However, Costa (2018) argues that the teacher's role may be minimized to encourage student collaboration and autonomy.

2.9.2.2 Planning

The planning stage is the central part of the task cycle, where students prepare a report on what they have accomplished during the task and what they have decided or discovered. When they are done with the task, they need to plan how they are going to share it with other students. The groups have the liberty to choose how to present in this stage, groups plan and work on their presentation.

2.9.2.3 Reporting

Finally, they share their outcome with their friends. Reporting is the final stage in the task cycle. Willis (1996) states that the reporting stage provides students with an opportunity to practice using target language in more formal ways while receiving feedback and suggestions from teachers and other groups. She further emphasizes planning and reporting as important stages that provide students with opportunities to engage in authentic language while receiving feedback that enhances their language skills.

2.9.3 Language focus

According to Nunan (2004) and Willis (1996), the language focus stage involves group analysis of the language used during a task, identification of new vocabulary and grammar rules, and practice using the language to develop accurate and effective language use. However, Costa (2016) argues that language focus should be integrated into the overall text cycle rather than being a separate stage. In this stage, students can develop real-world language skills and, therefore, effective communication takes place.

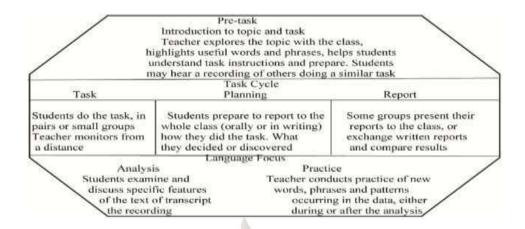


Figure 2.1 Stages of Task-based learning approach Source: Makhrib, 2020

2.10 Benefits of Task-Based Learning Approach

TBLA is a communicative approach that enhances students' language proficiency, communicative competence, and motivation for learning to speak fluently (Prabhu, 1987).TBLA has proven to be a very effective approach to learning languages that enhances students' speaking skills. Some of the benefits of TBLA, according to many researchers, are:

2.10.1 Motivation

Motivation provides the driving force to support the long and monotonous learning process (Chalermnirundorn, 2015). TBLA motivates students to use language for a communicative purpose by engaging them in interesting, relevant, and challenging tasks. Research reveals that the TBLA exposes and motivates students, providing them with opportunities to learn and speak using the target language (Masuram & Sripada, 2020). (Nita, Rozimela, & Ratmanida, 2020; Pham & Do, 2021) found that TBLA has a positive impact on enhancing speaking skill compared to traditional methods as it allows for more speaking practice and encourages students to discuss their opinions.

2.10.2 language Authenticity

Integration of various language skills and components, such as grammar and vocabulary, in meaningful tasks enhances students' overall language proficiency. Pham and Do (2021) study shows that TBLA has a great impact on students' grammatical performance as students get enough practice of grammatical usage in the classroom. Students develop their ability to use language for real communicative purposes since TBLA emphasizes authentic language in meaningful situations rather than just for the sake of learning (Prabu, 1987; Weller, 2021).

2.10.3 Collaboration

Collaboration is a learning strategy where every student, irrespective of their performance level, work together with peers or in a group to accomplish a common goal (Chalermnirundorn, 2015), so they become responsible for their own learning and the success of others. TBLA encourages students to work in pairs or small groups to complete the task, which boosts their communication and collaboration skills. Thanghun (2012) posits that the task provides an opportunity for different students to work together toward a common goal, thus encouraging collaboration in the learning process. Interaction in the group improves the listening and speaking skills of the students since they tend to participate actively and comfortably in small groups (Om, 2018).

2.10.4 Student-Centeredness

TBL focuses on the needs and interests of the students, providing opportunities for collaborative learning, negotiating meaning, giving feedback, and reflecting on their output. To complete the task, students share views, discuss, and exchange information using the target language, whereas teachers act as a facilitator to encourage students in completing the task (Thanghun, 2012).

2.11 Related Learning Theories

Learning theories are the foundation to guide teachers and students in learning second language acquisition (Lhamo, 2021). Different learning theories explain how internal and external factors affect the learning process. Different theorists develop their own approaches to learning. Therefore, the researcher proposed how TBLA promotes the following theories.

2.11.1 TBLA promotes Constructivism Theory

2.11.1.1 Vygotsky's Social Constructivist Theory

Vygotsky's learning theory (1978) emphasizes the role of social interaction and collaboration in the learning process. Learners construct their knowledge from their environment when interacting and collaborating with the social world. Social interaction is the prerequisite to cognitive development, and learning is constructed by involving more than one person. Vygotsky created the Zone of Proximal Development as a critical concept for understanding how learning occurs in the context of social interaction. ZPD is a gap where learners can accomplish tasks with guidance from the teacher and by collaborating with friends that cannot be done alone. It is the range of tasks that a learner is not yet able to perform independently but can accomplish with the guidance and support of a more knowledgeable person, such as a teacher or peer (Pass, 2004).

According to Vygotsky, learning takes place within the ZPD when students are provided scaffolding by their teachers and peers. Providing guidance and support for students through feedback and discussion helps students achieve or fill the gap they could not do alone, thus helping them have a better understanding level. In other words, students learn best when they collaborate with their peers and receive timely guidance and support from their teachers, which cannot be accomplished when done alone. He noted that students learn when they participate and share another person's frame of reference. Students who actively engage with the environment can make connections between new information and existing knowledge.

2.11.1.2 Piaget's Social Cognitive Theory

Piaget believes that children play an active role in their cognitive development and emphasized the importance of experience in shaping thinking abilities. Thus, he outlined four stages of cognitive development as sensory motor, pre-operational, concrete-operational, and formal operational. Piaget believed that language development reflects and contributes to cognitive development, (Nyikos & Hashimoto, 1997). Students can add new knowledge to existing knowledge and adapt previously learned ideas to new information when they interact with the world around them through observations, collaboration with peers or group members, and feedback.

Piaget viewed schema as a category of knowledge as well as a process of acquiring that knowledge. So, when students accomplish new knowledge through group work or interaction with peers, it modifies, adds to, or changes the existing schema to form new knowledge. The theory is supported by a statement from Tshering (2015, p. 21), which states that students construct new knowledge and engage in critical thinking processes, when they are able to work together with others discussing issues.

The use of TBLA allows teachers to group students to create a new environment where they work in either peer or group settings to complete the assigned task, and in the process, they interact with each other to accomplish the common goal. TBLA empowers students to actively engage in the learning process, offers chances for exploration and discovery, builds students' knowledge through interaction, and allow them take responsibility for their own learning. In other words, it places students at the center of the learning process and encourages them to actively construct their own knowledge and understanding of the world through interaction

2.11.2 TBLA promotes Cognitive Load Theory

Cognitive load theory is based on the idea that the human brain can handle a very limited amount of new information at once. Overloaded working memory can lead to poor understanding, retention, and learning. When students are presented with

new information, they process it in their working memory before transferring it to long term memory for storage and retrieval (Sweller, 1988).

According to Sweller, if students are given an excessive amount of information, their working memory will get overwhelmed, and they are likely to get discouraged and distracted. Therefore, the goal of the theory of cognitive load is to manage cognitive load effectively to promote learning. So, Sweller suggests that this can be achieved by designing activities that reduce extraneous cognitive load. For example, by designing tasks and providing feedback that optimize cognitive load. Activating prior learning and retrieving information from the long term memory through discussions, quizzes, or visual aids can bring crucial information to the working memory (The Education and Training Foundation, n.d.).

Thus, TBLA aims to manage cognitive load effectively to promote language learning. The real-life related communicative tasks that require negotiation and collaboration optimize cognitive load by controlling the complexity of the task and the cognitive demand placed on the students.

2.11.3 TBLA promote Dale's cone of learning

Dale (1946) introduced the learning pyramid as a "cone of experience," with the concept that learning occurs progressively from basic to advanced. He believes that students retain more knowledge by doing rather than reading or observing. His developed cone represents how learning happens through various modes of learning. In other words, it illustrates the different levels of abstraction and concreteness of learning experiences. He suggests that the effectiveness of learning depends on their level of abstraction, with concrete experiences being more effective than abstract experiences. The bottom of the cone of experiences such as direct, purposeful experience, contrived experience, dramatization, or demonstration relating to everyday life is more concrete and hands-on, which allows students to interact directly with the subject matter and creates more retention. As the students move up towards the peak of the cone, the experiences become more abstract, and the effectiveness of the

learning experiences decreases with less opportunity for direct interaction and engagement.

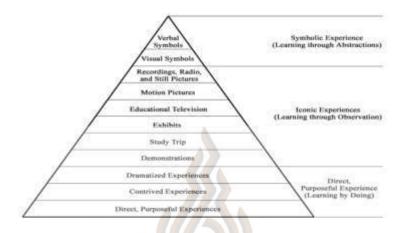


Figure 2.2 Dale's Cone of Experience Source: Lee & Reeves, 2007

Dale suggests that in order to make the learning permanent, teaching should be done in a way that guides students in identifying their needs and goals. Learning experiences should be able to relate to the students' backgrounds, and developmental stages should be arranged in a way that helps them incorporate what they already know. So a "cone of learning experience" is a modality for how to structure learning experiences, and teachers are to determine the most appropriate method for achieving the learning goals.

TBLA for Speaking promotes Dale's cone of experiences as students get opportunities to participate in direct, purposeful, and interactive experiences with the language they are learning. As students engage in different tasks, they get to use language in more complex and abstract ways. By engaging in a variety of speaking tasks that range from hands-on experiences to more abstract experiences, students can build their speaking skill in a way that is effective and engaging.

2.12 Related Research on The Use of TBLA

Numerous studies have been carried out throughout the globe to explore the benefits of TBLA in enhancing English-speaking skills. This section provides some related studies carried out using TBLA in different countries.

Sae-ong (2010) Carried out research based on the use of task-based learning incorporating group work to develop the English speaking ability of Mattayom Suksa 4 students in Thailand. The researcher used random sampling techniques to choose 40 research participants from Mathayom Suksa 4. Data were collected through an English-speaking test and questionnaire. The study examined the effectiveness of group work incorporating task-based learning. Students report that it is helpful in their learning.

Thanghun (2012) conducted a study on the use of task-based learning to develop the English speaking ability of Pratham 6 students in Thailand. To obtain the data, the researcher used three instruments, including an English-speaking assessment chart, rubrics, and a teachers log for recording students progress. The result indicated a significant improvement after the implication of TBLA. TBLA activity supported the language learning and enhanced the speaking ability of the student.

Ismaili (2013) investigated the effectiveness of task-based learning in developing students' speaking skill in the academic settings of EFL classrooms. Sixty students from pre-intermediate and intermediate levels at a south-east European university were used for the study. Over the course of eight weeks, participants were divided into two groups: the experimental group and the control group. The result of research reveals that students learn more effectively because their focus is on tasks, and they can focus on the target language rather than grammatical form. Students had a positive impression of this approach as they got enough opportunities to express themselves, unlike with a teacher-centered approach.

Another study was carried out by Adiantika and Purnomo (2018) on how task-based instruction enhanced the speaking skill of Indonesian students. For the study, one of the public senior high schools was chosen based on the same interest shared by the teacher in implementing TBLA in her classroom and also based on accessibility in terms of permission and location. The data was obtained through several data collection techniques, such as observation, teacher and student interviews, and questionnaires. According to the result, several contributions were made to students' speaking skill through the implementation of TBLA- contributing to students' active participation, intensifying students' speaking skill and creating students' positive attitude towards the use of TBLA. Some shortcomings related to the teacher's ability, time availability, and various students' proficiency levels were found in the implementation of TBLA. Nevertheless, TBLA was proven to make positive contributions to enhancing the speaking skill of senior high school students.

In the study conducted by Beding and Inthapthim (2019), the main objective of the research was to find out the effect of task based language teaching towards Thai EFL students' speaking skill and also to investigate students' attitude towards TBLT. For the study, 36 students from one of the Universities were purposively chosen to participate. The data were collected using three instruments such as pre and post tests, questionnaires and semi-structured interviews. The result of their study showed that students perform better in speaking after being exposed to TBLT. Moreover, students had a positive attitude on the use of TBLT in the classroom. Therefore, the study suggests that despite some of the challenges, TBLT is effective for Thai EFL students.

Nita et al. (2020) carried out a study on the use of task-based learning to enhance the speaking skill of senior high school students in Indonesia. Their study was conducted for grade 10 students using a quasi-experiment, where two classes were randomly selected as research samples. During the 8 weeks of data collection period, the experimental class was treated using TBLA and the control using traditional teaching. They used two kinds of speaking test- monologue and dialogue as their research instruments. After analyzing the data, it was found that students who were taught using TBLA had better speaking skill. Thus, it proved that speaking is

enhanced through TBLA since students get opportunities to voice their opinions towards the task. Tasks such as negotiation of meaning and rehearsal motivate students to speak without high anxiety.

Safitri et al. (2020) conducted action research with the aim of enhancing students' speaking skills through TBLA at the Department of English in one of the universities in Indonesia. The study was carried out for one semester involving fifteen participants in their third semester. To maximize the students' speaking ability, the research was done in three cycles. Each cycle consisted of four steps-planning, action, observation, and reflection. The quantitative data was used through the pretest and posttest, whereas the qualitative data was collected through semi-structured interviews on students' comments on the implementation of TBLA. The students were also evaluated at the end of each cycle to identify their speaking development in terms of accuracy, vocabulary, and comprehension. The pretest and posttest findings showed the development of students' scores after the use of TBLA, and overall, students responded positively to enhancements in their speaking skill and confidence from activities carried out through TBLA.

Yet another study was conducted by Nget, Pansri, and Poohongthong. (2020) in one of the Cambodian high schools with 78 ninth grade students. The study aimed to investigate the effect of task-based instruction on ninth graders' speaking skill and their satisfaction with the approach. For the study, a quasi-experimental design was utilized, where data collection was done through both qualitative and quantitative means, using tests and questionnaires. The test analyses indicated that the approach made significant contributions to the experimental group's speaking skill as well as all the subskills, whereas analysis of the questionnaire found that the experimental group was satisfied with the approach. Moreover, students viewed the approach as very appropriate for language learning, as it improved their speaking skill with confidence and motivation despite their difficulty in the language of instruction.

Hussan, Zamzam, Azmi, and Abdulla (2021) carried out a quasi-experimental method to study the development of English speaking skills through TBLA among primary school students in Malaysia. The study was conducted in line with the Malaysian education program entitled Literacy and Numeracy Screening (LINUS) to enhance students' language proficiency. The data were obtained from a sample of first year primary students at a sub-urban school using tests that followed the components of the LINUS program. The study findings demonstrated that the use of TBLA has significantly enhanced students' speaking skills as they get a chance to interact with their peers to develop self-confidence, which in turn helps them acquire speaking skills. Their finding proved the effectiveness of the social constructivist theory of involving communication and participation in learning. Furthermore, their study suggested that the use of TBLA could help language teachers redo their teaching strategies using the target language to enhance students' speaking skills.

Therefore, it supports that the use of TBLA can enhance the speaking skill of the students.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents a detailed research methodology, as follows:

- 3.1 Research Design
- 3.2 Research population
- 3.3 Research Instruments
- 3.4 Validity and Reliability of the research Instrument
- 3.5 Data collection procedure
- 3.6 Data analysis

3.1 Research Design

Research design is the structure of research that contains all the elements of the research (Akhtar, 2016). It is the advance planning of the research that a researcher should adopt for collecting data, and as a technique in analysis (p. 71). Pandey and Pandey (2015) also define it as the blueprint or a plan to collect and analyze the data. Therefore, a good research design should specify efficient and appropriate approaches that would be employed in solving research problems. In this research, a quasi-experimental design is used to collect the data. Both qualitative and quantitative data were collected for the study.

Mixed-methods research is a combination of qualitative and quantitative methods, where qualitative tends to be open-ended and quantitative includes closed-ended questions (John, 2014). And it may achieve a comprehensive understanding of research issues because of the integration of both qualitative and quantitative methods (Leavy, 2017). The figure below shows the research design that the researcher has used for the study.

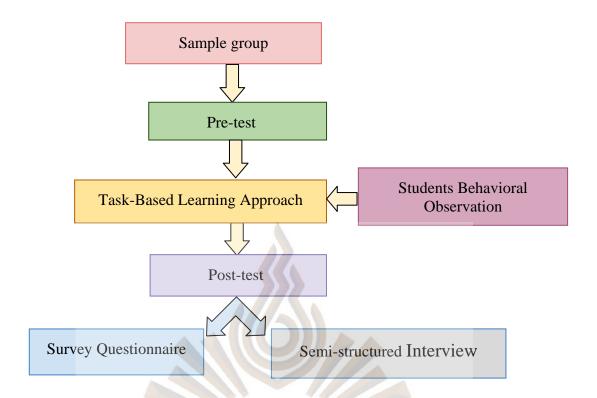


Figure 3.1 Illustration of Research design

3.2 Research Population

The population of the study consisted of 29 grade 4 students from a primary school in Wangdue Phodrang District. Since the research school has only one section of grade 4, the researcher used all the grade 4 students as research participants. Among the 29 research participants, 18 (62.1%) were girls and 11 (37.9%) were boys, with ages ranging from 9 to 12 years, as shown in the figure below.

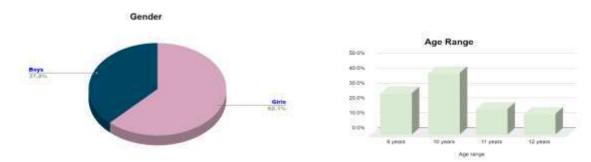


Figure 3.2 Participants' Gender

Figure 3.3 Participants' Age range

3.3 Research Instruments

A research instrument is a tool that is used to collect data. Annum (2018) states that research instruments are tools for the researchers to gather relevant and reliable information during the data collection procedure. For the study, the researcher employed a speaking proficiency test, student behavior observation, a questionnaire, and a semi-structured interview as the main research instruments to obtain the data needed to justify the research questions. For the speaking proficiency test, analytical rubric was used, and students' behavior was observed by a peer teacher from the research school during the lesson. All 29 research participants were involved in the questionnaire and semi-structured interview. Table 3.1 presents the detailed research instrument the researcher used to fulfill the research objectives.

Table 3.1 Instrument used for each objective

Sl.No	Research Objectives	Instrument
1	To compare the English speaking skills	Speaking proficiency test;
	of grade 4 Bhutanese students before and	-Pretest,
	after using task-based learning approach.	-Posttest
2	To explore the learning satisfaction of grade	-Survey Questionnaire
	4 students after using a task-based learning	- Semi-structured interview
	approach.	- Students' behavioral observation

3.3.1 Lesson plans

A person who plans a lesson is clear on its objectives, and it is an essential tool that guides the teacher throughout his or her learning process (Trigueros, 2018). For this study, A total of four lesson plans using task-based learning approach were prepared. Each lesson was for 90 minutes during which task-based learning activities were carried out. One lesson plan was used in two sessions which happened once a week and the study lasted for a month. Different tasks, including filling up information gaps, addressing opinion gaps, performing creative tasks, and sharing experiences

were done in the sessions following all the stages involved in the task-based learning approach. For the pre-task, students' background knowledge was activated, examples were cited, and instructions were provided. For the task cycle, students were grouped, and there were interactions to accomplish the task. Lastly, during the post-task, feedbacks were given and languages were analyzed.

3.3.2 Speaking Proficiency Test (pre-test and post-test)

A speaking proficiency test, which consisted of a pretest and a posttest, were conducted for the participants to analyze the speaking skill of the students before and after the intervention of the learning approach. The pre-test was conducted before the study, whereas the post-test was conducted after the intervention of Task-Based Learning Approach. The participants were asked to talk about the same topic for both the pretest and posttest. Students were assessed using the components; fluency, pronunciation, vocabulary, and grammar. To avoid bias, the speaking skill of each participant was assessed by two assessors: a peer teacher from the research school and the teacher researcher.

3.3.3 Survey Questionnaire

A questionnaire is a systematic and important instrument used to collect responses to certain questions using a form that participants fill out by themselves (Pandey & Pandey, 2015). According to Walliman (2011), the questionnaire is a very flexible tool that has the benefit of having a format, is simple and convenient for respondents, and also allows for the asking of uncomfortable questions with a reasonable chance of receiving an honest response since the researcher has no direct influence over the respondents. However, the questionnaire requires much time and skill in its development, as it needs to be simple, short, and easy to follow considering the variety of respondents (p. 97). For this study, a survey questionnaire was administered to find students' satisfaction levels with the use of Task-Based Learning Approach. A Likert scale system with five points was used for each statement: (1) Strongly disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly agree.

Participants were clearly briefed, and moreover, each statement was explained and guided for a better understanding of the statement and to get a reliable result.

3.3.4 Semi-structured Interview

Dejonckheere and Vaughn (2019) assert that semi-structured interviews allow researchers to obtain open-ended data by exploring the thoughts and feelings of the participants on the particular topic through flexible dialogues. Therefore, a semi-structured interview is considered effective in drawing out the participants' inner voice on the topic of interest. Thus, in order to find out students' satisfaction with learning using a Task-Based Learning approach, the researcher conducted a face-to-face interview in a group after the intervention.

According to Walliman (2011), face-to-face interviews can be carried out in a variety of situations, both individually and in groups. To get better responses, visual signs like nodding or smiling can be used during the face-to-face interview. Furthermore, the Schroder (2016) study reveals that face-to-face interviews have a higher response rate as the interviewer can explain the question in a more comprehensive way, which otherwise cannot be done in self-administered questionnaires. As suggested by Walliman (2011), the researcher audio-recorded the interview in order to retain the uninterpreted record of what has been said.

3.3.5 Students' Behavioral Observation

Observation provides immediate information about the instructional practice needed for different students. According to Volpe, Diperna, Hintze, and Shapiro (2005), observation is considered one of the most objective and direct assessment tools to understand student behavior and is a commonly used assessment methodology among schools. Moreover, the information gathered through observation has a higher degree of validity despite its negative effect (p. 455). In this study, student behavior observation focused on the student's participation in the interactive task. The

observation was carried out during the task cycle. The observation sheet contains ten items for observation.

3.4 Validity and Reliability of The Research Instrument

According to Middleton (2023), validity and reliability are concepts that focus on ensuring how well the methods, techniques, or tests measure what they are supposed to measure. Validity checks the accuracy of the measure, whereas reliability checks the consistency of the measure.

For the study, the validity of the research instruments, lesson plans, test items, and students' behavioral observation forms, questionnaires, and semi-structured interviews were validated by an expert from Rangsit University and two other senior English teachers from Bhutan. The IOC of the instruments were calculated to see if the items aligned with the objectives.

The result of the IOC index ranges from -1 to +1.

- +1; confirm that the following measure meets the given aims or that the item clearly matches the objectives
- 0; confused or undecided as to whether the measures succeed in matching the objectives.
- -1; confirm that the following measure doesn't meet the given aims or that the item clearly matches the objective.

The formula for calculating IOC is $\sum_{n=1}^{r}$ 'r' represents the sum of scores of individual experts, and 'n' represents the number of experts who validated the items. If the value of the test item is between 0.67 and 1.00, it is considered accurate and acceptable. But if the value is below 0.67, it indicates that the item needs to be rephrased, according to the expert. The researcher edited the instrument accordingly to the feedback, suggestion, and recommendation received from the experts. All the items of the speaking rubrics for speaking proficiency test, semi-structured interview, survey questionnaire, leson plans and classroom behavioral observations were measured as valid (+1) by all the experts.

Moreover, the research assessment rubrics were piloted on a different group of 31 grade 5 students from the same school. The researcher computed the pilot data using SPSS and then used Cronbach Alpha Coefficient to determine the learning achievement test's reliability coefficient. The result indicated that the scale was reliable with a score of 0.96 for the speaking proficiency assessment rubric.

3.5 Data Collection Procedures

3.5.1 Ethical Consideration

To carry out the study, the researcher sought approval from the Ministry of Education and Skilled Development, Bhutan. Further approvals were obtained from the Principal of the research school, and the concerned subject teacher. The participants were briefed about the purpose of the study, and through the use of a coding system, the identities of the participants were not disclosed. The consent of concerned parents was also obtained since the research participants are minors.

3.5.2 Data Collection

The researcher conducted a pretest with the participants using the speaking rubrics at the beginning of the study. Four lessons of 90 minutes each were planned using a task-based learning approach as an intervention. Students' behavior was observed during the intervention, along with a peer teacher. At the end of the intervention, a posttest was conducted on the same topic as the pretest. It was to analyze the enhancement of students' speaking skill after the intervention.

3.5.3 Survey Questionnaire

The survey questionnaire of 15 items was developed, and validated by the three experts. The survey questionnaire was administered at the end of the study to find out students' satisfaction with the use of TBLA. The research participants were asked to indicate the extent of their agreement on a Likert scale ranging from strongly

agreeing to strongly disagreeing. The data obtained from the questionnaire were analyzed using SPSS.

3.5.4 Semi-structured Interview

The researcher conducted a semi-structured interview to find out the participants' satisfaction with the use of TBLA after the intervention. The researcher included all 29 participants in a group to respond to six interview questions based on the approach. Their responses were audio recorded to analyze the conversation in greater detail.

3.6 Data Analysis

For the study, the data obtained from the proficiency test and questionnaire were analyzed using a paired samples T-test with the help of a suitable computer program. The responses on each item were analyzed using statistical descriptions based on frequency, mean, and standard deviation. The data collected from behavioral observation and Semi -Structured interview were analyzed using content analysis techniques.

CHAPTER 4

DATA ANALYSIS AND RESULT

This quasi-experimental research design was employed to study the enhancement of English speaking skill and to explore the learning satisfaction of grade 4 Bhutanese students using task-based learning approach. The data analyses were derived from the following research instruments: Pretest and Posttest, Semi-Structured Interview, Questionnaire, and Classroom Behavioral Observation. Comparative and content analysis technique were used to find the impact of TBLA. In this chapter, the results from the data are presented as follows.

4.1 Data Analysis

- 4.1.1 Pretest scores of the research participants
- 4.1.2 Posttest scores of the research participants
- 4.1.3 Pretest-Posttest comparison
- 4.1.4 Findings of Questionnaire
- 4.1.5 Findings of Semi-Structured Interview
- 4.1.6 Findings of Classroom Behavioral Observation

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4.1 Data Analysis

In this section, the research findings answer the first research question on the enhancement of English speaking skill of grade 4 Bhutanese students after using TBLA. The findings were derived from the speaking proficiency test. The Pretest was carried out before using TBLA and the Posttest was done at the end of the study after the intervention of TBLA. The students were asked to talk on the same topic for both pretest and posttest. A rubric for speaking with four items; fluency, grammar, pronunciation, and vocabulary was used to assess participants speaking skill.

To compare the pretest and posttest scores of the research participant, a comparative statistical analysis was carried out using paired sample t-test. The comparison was made based on mean, standard deviation, and inferential statistics with a p<0.5 level of significance.

4.1.1 Pretest Scores of the Research Participants

The figure below represents the pretest scores of the participants. The pretest scores showed that only one participant scored the highest score of 17 whereas maximum participants scored 4 which was even below the qualifying scores from total scores of 20.

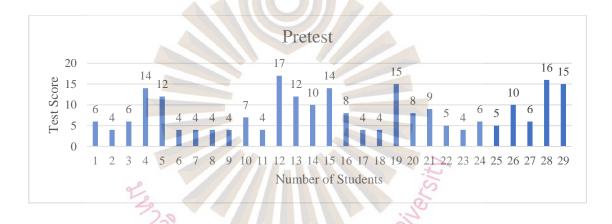


Figure 4.1 Pretest scores of the participants

4.1.2 Posttest Scores of the Research Participants

The posttest scores showed that the participants made some improvement in speaking skill after the intervention TBLA. The highest score was 19 though the lowest remained at 4.

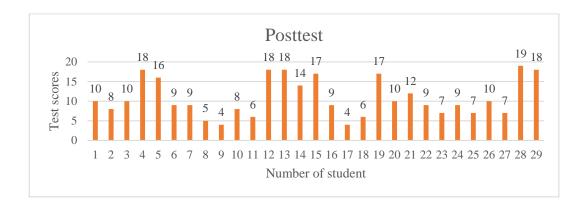


Figure 4.2 Posttest scores of the participants

4.1.3 Pretest- Posttest Comparison

Table 4.1 Paired Sample T-test

Group	Pro	etest	Pos	sttest	Mean Difference	Т	P-Value
Sample	$\overline{\mathbf{X}}$	SD	$\overline{\mathbf{x}}$	SD	10.79-8.22 = 2.57	-8.790	.01
Group	8.22	4.362	10.79	4.651	10.77 0.22 2.37	0.770	.01
Significance level (p):≤0.05-significant							

The table 4.1 above shows the test scores analysis done through paired sample statistics using t-test. The mean of the pretest was 8.22 and the standard deviation was 4.362. Whereas the mean of the posttest was 10.79 and the standard deviation was 4.651. The mean difference of 2.57 with significant value of .01 shows that there is an enhancement in participants speaking skill after the intervention of TBLA. Figure 4.3 represents the comparison of mean scores for the pretest and posttest.

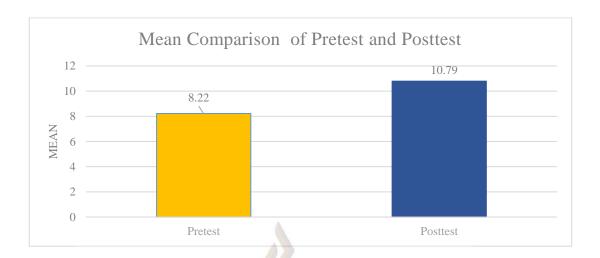


Figure 4.3 Graphical Representation of Pretest and Posttest Mean

Figure 4.4 represents the score difference for each participant in the pretest and posttest. In the figure, the orange line which represents posttest scores shows that almost all the students made remarkable enhancements in the posttest compared to the pretest which is the blue line. Only three students scored the same marks in both the pretest and posttest.

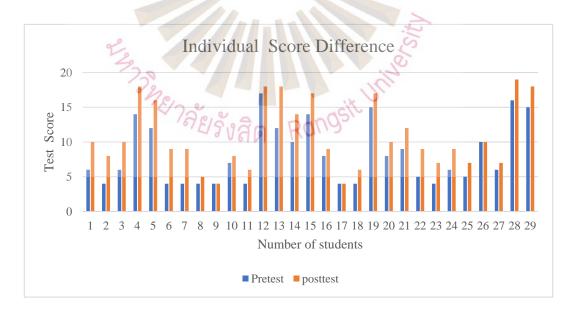


Figure 4.4 Individual Participant Scores in Pretest and Posttest

4.1.4 Findings of Survey Questionnaire

This section presents the quantitative data collected through a survey questionnaire to explore the learning satisfaction of grade 4 Bhutanese students after using TBLA in English-speaking lessons. A set of 15 items were developed under three broad parts; Part A-Interest and Motivation, Part B-Engagement, and Part C- Efficacy of TBLA on students' learning. The survey questionnaire was provided to all 29 research participants after the intervention and the results were computed using statistical description based on mean and standard deviation. 452

In Table 4.2 below, the mean and standard deviations for students' interest and motivation with the use of TBLA were presented. The result shows that almost all the students rated 'highest' for all the items under interest and motivation. Students highly agreed that the use of TBLA in learning English speaking was fun with the highest mean of 4.83. Though the lowest mean was 4.48 for item 4, it still falls in the highest category. With an average mean of 4.67, it was revealed that there are positive responses from the majority of the students on the questionnaire part A-Interest and Motivation.

Table 4.2 Mean and Standard Deviation of Part A: Interest and Motivation

	Interest and Motivation	Mean	SD	Description
	22	11.		
1	The use of TBLA in learning English speaking was fun.	4.83	.384	Highest
2	The use of TBLA made learning meaningful.	4.76	.511	Highest
3	Varieties of communicative task motivated me to speak	4.72	.455	Highest
	English.			
4	I felt more valued when interacting in a group.	4.48	.688	Highest
5	Following the TBLA developed my confidence to speak	4.55	.572	Highest
	English.			
	Average	4.67	.522	Highest

Table 4.3 below represents the mean and standard deviation for students' satisfaction on questionnaire part B- Engagement. The data analysis indicated that all the items were rated as highest with the highest mean of 4.93 and lowest as 4.66. The

average mean of 4.79 proves that all the students found the use of TBLA in English-speaking class was engaging and positively impacted their learning.

Table 4.3 Mean and Standard Deviation of Part B-Engagement

	Part B-Engagement	Mean	SD	Description
6	All the tasks carried out were interactive.	4.93	.258	Highest
7	All the tasks carried out were real-life related tasks.	4.90	.310	Highest
8	All the examples cited during pre-tasks were relevant.	4.79	.412	Highest
9	I felt more engaged during the task.	4.66	.553	Highest
10	I could freely participate as the languages were no in	4.66	.614	Highest
	focus during the task.			
	Average	4.79	.429	Highest

Table 4.4 below presents the mean and standard deviation of Part C-Efficacy of TBLA on students. From the analysis, it indicates that most of the students rated well for item 15 with the mean score of 4.76 though all the items fall in highest category. It shows that the feedback given and received during the session helped them to be more creative. With the average mean of 4.53 which falls in highest category, it affirmed that the use of TBLA in English speaking lesson enhanced in achieving students' learning goal.

Table 4.4 Mean and Standard deviation of Part C-Efficacy of TBLA on students

	Part C-Efficacy of TBLA on students	Mean	SD	Description
11	Using TBLA enhanced my language skill	4.62	.494	Highest
12	Using TBLA enhanced my oral presentation	4.41	.501	Highest
13	Using TBLA enhanced my collaboration skill.	4.48	.574	Highest
14	Completing tasks on our own provided me an	4.38	.728	Highest
	opportunity to reflect on my learning			
15	The feedback given during the post-task encouraged	4.76	.511	Highest
	me to analyze deeper on my creativity			
	Average	4.53	.562	Highest

From the three board part, most positive response was received from Part B-Engagement with the mean score of 4.79 followed by part A- Interest and motivation with mean score of 4.67 and lastly part C- Efficacy of TBLA on students with mean score of 4.53 which still falls under highest category. The researcher acknowledged this since the data were collected within the short span of time and it is difficult to expect better response. Nevertheless, the overall mean of the survey questionnaire was 4.66 which falls under highest. Therefore, it is convinced that the majority of the grade 4 students are highly satisfied with the use of TBLA in English speaking lessons.

4.1.5 Findings of Semi-Structured Interview

Semi-Structured Interview was employed to explore the learning satisfaction of the students regarding the use of TBLA in English speaking lessons. The interview questions were developed based on three board part as; Part A- Interest and Motivation, Part B- Engagement and Part C-Efficacy of TBLA on students learning where two questions were created in each part.

The face-to-face interview in the group was carried out at the end of the study with all 29 research participants. The participants were interviewed in six groups where 5 groups with 5 members each and one group with four members and all of them were numbered from 1 to 29. The data collected were analyzed using the thematic analysis technique. Participants' responses were noted and to retain the uninterpreted records of what has been said, the responses were audio recorded. The analyses of the results were described below:

4.1.5.1 Part A- Interest and Motivation

Question 1: How did you feel about the use of TBLA in the classroom?

The participants found that the use of TBLA in the classroom was very good and interesting. All the participants stated that it was fun and happy working collaboratively with friends. From the participants' responses, it was also learned that

they get more ideas when they listen to their friends and they could improve their speaking skill. Some participants expressed that initially, they felt nervous to talk in English with their friends but gradually they could speak properly. Participants also shared that they were given equal opportunity to talk in the group and they felt more valued in the learning process. Some responses of the participants are reflected below to confirm their feelings on the use of TBLA in the classroom.

"I find it interesting and happy working with friends. It has boosted my speaking skill." (Student 1, Group 1, personal communication, June 15, 2023).

"I feel good and it's fun. I can learn more english and I can speak properly." (Student 7, group 2, personal communication, June 15, 2023).

"In the beginning I felt nervous but when I talk again and again with my friends, I found it fun and interesting." (Student 29, group 6, personal communication, June 15, 2023).

Question 2: Did any of the tasks you carried out motivate you to speak? How?

It was found that almost all the participants felt motivated to speak when they carried out different tasks. They expressed that when they carry out varieties of tasks with friends they get more ideas and also they could learn some vocabularies which they didn't know. Some participants stated that planning a day trip was fun and they even encouraged other friends in the group when they didn't want to learn. Whereas some found that Creating task was more motivating as they look at the picture it gave them the opportunity to use the words which don't use frequently. Some of the statements are as follows:

"Planning task was fun. I encouraged my friends when they didn't want to share." (Student 2, Group 1, personal communication, June 15, 2023).

"Planning a trip was a motivating task. I got a chance to speak more." (Students 13, Group 3& student18, Group 4, personal communication, June 15, 2023).

"Creating a story and Role play(information gap task) are motivating. When we look at the pictures it give us opportunity to use new words which we don't use always." (Student 23, Group 5, personal communication, June 15, 2023).

4.1.5.2 Part 2: Engagement

Question 3: Which stage of TBLA did you find most interesting and meaningful?

Question 4: Why did you find this stage (mentioned in question 3) the most interesting and meaningful?

Almost all the participants found that task cycle was most interesting and meaningful. They expressed that during task cycle they get more time to interact with their friends and exchanges ideas. When they interact with friends they understand their friends better and felt comfortable in learning. Some participant shared that language focus was meaningful as they get to learning new vocabularies used by other groups. Some views from the participants are presented below:

"I liked task cycle and language focus the most. During task cycle I got chance to share ideas with friends and during language focus I learnt some new vocabs." (Student 5, Group 1, personal communication, June 15, 2023).

"I found task cycle more interesting because we get chance to hangout with friends and talk in English." (Student 12, Group 3, personal communication, June 15, 2023).

"Task cycle was interesting. During task cycle when we share our ideas with friends it was fun." (Student 17, Group 4, personal communication, June 15, 2023).

4.1.5.3 Part C: Efficacy of TBLA on students' learning

Question 5: what do you think about using TBLA regularly in English-speaking classes?

Question 6: Share your views on the use of TBLA in English-speaking class.

Regarding the use of TBLA regularly in English-speaking classes, almost all the participants affirmed that TBLA was very engaging and useful. Participants expressed that the use of TBLA has not only enhanced their speaking skills but also impacted them positively on their writing skill. It provided them a platform to speak their ideas to their friends using the target language and they were constantly encouraged by their friends. Most of the participants shared that when everyone is given equal opportunity, even those timid students felt more encouraged to talk. Moreover, some of the participants considered TBLA as an opportunity to showcase their talent as they get more chances to talk during the task cycle. Some of the views shared by participants are presented below:

"Yes, TBLA should be used regularly in English speaking class because it's fun and it improved our speaking skill. Actually some of our friends don't speak much but now we see them enjoying TBLA task." (Student 5, Group 1, personal communication, June 15, 2023).

"I feel the TBLA should be used regularly in the English-speaking class because when we complete task in group we get more idea. We also get idea from teacher during the pretask when teacher cite examples. (Student 16, Group 4, personal communication, June 15, 2023).

"TBLA should be used in learning English speaking as it gives more time for us to speak and at the same time it helps us to improve our writing skills. (Student 28, Group 6, personal communication, June 15, 2023).

From the preceding analysis, it was discovered that almost all the students greatly appreciated the implementation of TBLA in the English-speaking class as students got abundant opportunities to share their ideas with friends. From the participant's response, it indicates that they are satisfied with the approach since many expressed that it enhanced their speaking skill as well as their writing skill.

4.1.6 Findings from Classroom Behavioral Observation

To further analyze whether the use of TBLA brought some changes in the behaviors of the student, classroom behavioral observations were carried out by a peer teacher from the research school. Ten items on the behavior were developed for the observations and the observation was carried out by the same teacher in all four sessions during the implementation of TBLA in speaking.

It was observed that during the first observation, only a few students were found using English actively while carrying out the task. Though most of the students completed the task successfully with the help of one another it was observed that some of the students were not confident to make conversation in the group. The teacher has to keep on encouraging them to speak up during the session.

From the second and third observations, students were seen enjoying the task and most of the students gained the confidence to share their views. Students were even seen concentrating on their friends' ideas and supporting them to use relevant vocabulary while expressing their thoughts. Despite seeing inactive use of English by some students, there was active participation from most of the students, and some improvements were found during the task.

The final observation made by the Peer teacher found significant improvement in the student's behavior during the session. Most of the students were aware of the steps and had good reactions to the task assigned. Students were seen collaborating with their group members in carrying out the task and even cooperating in giving feedback. Though the active usage of English during the task was found difficult for most of the students, in the beginning, it was observed to have improved significantly.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this chapter the conclusion from the data analysis, discussion of the findings, and recommendations for further studies were presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The study aimed to fulfill the following research objectives

- 1) To compare the English speaking skill of grade 4 Bhutanese students before and after using task-based learning approach.
- 2) To explore the learning satisfaction of the grade 4 students after using task-based learning approach.

To achieve the research objectives, a quasi-experimental method was used for 29 grade 4 students in one of the primary schools in central Bhutan. To compare the English-speaking skill before and after using TBLA, the speaking proficiency test: pretest, and posttest were administered and analyzed using comparative statistical analysis using paired t-test. To explore the learning satisfaction level, the data were collected through a survey questionnaire, semi-structured interview, and behavioral observation. The following conclusions were drawn after analyzing the data collected through mixed methods.

5.1.1 Enhancement of English-Speaking Skill

The first research objective was to compare the English-speaking skill of grade 4 Bhutanese students before and after using task-based learning approach. The speaking proficiency test; Pretest and Posttest was conducted on all the research participants to study the learning outcome.

A paired t-test was used in a comparative statistical study to compare the scores of the pretest and posttest of the research participants. The result revealed that the mean score of posttest (10.79) was higher than the mean score of the Pretest (8.22) with a mean difference of 2.57 as shown in Table 4.1. The standard deviation of the pretest and the posttest was 4.362 and 4.651 respectively. With a significant value of 0.01, it clearly indicated that the integration of TBLA had enhanced the speaking skill of the students.

During the pretest, the highest and lowest marks students scored were 17 and 4 respectively. Whereas during the posttest, though the lowest marks remained at 4, the highest mark increased to 19. Except for 3 students whose scores remained same, the rest 26 students scored better in posttest. This result indicated that the majority of the students have shown improvement in the posttest.

Therefore, the study based on the difference in the mean score of pretest and posttest concluded that the use of task-based learning approach had enhanced the English-speaking skill of grade 4 Bhutanese students. Thus, the first research objective was achieved and the first research hypothesis which stated that the English-speaking skill of grade 4 Bhutanese students would enhance after using task-based learning approach was accepted.

5.1.2 Students' Learning Satisfaction

The second objective was to explore the learning satisfaction of grade 4 students after using task-based learning approach. To study the satisfaction level of the students, quantitative data were collected using a survey questionnaire and qualitative data were collected using semi-structured interviews, and classroom behavioral observation done by a peer teacher.

To examine the learning satisfaction with the use of TBLA, a survey questionnaire was collected from all the research participants. A set of 15 items were categorized under three parts. The analyses from the survey questionnaire were done through the statistical description.

Part A of the questionnaire; interest and motivation were rated with an average mean score of 4.67 which falls under the Highest category. Moreover, all the items in part A were rated highest with the highest and lowest mean of 4.83 and 4.67 respectively. This indicated that the majority of the students were interested and motivated to learn English speaking using TBLA. Part B of the questionnaire; engagement was rated with an average mean score of 4.79 which falls in highest category and Part C of the questionnaire; 4.76 which too falls under highest category. So, researcher have concluded that students are very much satisfied with the use of TBLA in English speaking class.

The semi-structured interview was carried out in 6 groups, 5 groups of 5 members each and 1 group with 4 members. A thematic analysis was done to analyze the collected information from focus group interviews. To retain an uninterpreted response as suggested by Walliman (2011), the researcher has audio-recorded participants' responses and analyzed accordingly.

As per the findings from the semi-structured interview, most of the students are satisfied with the use of task-based learning approach in English-speaking classes, which was the second key finding of the study. The students' responses to each item

claimed that the use of TBLA was fun, interesting and engaging. It helped the students to speak better English. The result also analyzed that TBLA motivated students to take active participation in learning with the freedom to use the target language. Moreover, students expressed those different types of tasks boosted their confidence in speaking.

To further examine the valid result of the use of TBLA, students' behavioral observations were done by a peer teacher in all the sessions. The data were analyzed using content analysis.

According to the observation done by a peer teacher, it showed that students' behavior and attitude towards the approach had significantly improved. During the first session of the use of TBLA, though students followed the instruction, they had some difficulty sharing their thought and lacked collaboration in the group. The peer teacher observed that there was some improvement in behavior and some positive response was seen toward the use of TBLA by the second session though some students still remained reluctant to use English actively. However, by the final observation, most of the students were observed participating actively and seen enjoying the task thoroughly. The involvement of the teacher during the task has become minimal.

Therefore, with the result obtained using quantitative and qualitative data, it can be concluded that students had remarkable positive learning satisfaction after the use of the task-based learning approach accepting the second hypothesis which stated that the satisfaction level of the grade 4 Bhutanese students would be positive towards the use of task-based learning approach.

5.2 Discussion

This study had two findings. The first finding was that the English speaking skill of grade 4 Bhutanese students enhanced after using task-based learning Approach. The second finding was that grade 4 students had a positive learning satisfaction after using task-based learning approach. The following discussion presents the detailed findings of the two proposed research questions for this study.

5.2.1 Enhancing English-speaking skill

The first major finding of the study revealed that the English-speaking skill of grade 4 Bhutanese students enhanced after using TBLA. This was evident from the speaking proficiency test result. The mean difference of 2.57 and a significant p-value of 0.01(p<0.05) as shown in Table 4.1 proved that the majority of the student performed significantly better in the posttest than the pretest. Only three students' scores remained the same in both pretest and posttest. For one student, speech difficulty hampered her ability to improve academically. According to the National Dissemination Center for Children with Disabilities (2011) when a child has articulation disorder, they face difficulty in pronouncing certain sound which is hard to understand. Whereas, for the other two students, the approach may not be well-suited to their learning style. This was supported by Atlantic University (2021), No learning style fits all the students, some prefer visual learning, and some learn through solitary or hands-on experience to learn more efficiently while studying. However, this study result confirmed that the use of TBLA significantly enhanced the English speaking skill of grade 4 Bhutanese students. This finding was in alignment with the previous studies (Beding & Inthapthim, 2019; Sae-ong, 2010; Thanghun, 2012) where the study showed a significant difference in the posttest compared to the pretest.

Similarly, the results were also in line with a study conducted by Hussan, Zamzam, Azmi, and Abdulla (2021), whose results demonstrated that the use of TBLA has significantly enhanced students' speaking skills as they get a chance to interact with their peers to develop self-confidence, which in turn helps them acquire speaking skill. Their study concluded that with students' achievement improved from low performance to moderate performance, it can imply that TBLA can improve students' speaking.

Therefore, the overall result of the study revealed that the use of TBLA in Bhutanese English-speaking classes enhanced their learning outcome.

5.2.2 Students' learning satisfaction

The second major finding of the study was the positive learning satisfaction of grade 4 students after the use of a task-based learning approach. TBLA was regarded as a fun, motivating, and engaging approach to learning speaking. To explore the learning satisfaction, a survey questionnaire, semi-structured interview, and behavior observation were carried out.

The result of a survey questionnaire and semi-structured interview declared that students found the approach fun, interesting, motivating, and even more engaging. The finding was in alignment with the study conducted by Beding and Inthapthim (2019) which showed that students perform better in speaking after being exposed to a Task-based learning approach. They revealed that students were more inspired and interested in doing tasks since the study encouraged them to use the target language to complete the task in an anxiety-free environment. It was analyzed that the approach changed the way students learn English increasing their motivational level. Thus, they concluded that the approach had significantly affected students' oral performance.

The study also found that students expressed a high level of satisfaction that it stimulated their confidence to share their thoughts. The result was in line with what Safitri et al. (2020) found out; students responded positively to enhancements in their confidence. It was observed that before the implementation of TBLA, students shared that they feel ashamed as their friends would laugh at them when speaking.

Student's behavioral observation was also carried out to supplement the findings of survey questionnaire and semi-structured interview to study the attitude of the students on the use of TBLA. Four observations made by a peer teacher indicated that there were significant improvements in the behavior of the student. Most of the students were found to be participative by the end of the fourth observation. Similar findings were highlighted by Adiantika and Purnomo (2018) in their study that task-based instruction contributed to students engagement and active participation in the teaching and learning.

5.3 Recommendations

This study found that the English speaking skill of grade 4 Bhutanese students has enhanced after using task-based learning approach. The students expressed positive opinions towards the use of TBLA in the speaking class for motivating and boosting confidence. Therefore, based on the findings and conclusions made from the study the following recommendations are proposed.

5.3.1 Recommendations for Implementation

- 1) The findings of the study revealed that the scores in the posttest were higher than the pretest with positive learning satisfaction from the students. Therefore, it is highly recommended to use task-based learning approach in teaching speaking skill to other grades too.
- 2) The student's opinion suggested that having more chances to speak assists in improving their writing skills. Therefore, teachers could consider implementing TBLA in teaching to enhance writing skill.
- 3) Other English teachers are recommended to use TBLA since many of the participants from this study shared that TBLA was fun, enjoyful and motivating. However, teachers are recommended to adapt and select the type of task suitable for their students and their learning environment.
- 4) Language teachers are recommended to provide maximum time for the students to enhance their speaking skill and boost their confidence reducing speaking anxiety. This can be done using task-based learning approach.
- 5) Finally, the school administration is recommended to support, encourage and train language teachers to implement task-based learning approach to engage the students in productive learning skill.

5.3.2 Recommendation for Future Studies

Considering some of the limitations of this study and conducting further research on this field, the researcher would like to suggest the following recommendation.

- 1) This study was limited to 29 grade 4 students in a primary school. For further studies, similar research can be conducted with a larger sample size and different grade levels.
- 2) This study was conducted only for a period of one month due to time constraints. Therefore, to have more reliable and significant results further research can be carried out for a longer period of time.
- 3) This study focused on the English-speaking skill of grade 4 in one primary school located in a semi-urban area. So, it is not possible to generalize the result of nationwide grade 4 students as well as other grade levels. Therefore, similar studies may be carried out in different grade levels in different geographical areas.



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Director General

Department of School Education

Ministry of Education

Thimphu, Bhutan

Date: April 30, 2023

Subject: Request for Permission to Collect Data for Master of Education Theses

Dear Sir,

Master of Education Program in Curriculum and Instruction, Suryadhep Teachers College would like to request your permission for five Master of Education candidates to collect data for theses in Bhutan in the period of May 3, 2023 to June 15, 2023. The details of the candidates are shown as follows:

Sl.no	Name	Research title	Research School	
1	Nima Dorji	The use of mobile -assisted language learning (mall) through cake application to improve speaking skill of grade 6 ESL bhutanese students	Wangchu MSS, Chukh	
2	Nima Tshering	The integration of Field trip with Multimedia Technology in Social Studies of grade 4 Bhutanese students.	Trashigatshel PS, Chukha	
3	Kezang Wangmo	The use of Task-Based learning Approach to enhance the speaking skill of grade 4 Bhutanese Students.	Rinchengang PS, Chulche Wangdue Phodrang	
4	Jamyang Lhamo	The Effectiveness of Audio Assisted Reading to Enhance Reading Comprehension Skill for Grade 5 Bhutanese Students	Doonglagang PS, Tsirang	
5	Kinzang Lhaden	The impacts of using visual images in teaching mathematics to grade 4 bhutanese students	Wangchu MSS, Chukha	

Rangsit

Thank you for your kind consideration.

Truly yours,

Nipaporn Sakulvongs

Assistant Professor Nipaporn Sakulwongs, Ed.D.

Director of Master of Education Program in Curriculum and Instruction

Suryadhep Teachers College, Rangsit University

Muang-Ake, Paholyothin Road,

Lakhok, Pathum Thani 12000 Thailand

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Telephone: +662997-2222 ext. 1275



मेशर्यान्द्रयस्य क्ष्याम्द्रात्रवेयास्य Ministry of Education & Skills Development Department of School Education School Liaison and Coordination Division



DSE/SLCD/SLCU(2.2)/2023/604

May 10, 2023

The Principals Wangchu MSS, Trashi Gatshel PS, Rinchengang PS, Doonglagang PS

Subject: Approval to conduct a study and collect data

Dear Principals.

The following teachers are pursuing a Master of Education Program in Curriculum and Instruction at Suryadhep Teachers College in Rangsit University, Thailand. In partial fulfillment to complete the program successfully, they are required to conduct a research study on various topics related to education.

Sl.No.	Name	Research Title	Research School
1	Nima Dori	The use of mobile-assisted language learning (mall) through cake application to improve speaking skill of grade 6 ESL Bhutanese students	Wangchu MSS, Chhukha
2	Nima Tshering	The integration of Field trip with Multimedia Technology in Social Studies of grade 4 Wintanese students.	Trashi Gatshel PS, Chhukha
3	Kesang Wangmo	The use of Task-Based Learning Approach to enhance the speaking skill of grade 4 Bhutanese Students	Rinchengang PS.
4	Jamyang Lhamo	The Effectiveness of Audio Assisted Reading to Enhance Reading Comprehension Skill for Grade 5 Bhutanese Students	Doonglagang PS. Tairang
5	Kinzang Laden	The impacts of using visual images in teaching mathematics to grade 4 Dhutanese students	Wangchu MSS, Chhukha

Therefore, you are requested to support and allow them to collect data from the schools, subject to the following conditions:

The study will not interfere with the regular neudemic activities of the school.
 The confidentiality and privacy of the participants will be strictly maintained, and the data collected will only be used for academic purposes.
 Any inconvenience caused to the school during the data collection process will be

(Karma slalay)

Director General

CC: 1) Director of Master of Education Program in Curriculum and Instruction, Suryadhep Teachers College. 2) Ferson concerned.

Upper Molithang, Thimphu. Bhutan, Contact No. +975 2 332881, www.education.gov.bt

PRINCIPAL'S CONSENT LETTER

Respected sir,

I am currently pursuing a Master of Education in Curriculum and Instruction, at Rangsit University. Thailand. As a part of my study, I am carrying out research on "the use of Task-Based Learning Approach to enhance the English speaking skills of grade 4 Bhutanese students". The research will involve 8 English lessons during school hours for a period of 4 weeks in May. For the study, two speaking tests will be conducted before and after the implementation of TTLA, an observation form will be used during the session, and a questionnaire and Face-to-face interview will also be conducted at the end. The content of my teaching will be in line with the curriculum. The data collected will be used solely for study purposes. Their names, identifications, and school will not be used in the research paper and all the information provided will remain confidential. Therefore, I would like to seek your kind approval to let the teachers and students participate in this study.

Thanking VA

Kezang Wangmo

Rangsit University

I have read the information stated above and any questions I have asked have been answered to my satisfaction. I agree to allow my students and teachers to participate in this study provided it is a voluntary participation and they can withdraw at any time they like. I agree that the data collected for the study may be published while maintaining the name of the school and the individual student participants are also provided.

Name Nima Dayi sigr

prooved

Principal RINCHENGANG PRY, SCHOOL

Wangdue Phodrang

APPENDIX B PARENTAL/GUARDIAN CONSENT LETTER



May 8th 2023

PARENTAL CONSENT LETTER

Dear Parent/Guardian,

l am currently pursuing a Master of Education in Curriculum and Instruction, at Rangsit University, Thailand. As a part of my study, I am carrying out research on "the use of Task-Based Learning Approach(TBLA) to enhance the English speaking skills of grade 4 Bhutanese students". The research will involve 8 English lessons during school hours for a period of 4 weeks in May-June. For the study, two speaking tests will be conducted before and after the implementation of TTLA, an observation form will be used during the session, and a questionnaire and Face-to-face interview will also be conducted at the end. The content of my teaching will be in line with the based on the curriculum. The data collected will be used solely for study purposes. Their names, identifications, and school will not be used in the research paper and all the information provided will remain confidential.

Therefore, I would appreciate your consent to let your child participate in this study.

Kezang Wangmo

Master in curriculum and instruction

Rangsit University, Thailand

I, the undersigned give permission for my child (Yangchen Phutthe Palden participate in the above mentioned research study.

Name: Phutthes Relation to the child: father.

Signature: A plant of the child: Palden.

APPENDIX C SPEAKING PROFICIENCY TEST CRITERIA



English Proficiency Test

For the speaking proficiency test, students will be given three choices to speak about. Student will be asked to talk on the same topic for both the pre-test and post-test.

Topics: 1. Four years of Schooling experiences

- 2. Any celebration
- 3. Narrating a story for a given picture

Test procedure

- 1. Students will be thoroughly instructed about the speaking test.
- 2. Students will be given a topics of their choice to speak about.
- 3. Students will be given 2 minutes of preparation time.
- 4. Students will be made to speak on the topic for minimum one minute.

The test will be assessed along with a peer teacher based on the rubric developed.

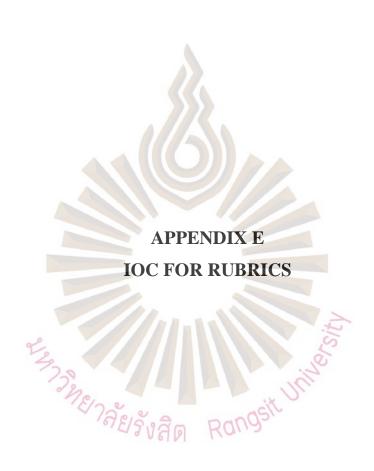


APPENDIX D RUBRICS FOR SPEAKING PROFICIENCY TEST



RUBRIC FOR SPEAKING PROFICIENCY TEST

Components	5	4	3	2	1
Fluency	can speak	Can speak	Can speak	Frequently	Very slow
	smoothly	smoothly	smoothly	hesitant to	and hesitant,
	and fluently	and fluently	with some	speak and	and it is
	all the time,	most of the	hesitations	some	difficult to
	with no	time, but	and	sentences	perceive
	hesitations	with a few	searching	are left	continuity.
	and no	hesitations	for words	uncomplete	
	attempts	and a slight and causing		d	
	needed to	search for	unevenness		
	search for	words.	by		
	words.	4//5	rephrasing.		
Grammar	No	Few	Some	Often make	Too many
	grammatical	grammatical grammatical	grammatical	grammatical	grammatical
	errors, uses	errors when	errors and it	errors that	errors and it
	varieties of	trying to use	influences	hinder	doesn't
	grammatical	varieties but	the meaning	meaning.	convey any
	structures	could	The state of the s		meaning.
	that make	convey the			
	meaning	meanings			
	clear.				
Pronunciation	Pronunciatio	Pronunciatio	Few	Some	Lots of
q-	n is	n is good	incorrect	incorrect	incorrect
-	excellent	with a	pronunciatio	pronunciatio	pronunciatio
	and has	certain	ns but	n and has to	n and hard
	native	accent; easy	understanda	repeat to	to
	speakers'	to an	ble	understand	understand.
	accents;	understand	(ai.s		
	easy to				
	understand.				
Vocabulary	Excellent	Good usage	Limited	Limited and	Too many
	usage of	of well-	usage of	incorrect	incorrect
	vocabulary	chosen	vocabulary	usage of	usages of
	in the	vocabulary	and	vocabulary	vocabulary
	sentence	in the	conversation	and it's	and it's
	with a wide	sentence.	becomes	difficult to	impossible
	range of		limited.	understand.	to
	well-chosen				understand.
	vocabulary.				



Item Objective Congruence for Rubrics

- > +1; if the item clearly fulfills the research objectives mentioned.
- > 0; if the item is unclear whether it fulfills the research objectives mentioned.
- > -1; if the item does not fulfill the research objectives mentioned.

Sl.		Expert	Expert	Expert	Average	Congruence
no		1	2	3		
1.	The rubric has specific	+1	+1	+1	+1	Congruent
	criteria.					
2.	The rubric has	+1	+1	+1	+1	Congruent
	differentiated levels of	886				
	performance that reflect the)			
	varying degrees of	MA				
	proficiency.					
3.	The rubric used clear and	+1	+1	+1	+1	Congruent
	concise language that is					
	easy to understand and can		4			
	make scoring easy.					
4.	The rubric is fair and	+1	+1	+1	+1	Congruent
	unbiased. It does not					
	discriminate against any	PR-N			2	
	particular group of				1/5	
	students.			10		
5.	The rubric developed is	+1	+1	178	+1	Congruent
	relevant to the topic.	2_	ands	7		

APPENDIX F CLASSROOM BEHAVIORAL OBSERVATION FORM



CLASSROOM BEHAVIORAL OBSERVATION FORM

Sl.No		All the students	Most of the students	Some students	Few students
1.	Students actively use English during the task.				
2.	Students enjoy doing tasks.				
3.	Students are confident to make conversation among the group.				
4.	Students respect other group members' views and ideas				
5.	Students support each other during the task.				
6.	Students use relevant vocabulary to make conversation.				
7.	Students try to rephrase his/her sentences while expressing their thoughts.				
8.	Students ask questions about the task.				
9.	Students provide honest feedback on the other groups' work.		YSİtv		
10.	Students are able to complete the task successfully.		Urill		
General	Observations PEGNAR	Rangs			

APPENDIX G IOC FOR CLASSROOM BEHAVIORAL OBSERVATION



Item Objective Congruence for Classroom Behavioral Observation

- > +1; if the item clearly fulfills the research objectives mentioned.
- > 0; if the item is unclear whether it fulfills the research objectives mentioned.
- ➤ -1; if the item does not fulfill the research objectives mentioned.

Sl.No		Expert 1	Expert 2	Expert 3	Average	Congruence
1.	Students actively use	+1	+1	+1	+1	Congruent
	English during the task.					
2.	Students enjoy doing	+1	+1	+1	+1	Congruent
	tasks.	17				
3.	Students are confident to	+1	+1	+1	+1	Congruent
	make conversation among	1110	/			
	the group.	MA				
4.	Students respect other	+1	+1	+1	+1	Congruent
	group members' views					
	and ideas					
5.	Students support each	+1	+1	+1	+1	Congruent
	other during the task.		1			
6.	Students use relevant	+1	+1	+1	+1	Congruent
	vocabulary to make					
	conversation.					
7.	Students try to rephrase	+1	+1	+1	+1	Congruent
	his/her sentences while				2/	
	expressing their thoughts.	7 A A A		3		
8.	Students ask questions	+1	+1	+1	+1	Congruent
	about the task.		1	M.		
9.	Students provide honest	+1	+1,00	+1	+1	Congruent
	feedback on the other	สิต ไ	Sauzz			
	groups' work.	011/1				
10.	Students are able to	+1	+1	+1	+1	Congruent
	complete the task					
	successfully.					
	Overall average	+1				Congruent

APPENDIX H SAMPLE PEER OBSERVATION Rangsit Jinites

Third Observation CLASSROOM BEHAVIORAL OBSERVATION FORM All the Most of Some Few SINO students the students students students Students actively use English during the task. Students enjoy doing tasks. Students are confident to make conversation among the group. 4. Students respect other group members' views and ideas Students support each other during the task. 6. Students use relevant vocabulary to make conversation. Students try to rephrase his/her sentences while expressing their thoughts. Students ask questions about the Students provide honest feedback on the other groups' work. 10. Students are able to complete the task successfully. - students are actively Participating.

- seen improvements.

- seen improvements.

- Residents are actively Participating. General Observations

Jang Pemn Yangden

Adapted from Om (2018)



Semi-structured interview

The following semi-structured interview questions will be used to find out the students' learning satisfaction with the use of task-based learning approach to enhance the speaking skills of grade 4 Bhutanese students.

Semi-structured interview questions

Part A: Interest and Motivation

- 1. How did you feel about the use of TBLA in the classroom?
- 2. Did any of the tasks you carried out motivate you to speak? How?

Part B: Engagement

- 3. Which stage of TBLA did you find most interesting and meaningful?
- 4. Why did you find this stage (mentioned in question 3) the most interesting and meaningful?

Part C: Efficacy of TBLA on students' learning

- 5. What do you think about using TBLA regularly in English-speaking classes?
- 6. Share your views on the use of TBLA in English-speaking class.

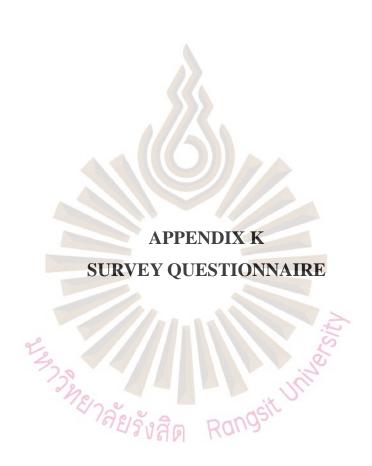
Adapted from Lhamo (2021)
Rangsit



Item Objective Congruence for Semi-Structured Interview

- > +1; if the item clearly fulfills the research objectives mentioned.
- > 0; if the item is unclear whether it fulfills the research objectives mentioned.
- > -1; if the item does not fulfill the research objectives mentioned.

Sl.	T(Exper	Exper	Exper	Averag	Congruenc
No	Items	t 1	t 2	t 3	e	e
Pa	rt A: Interest and Motivation	l	1	1		
1	How did you feel about the	+1	+1	+1	+1	Congruent
	use of TBLA in the	226				
	classroom?	????.				
2	Did any of the tasks you	+1	+1	+1	+1	Congruent
	carried out motivate you to		11/1			
	speak? How?					
	Part B: Engagement	4				
3	Which stage of TBLA did	+1	+1	+1	+1	Congruent
	you find most interesting					
	and meaningful?					
4	Why do you like that stage	+1	+1	+1	+1	Congruent
	(question 3) the most			10		
	interesting and meaningful?		14	nu.		
	Part C: Efficiency of TBLA o	n stude	nts' lear	ning		
5	What do you think about	+1	+1	+1	+1	Congruent
	using TBLA regularly in					
	English-speaking classes?					
6	Share your views on the use	+1	+1	+1	+1	Congruent
	of TBLA in English-					
	speaking class.					
	Overall Average		-	+1		Congruent

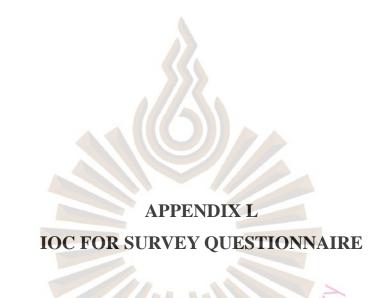


Survey Questionnaire

This survey questionnaire will be provided to all the research participants. The purpose of the questionnaire is to find out the student's learning satisfaction toward the use of the Task-Based Learning Approach (TBLA) in speaking lessons. The questionnaire filled out by the participants will be confidential and will be used for the study purpose only.

Age Range: 9-10 ()					
11-12 ()					
Above 13 ()					
Direction: To complete this questionnaire, please	indica	te your	answer	by putt	ing
$(\sqrt{\ })$ in the answer that best shows your opinion for	or each	indicate	or.		
5- strongly agree, 4-agree, 3- neutral, 2- disag	ree, 1-	strongl	y disagi	ree	
Indicators	5	4	3	2	1
Part A: Motivation and interest				ı	
1. Learning to speak English using TBLA was					
fun.		72			
2. The use of TBLA made learning		5			
meaningful.		il			
3. Varieties of communicative task motivated	Tio				
me to speak English. Alford Ran	32,				
4. I felt more valued when interacting in a					
group.					
5. TBLA strategy helped boost my confidence					
to speak English.					
Part B: Engagement		•	•		•
6. All the tasks carried out were interactive					
7. All the tasks carried out were based on real					
life experiences.					
				<u> </u>	

Indicators	5	4	3	2	1
8. All the examples cited during pre-tasks were					
relevant.					
9. I felt more engaged during the task.					
10. I could freely participate as the languages					
were not in focus during the task.					
Part C: Efficacy of TBLA on Students learning	g		l		
11. Using TBLA enhanced my language skill.					
12. Using TBLA enhanced my oral			_		
presentation.					
13. Using TBLA enhanced my collaboration			_		
skill.					
14. Completing tasks on our own provided me			_		
the opportunity to become an independent					
learner.					
15. The feedback provided after each task					
helped me improve my speaking skills.		7 >			
र्द्र निम्नु निम्नु श्रेष्ठित Rang		0	ed from	Lhamo	, 2021)

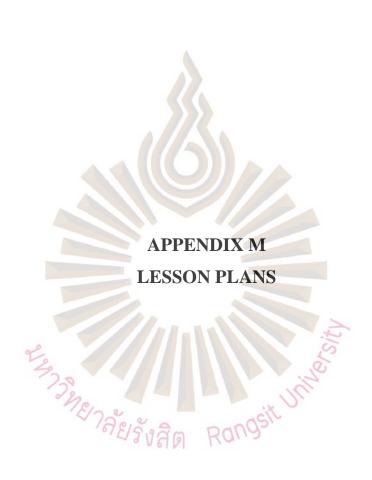


Item Objective Congruence for Survey Questionnaire

- > +1; if the item clearly fulfills the research objectives mentioned.
- > 0; if the item is unclear whether it fulfills the research objectives mentioned.
- > -1; if the item does not fulfill the research objectives mentioned.

Sl.	T.	Expert	Expert	Expert				
No	Item	1	2	3	Average	congruence		
Par	Part A: Motivation and Interest							
1	The use of TBLA in	+1	+1	+1	+1	Congruent		
	learning English	- 44						
	speaking was fun.	. ///						
2	The use of TBLA made	+1	+1	+1	+1	Congruent		
	learning meaningful.							
3	A variety of	+1	+1	+1	+1	Congruent		
	communicative tasks	•						
	motivated me to speak							
	English.							
4	I felt more valued when	+1	+1	+1	14	Congruent		
	interacting in a group.				18/			
Par	t B: Engagement	74	B B	INI				
5	Following the TBLA	+1_	+1	+1	+1	Congruent		
	developed my confidence	างสต	Rang					
	to speak English.							
6	All the tasks carried out	+1	+1	+1	+1	Congruent		
	were interactive.							
7	All the tasks carried out	+1	+1	+1	+1	Congruent		
	were real-life related							
	tasks.							
8	All the examples cited	+1	+1	+1	+1	Congruent		
	during pre-tasks were							
	relevant.							

Sl.	Item	Expert	Expert	Expert	Average	congruence
No	Item	1	2	3	Average	congruence
9	I felt more engaged	+1	+1	+1	+1	Congruent
	during the task.					
10	I could freely participate	+1	+1	+1	+1	Congruent
	as the languages were					
	not in focus during the					
	task.					
Par	t C: Efficacy of TBLA on	students	learning	ı		
11	Using TBLA enhanced	+1	+1	+1	+1	Congruent
	my language skill.	1///				
12	Using TBLA enhanced	+1	+1	+1	+1	Congruent
	my oral presentation.					
13	Using TBLA enhanced	+1	+1	+1	+1	Congruent
	my collaboration skill.					
14	Completing tasks on our	+1	+1	+1	+1	Congruent
	own provided me with					
	an opportunity to reflect	A Bal			27	
	on my learning.			, d	S/5	
15	The feedback given	+1	+1	+1/1/1	+1	Congruent
	during the post-task	e -	2200	Tie		
	encouraged me to	างสต	Kana			
	analyze deeper on my					
	creativity.					
	Overall Average		-	+1	•	Congruent



Lesson Plan 1 (sessions 1&2)

Class: IV Date:

Subject: English **Time:** 90 minutes

Number of students: 29 Period:

Topic: Sharing Experiences

Strategy: Use of Task-based learning Approach

Previous knowledge of the students: - Students have done some speaking activities

in the class.

Teaching learning materials: Television, pen drive, vocabulary card, A4 size paper,

chalk and chalkboard

Lesson Objectives: By the end of the lesson, each student will be able to

• share at least 3 past experiences they had in the school after carrying out the task.

• collaborate with other members of the group during task.

Lesson Introduction / warming up activity (10 minutes)

Teacher and students exchange greetings.

Teacher: How are you all feeling today?

Students: We are feeling good, happy, or excited.

Teacher: Do you like to talk with your friends in English?

Students: Yes/no

Teacher: Why?

Students: example :- Yes, I can learn more words.

-I do not like to talk because I cannot speak well, and my/friends laugh when I make mistakes.

The teacher will talk about making mistakes highlighting the quote "Mistakes are the pillars of success". The teacher will also explain how learning should take place with mistakes and advise them listening would help them understand and speak better.

With this, teacher will show a short video where a student talks about his experience.

Task method

• Pre-task (10 minutes)

Teacher's role	Student's role
- The teacher will share her one-year	- After the teachers' sharing, each student
experience of studying in another	will be given 2 minutes to analyze and
country.	share their opinion about how the teacher
- As the teacher goes on sharing about	shared her experience.
the her experiences, she will write some	-Students then think about their
vocabularies on the board.	experience of 4 years in the school. They
The teacher will give instructions on	can note down some vocabulary while
how to carry out the task.	they are recapitulating.
Task instruction	

- V You will be numbered them from 1-4
- ✓ The same numbers will make a group.
- ✓ Once in your respective groups, you will take turns to share experiences.
- V Next, pick the common experiences and plan your group's experience.
- V Draw some of your group's common experience in the paper provided.
- V Finally a member from each group share the group's experience using the your diagram.

Task cycle (55minutes)

• Task (20 minutes)

-The teacher will move around from one group to another encouraging collaboration and monitoring discussion -Students will be engaged in sharing their experiences with their group friends while other members listen and respect the speaker.

• Planning (15 minutes)

Continue monitoring and ensuring discussions in the group.

-Students will discuss and come up with a common experience that all the group members had.

• Reporting (20 minutes)

-The teacher will take note of the observation and feedback.

-The teacher will also note down some of the language used by the students during the presentation. - A member from each group takes turns to share the common experience all the group members had with the whole class.

language Focus (10)

- -Feed back will be provided
- Teacher and students will discuss the language structures they encountered during the task cycle.
- -Students will be given more opportunity to practice those words.

Lesson Closure (5 minutes)

Teacher: Can some of you share what you have learned from this lesson?

Student's expected answer: We have learned about collaborating with other members while completing the task.

Lesson Plan 2 (sessions 3&4)

Class: IV Date:

Subject: English **Time:** 90 minutes

Number of students: 29 Period:

Topic: class day trip to a learning center.

Strategy: Use of Task-based learning Approach

Previous knowledge of the students: - Students have an idea of the Task-based

learning

approach

- They have already carried out a task following the TBL approach.

Teaching learning materials: Television, chart, marker, chalk and chalkboard, sticky note

Lesson Objectives: By the end of the lesson, the student will be able to

- Present a plan for a trip after the discussion.
 - Suggest a point on their friend's plan after the reporting

Lesson Introduction / warming up activity (10 minutes)

- V Teachers and students exchange greetings.
- V Teacher will recapitulate the stages/procedure involved in TBLA which they have followed in the previous lesson.

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Task method

• Pre-task (10 minutes)

Student's role
- Share some vocabulary related to the
picture shown by the teacher.
-listen to the conversation among a
group that is being played on
television.
Students get some time to think about a
trip to a learning center.

Task instruction

- V You will be numbered.
- **V** The same numbers will make a group. ■
- V Once in your respective groups, you will take turns to share your plan for a day trip to a learning center.
- **∨** Next, pick the common plans in your group.
- **∨** Note down your group's plan in the worksheet provided.
- **∨** Finally a member from each group will share the group's plan.

Task cycle (55minutes)

• Task (20 minutes)

-The teacher will move around from one group to another encouraging collaboration and monitoring discussion

- -Students take turns sharing their ideas when planning a trip.
- -when one member shares his/her thoughts, other members must respect it and can note down the differences and similarities.

• Planning (15 minutes)

-Continue monitoring and ensuring discussions in the group.

-Students will discuss and prepare groups to plan a day trip using all the similar ideas and considering differences.

• Reporting (20 minutes)

- -The teacher and other groups will provide feedback after each presentation.
- -The teacher will note down some good vocabulary and some mispronounced vocabulary or phrases

- A member from each group will take turn to share their group's day trip plan. Other students will listen to what they are sharing.

Language Focus (10)

-The teacher will focus on some good vocabulary and some mispronounced vocabulary or phrases (if any) used by students during their presentation on the board.

Students will discuss those vocabularies and come up with sentences using those vocabularies.

Lesson Closure (5 minutes)

- -Students will carry out a 3-2-1 activity
- -Students will be provided with a sticky note each to write down three points they liked about the lesson, two takeaways, and one doubt they had from the session.
 - -Students do not have to write their names on the sticky note.
- Once they are done writing down, they will paste their work on the chart, which is displayed on the board labeled "Parking lot".



Lesson Plan 3 (sessions 5&6)

Class: IV Date:

Subject: English **Time:** 90 minutes

Number of students: 29 Period:

Topic: Celebration (Tshechu)

Strategy: Use of a Task-based Learning Approach

Previous knowledge of the students: • Students have an idea of the Task-based

learning approach

-They share their opinion with their friends

Teaching learning materials: thread, chalk, and chalkboard, chart paper

Lesson Objectives: At the end of the lesson, each student will be able to

- Give simple information about tshechu correctly.
- Tell at least three activities that take place during tshechu.
- Use Wh questions when asking for an information.

Lesson Introduction / warming up activity (10 minutes)

- √ Teacher and students exchange greetings.
- V Teacher asks if any one of them celebrated their birthday recently. The teacher will let some of the students share some information about how he/she celebrated their birthday. Then the teacher will connect with the topic which is to be taught (celebration). Then let them think about the tshechu celebration in Bhutan for a minute.

Task method

• Pre-task (10 minutes)

Teacher's role	Student's role
- The teacher will show them a ball of	- Students say a word related to tshechu
thread and tell them that we are going to	when they get the thread.
make a spider web.	-Every student must speak one word.
- The teacher will throw the ball of thread	-Students get some time to think about
to someone	some information they have about tshechu.
- When that person gets the thread he/she	- They can share any verb/feelings/ nouns
must tie it on their finger and say one word	any words related to tshechu.
related to the tshechu celebration.	-class as a whole will discuss those words
-After saying the word, the student will	mentioned by them to .
then throw the ball of thread to another	
student.	
-The process will continue till every	
student gets the opportunity.	
- Teacher will note those words on the	
board.	4
-Later teacher give them a task "Imagine	\$ 5
you are planning to share information on	Will.
Tshechu to a tourist visiting our country"	andsit V.

Task instruction

- **∨** You will be numbered
- \lor The same numbers will make a group.
- √ Once in your respective groups, you will take turns to share information on tshechu
- V Next, the group will plan a conversation with a tourist visiting our country.
- V Then, all the members will carry out a role-play as a tourist and a guide.
- V Two members will act as guides and two members will take the role of tourists.

Task cycle (55minutes)

• Task (20 minutes)

-The teacher will move around from one group to another encouraging collaboration and monitoring discussion -Students take turns sharing the information they know about tshechu. -when one member shares his/her points, other members must respect it and can note it down for further planning.

• Planning (15 minutes)

-Continue monitoring and ensuring discussions in the group.

- Students will discuss and prepare as groups to plan a conversation with a tourist visiting our country.
- V They can take a note of their information.

• Reporting (20 minutes)

-The teacher and other groups will note their observations.

-Teacher will also note some interesting vocabulary and wh questions which they used.

- All the members from each group role play as a tourist and a guide to share information on tshechu.
- -Other students must listen to what they are sharing.

Language Focus (10)

'Wh' questions are focused as more questions are used when one wants to get information in real life.

Show a chart where information on W

Show a chart where information on Wh questions and their usage were written.

Students will discuss those 'Wh' questions and make some more examples as a whole class.

Lesson Closure (5 minutes)

- -To end the lesson, the teacher will let them do an activity called, "Final word"
 - -Ask each member from each group to summarize/share what they have learned from the lesson.
 - -class as a whole will discuss if any member has a doubt on the points shared.



Lesson Plan 4 (sessions 7&8)

Class: IV Date:

Subject: English **Time:** 90 minutes

Number of students: 29 Period:

Topic: creating Story

Strategy: Use of Task-based learning Approach

Previous knowledge of the students: - Students have an idea of the Task-based

learning approach

- They can respond correctly to information-seeking questions.

Teaching learning materials: printed pictures, chart, chalk and chalkboard

Lesson Objectives: By the end of the lesson, the student will be able to

- actively participate in creating tasks.
- Identify the elements of the story.
- Analyze the picture provided and tell a story about it.

Lesson Introduction / warming up activity (10 minutes)

- V Teachers and students exchange greetings.
- V Then the teacher will ask all the students to get up and will instruct them that we are going to play a game called "I have never"
- V Teacher will ask them to raise their hand when she says 1,2,3. Whoever is raised first will share one thing that he/she has never done. Then ask others if any one of them has done it. Let that person narrate his/her story on how she/he has done it.

Task method

• Pre-task (10 minutes)

Teacher's role	Student's role
- The teacher will display a set of	- A Student will come in the front and
sequential pictures to all of them and ask	create a story based on the picture.
for volunteers if any of them wants to	- others can listen to his/her idea and
create a picture using those pictures.	can support it if needed.
- The teacher will note down important	-class as a whole will discuss those
words he/she uses while creating	words mentioned by them.
- Later teacher will provide a picture and	
assign them a task "to create a story with	
pictures provided".	
Took instruction	

Task instruction

- ✓ You will be numbered.
- ✓ The same numbers will make a group.
- V Once in your respective groups, you will take turns to describe and share your ideas about the picture provided in your group.
- V Next, the group create a story.
- ✓ Then, all the members will carry out a role-play as a tourist and a guide.
- **∨** Finally, a member from each group will present the story.

Task cycle (55minutes)

• Task (20 minutes)

The teacher will move around from	-Students will take turn sharing their
one group to another encouraging	ideas on the picture
collaboration and monitoring	-when one share his/her thoughts other
discussion	members must respect and can note
	down the ideas.

• Planning (15 minutes)

- -The teacher moves around from one group to another encouraging collaboration and monitoring the discussion
- ✓ -Students will create a story as a group to share with other groups.
- V They can take note of their information.

• Reporting (20 minutes)

- -The teacher and other groups will take note of their observation.
- -The teacher will note down some words they used to best narrate the story.
- A member from a group who is appointed by the teacher will share their work with the whole class and members can support the presenter if he/she faces any problem.
- Other students must listen to what they are sharing.

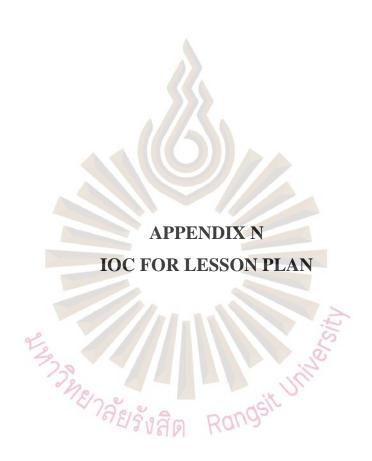
Language Focus (10)

Later, ask some other groups if they know the meaning. If not explain the meaning to them.

The class as a whole will discuss those words and make some sentences to make it more clear.

Lesson Closure (5 minutes)

-To end the lesson, the teacher will ask them to create a mind map on the element of the story they have learned from the task. The class as a whole will discuss the elements of the story.



Item Objective for Lesson plans

- > 1; if the item clearly fulfills the research objectives mentioned.
- > 0; if the item is unclear whether it fulfills the research objectives mentioned.
- > -1; if the item does not fulfill the research objectives mentioned.

Sl.No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
1.	Lesson plan 1	+1	+1	+1	+1	Congruent
2.	Lesson plan 2	+1	+1	+1	+1	Congruent
3.	Lesson plan 3	+1	+1	+1	+1	Congruent
4.	Lesson plan 4	+1	+1	+1	+1	Congruent
Ove	Overall Average +1					Congruent





Paired Sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	8.22	29	4.362	.810
	post test	10.79	29	4.651	.864

Paired Sample Correlation

Pair 1 Pretest & Posttest	N Correlation		Sig	
	29	.941	.01	

Paired Samples test

	Paired Difference							
	Mean	Std. Std. 95% Confidence Error Interval of the Mean difference		of the	t	df	Sig. (2 tailed)	
		- A D D		Lower	Upper			
Pair1 Pretest-	-2.569	1.574	.292	-3.168	-1.970	8.790	28	.01
Postest	20				S			

าวกลัยรังสิต Rangsit Unit













Experts who validated the instruments

Sl.no	Name of Expert	Position title	Institution
1	Mr.Gary Torenmucha	Professor	Rangsit English
			Language Institute
2	Ms. Tshewang Lhamo	Teacher	Taju Primary
		Master degree in	School, Bhutan
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	. ((//5	Curriculum and	
	44110	Instruction	



Consent Form for Disclosure of Validator's Name in Research Paper

To

The Graduate School

Rangsit University

Thailand

I, Gary Torremucha, a professor of Rangsit English Language institute, Rangsit University, hereby give my consent to the researcher Ms. Kezang Wangmo (6407665), a student of Master in Curriculum and Instruction, Suryadhep Teachers College, Rangsit University to disclose my name as a research Instrument validator in his thesis paper titled "The Use of Task-based Learning Approach to enhance english Speaking Skill of Grade 4 Bhutanese Students". I respect the terms and regulations of the Graduate School; thus, I also give my consent to the Graduate School, Rangsit University to contact me in case of any clarification regarding my consent.

Gary Torremucha

Signature:

Date: 25 September 2023

Consent Form for Disclosure of Validator's Name in Research Paper

To The Graduate School Rangsit University Thailand

I, Gaki Om,a teacher at Taju Primary School, Paro, Bhutan,hereby give my consent to the researcher Ms. Kezang Wangmo (6407665), a student of Master in Curriculum and Instruction, Suryadhep Teachers College, Rangsit University to disclose my name as a research Instrument validator in his thesis paper titled "The Use of Task-based Learning Approach to enhanceEnglish Speaking Skill of Grade 4 Bhutanese Students",I respect the terms and regulations of the Graduate School; thus, I also give my consent to the Graduate School, Rangsit University to contact me in case of any clarification regarding my consent.

Gaki Om

Signature

Date: 26/09/202 2

Vavan Rangsit

Consent Form for Disclosure of Validator's Name in Research Paper

To The Graduate School Rangsit University Thailand

I, Tshewang Lhamo, a teacher at Taju Primary School, Paro, Bhutan, hereby give my consent to the researcher Ms. Kezang Wangmo (6407665), a student of Master in Curriculum and Instruction, Suryadhep Teachers College, Rangsit University to disclose my name as a research Instrument validator in his thesis paper titled "The Use of Task-based Learning Approach to enhanceEnglish Speaking Skill of Grade 4 Bhutanese Students". I respect the terms and regulations of the Graduate School; thus, I also give my consent to the Graduate School, Rangsit University to contact me in case of any clarification regarding my consent.

Tshewang Lhamo

Signature:

ยรังสิต Rangsit

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