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TITLE:

INCIDENCE OF APPLYING THE TASK-BASED LEARNING METHOD AND GROUP WORK TECHNIQUE TO DEVELOP ENGLISH SPEAKING PRODUCTION ON STUDENTS ATTENDING THE 7TH YEAR OF BASIC EDUCATION AT SAGRADOS CORAZONES SCHOOL DURING THE SCHOLAR YEAR 2011-2012.”

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Susana and Marco

DEDICATION

We dedicate this research, first to our God for his spiritual support to accomplish our goals, then to our family for their incomparable love and comprehension as we were carrying out this project.

Susana Navas and Marco Rivera

ARMY POLYTECHNIC SCHOOL

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APPLIED LINGUISTICS IN ENGLISH PROGRAM

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Sangolquí, 28 de septiembre del 2012

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SUMMARY

In recent years, various explanations and possible solutions have been given for the low quality of English speaking achievement of the Ecuadorian students from most educational institutions. Consequently, this research has been focused on applying the use of Task-based Approach in learning process, in order to improve the speaking production for students attending the 7th year of Basic Education at Sagrados Corazones School. Once the problem and sub problems were detected, dependent and independent variables were determined in order to elaborate the general and the specific objectives. The theoretical frame has been categorized to obtain the main items, which allowed getting the required information to set up a proposal.

The purpose of this study is to develop English speaking ability at the Sagrados Corazones School through task-based learning. The methodology will be developed by the quasi experimental design, that is formed by a control group and an experimental group using pretests and posttests that gave us two groups in order to measure the results of this study through the appropriate statistical process (*t*-test). The informants are 40 learners gained via random sampling. The instruments used for collecting data were unit lesson plans, a pre-post speaking test, a teacher's observation form, learners' self-assessment form, and group work assessment. The data were statistically analyzed by mean, standard deviation, and *t*-test for dependent samples. The results indicated that the English speaking ability of school students through task-based learning after the experiment will be significantly higher. The conclusions and recommendations of the research are based on the findings of the investigation, and then it was necessary to elaborate the proposal part in order to socialize the results organizing seminars for teachers.

INTRODUCTION

English has played an important role in the daily lives of the Ecuadorian people for many years due to its influence on education, careers and economics. Having English skills encourages learners to communicate with foreigners comfortably, understand differences in culture and hold positive attitudes towards using English (Genc & Bada, 2005). Speaking is a necessary and basic skill that also helps an English learner become a good reader and writer spontaneously. In addition, the main purpose of a learner studying English as a Second Language (ESL) is to reach a personal goal to achieve success.

The Ministry of Education in Ecuador (2011) is focusing on the significance and value of English, responding to global challenges. English has been placed in the curriculum from primary to intermediate, but learners cannot effectively use English in conversation or correspondence with others. Although some learners have been studying for 10 years, but they still cannot apply the language in real life situations.

This study attempts to determine that it is possible, in Sagrados Corazones School contextual setting, to develop students's speaking ability. In this sense, the task-based learning is a practical approach to the learning process, employing various activities and challenges for learners to think freely and increase their competence. Task-based learning offers several advantages by helping learners develop cognitive processes, creative thinking and problem-solving skills. Many learners state when their teachers assign a variety of tasks for them to perform, they have the opportunity to use language communicatively.

Therefore, Sagrados Corazones school goal is to make students create the ability to use English in speaking because this ability is valued as a demonstration of knowing a language. For this reason, the importance of

implementing adequate Educational model that allows students (non native speakers) to speak the English language effectively. The aspects considered in each chapter are summarized in the following text:

Part I refers to “Research Problem” which contains the themes such as problem identification, problem setting, main problem, secondary problems, variables working out, general and specific objectives and justification that help to set up the real necessity to apply a new method (Task-Based Learning Method) to improve the speaking skill on students of Sagrados Corazones school.

Part II concerns about the “Theoretical Frame” that involves theoretical and conceptual focus, structure, hypothesis system, working hypothesis, null hypothesis, and alternative hypothesis which serve to review in detail the different sources of useful information in the analysis of the researched topic.

Part III focuses on the “Methodological Design” which contains research type and design, population and sample, instruments for data collection, processing and analysis linked with the methodology to obtain and process the researched data for its analysis.

Part IV is about the “Analysis and Interpretation of results” with its components such as previous for the data collection and formulas that helped to verify the proposed hypothesis.

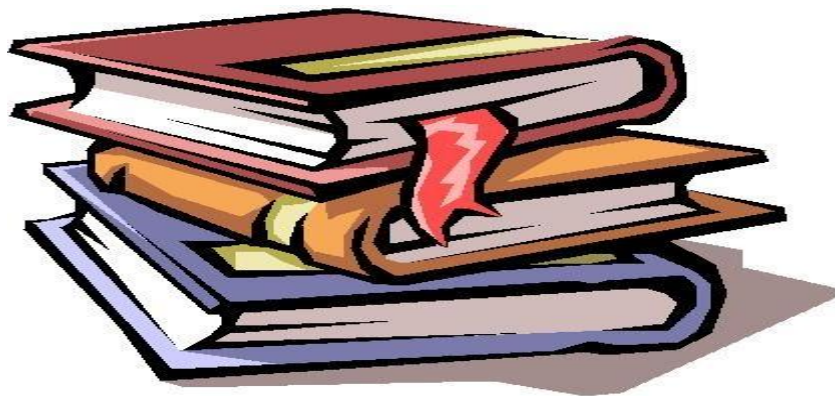
Part V mentions conclusions and recommendations which were based on the statistical results as outcomes of this important research.

Part VI deals with the Proposal, development of the unit plans in the curriculum and seminars to socialize the work.

PART I

RESEARCH

PROBLEM



1. RESEARCH THEME

INCIDENCE OF APPLYING THE TASK-BASED LEARNING AND GROUP WORK INCORPORATING TO DEVELOP ENGLISH SPEAKING PRODUCTION ON STUDENTS ATTENDING THE 7TH YEAR OF BASIC EDUCATION AT SAGRADOS CORAZONES SCHOOL DURING THE SCHOLAR YEAR 2011-2012.”

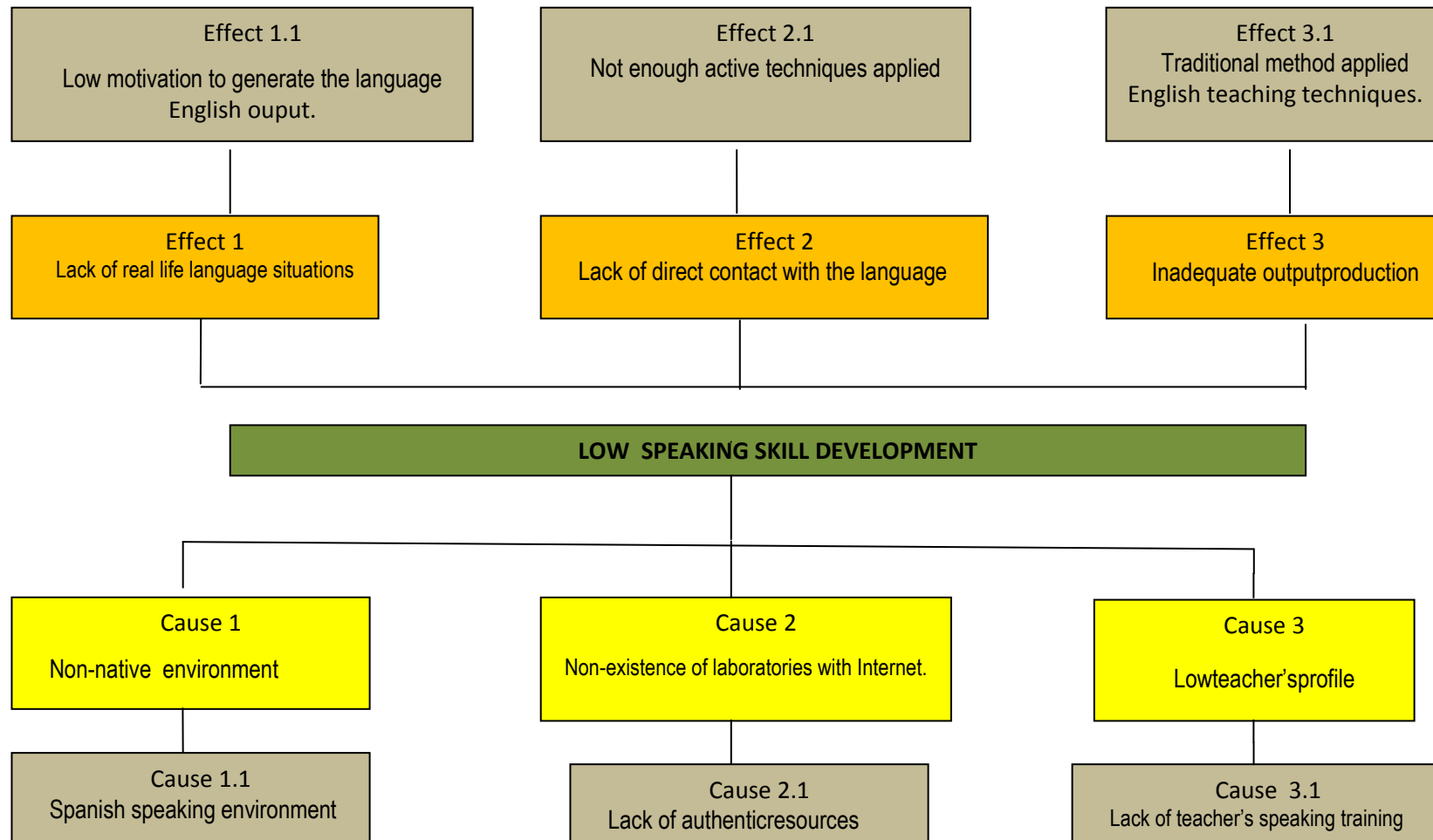
1.1. PROBLEM IDENTIFICATION

Throughout classroom observation and conversation with students of the Sagrados Corazones school, we knew that about 80% of them have a low performance in speaking production, dealing with grammar structures, but not communicating in real situations.

It was also known that teachers don't have a clear framework about models of pronunciation, adequate strategies and techniques for developing speaking as well as adequate material as support for teaching the English language. Besides, teachers apply traditional methods that make students have low speaking production.

At present, the field of second language teaching requires changes in student –centered, hands-on, practical and flexible approaches (Shank and Cleary, 1994). Whose paradigm is to replace the traditional Present-Practice-Produce method of teaching English by the Communicative Language Teaching. An offshoot of Communicative Language Teaching is **Task-Based Learning**; based on the assumptions of Constructivism, discussion is actively involved in working while doing the tasks that can enhance the speaking language proficiency. This practical approach to the learning process employs various activities and challenges learners to think freely and increase their competence in developing the creative thinking and problem-solving skills.

1.1.1. Identification of the problem.



1.2. PROBLEM SETTING

1.2.1. MAIN PROBLEM

How does the traditional Method affect the speaking production in the classroom on the students attending the 7th year of Basic education at Sagrados Corazones School?

1.2.2. SECONDARY PROBLEMS

How does the lack of active techniques affect the speaking skill to the students attending the 7th year of Basic education at Sagrados Corazones School?

How does the low teacher's profile affect the speaking skill to the students attending the 7th year of Basic education at Sagrados Corazones School?

How does the lack of authentic material influence the speaking skill on students attending the 7th year of Basic education at Sagrados Corazones School?

This leads to settle the following project research:

“INCIDENCE OF APPLYING THE TASK-BASED LANGUAGE TEACHING IN THE SPEAKING PRODUCTION ON STUDENTS ATTENDING THE 7TH YEAR OF BASIC EDUCATION AT SAGRADOS CORAZONES SCHOOL IN QUITO CITY DURING THE SCHOLAR YEAR 2011-2011.

1.1. VARIABLES WORKING OUT

INDEPENDENT VARIABLE

INDEPENDENT VARIABLE	Conceptualizations	Dimensions	Sub dimensions
Task-Based learning and group work	Task-based learning (TBL) refers to a method of English teaching that requires learners to use authentic language through communicative approach to achieve a desired outcome (Willis, 1998; Ellis, 2003).a	Rationale of task based learning	Syllabus: Topic-based Content-based
		Communicative language teaching	Linguistic competences Sociolinguistic competences Pragmatic competences
		Task components	Goals Input Procedures Teacher's role Learners' role Setting
	Group work refers to tasks, activities and exercises carried out by learners working in small, co-operative groups (Nunan, 2004). It involves a number of people who interact with one another, who are psychologically aware of one another, and perceive themselves to be a group (Schein, 1988;	Typology language task	Listing Ordering Comparing Problem solving Sharing personal experiences Creative tasks
		Components Task - based learning framework	Pre-task stage Task Post-task
		European Common Reference Levels	Proficient User Independent User Basic User

Task-Based learning and group work	Handy, 1976).	Advantage of task-based learning	Proficiency Accuracy
		Differences between task-based learning and PPP	Holistic procedures Presentation Practice production
		Components of group work	Goals of the group Roles Purpose
		Types of group work	Informal learning group Formal leaning group Study teams
Task-Based learning and group work		Characteristics of effective learning group	Group procedures Benefits of group work
		Research into group behavior	Group interaction Group activity

DEPENDENT VARIABLE

DEPENDENT VARIABLE	CONCEPTUALIZATION	DIMENSIONS	SUB DIMENSIONS
<p>English speaking skill</p>	<p>English speaking ability refers to the skill of communicating by sharing information fluently and accurately, including the choice and use of appropriate vocabulary and structure in all contexts.</p>	<p>English speaking communication</p>	<p>Definition</p>
		<p>Components of speaking</p>	<p>Fluency Appropriateness Accuracy</p>
		<p>Principles of developing oral communication</p>	<p>Indirect Approach Direct Approach</p>
		<p>Interactive classroom activities</p>	<p>Teaching techniques: Oral interviews Interaction tasks Roleplays Discussion Re-telling Picture description Comparisons Sequencing Speech bubbles Maps Information gap Jigsaws Speaking song Conversation games</p>
<p>English speaking skill</p>	<p>This performance can be measured using the rating scale adapted from Ribe and Vidal (1993), Council of Europe, (2001) and Nunan(2004).</p>	<p>Evaluating and assessing oral English Communication</p>	<p>Pictures- description Oral interviews-questions Oral reports Interaction tasks-information Role plays Discussion-debates Decision Retelling-reconstruct</p>
<p>English speaking skill</p>		<p>Criteria levels for evaluating oral English communication</p>	<p>Pronunciation Gesture Fluency Accuracy</p>

1.4. OBJECTIVES

1.4.1. General Objective.

To determine the incidence of applying Task-Based Learning Method in speaking production on the students attending the 7TH year of Basic Education at Sagrados Corazones school in Quito city during the Scholar year 2011-2012.

1.4.2. Specific objectives

1.4.2.1. To diagnose problems in speaking ability on the students attending the 7TH year of Basic Education at Sagrados Corazones school in Quito city during the Scholar year 2011-2012.

1.4.2.2. To examine the use of task-based learning to develop learners' English speaking ability on the students attending the 7TH year of Basic Education at Sagrados Corazones school in Quito city during the Scholar year 2011-2012.

1.4.2.3. To investigate the effectiveness of group work incorporating task-based learning on the students attending the 7TH year of Basic Education at Sagrados Corazones school in Quito city during the Scholar year 2011-2012.

1.4.2.4. To explore learners' perceptions of improvement in English speaking abilities after learning through task-based learning on the students attending the 7TH year of Basic Education at Sagrados Corazones school in Quito city during the Scholar year 2011-2012.

1.5. JUSTIFICATION

The English Curriculum in Ecuador, which is issued by the Ministry of Education, reflects the importance of English learning and teaching process in order to use the language in the future work and social interactions. They need to be able to exchange information effectively through both spoken and written channels, at the same time, they have to enhance their ability to speak independently and improve their cultural quality, according to the needs of Ecuador's social development and international exchanges.

Therefore, cultivating our students speaking ability for communication is a major goal of English teaching in the Sagrados Corazones School because speaking ability is valued as a demonstration of knowing a language; for this reason, the importance of implementing an adequate Educational model that helps students of our institution speak the English language effectively. In this sense, the Task-based learning provides many advantages in teaching English as a Foreign Language (TEFL) because it offers language experience in the classroom. Task-based learning focuses on learners using language naturally in pairs or group work, allowing them to share ideas (Nunan, 2004).

Besides, this method encourages them to be actively involved in the learning process which provides learners rich exposure to language plus opportunities to use it themselves. Throughout the task cycle, emphasis is on learners' understanding and expressing meaning to complete tasks applying innovative speaking techniques which result in the enhancement of students speaking skills. To develop speaking production, it is necessary to get well teachers' profile that should be well prepared with an adequate methodology that can use real life material in order to motivate students to speak the language with fluency.

PART TWO

THEORETICAL FRAMEWORK



2.1. THEORETICAL AND CONCEPTUAL FOCUS

This study discusses the use of task-based learning to develop English speaking production on the students attending the 7TH year of Basic Education at Sagrados Corazones School in Quito city.

It also investigates the effectiveness of group work, and explores learners' perceptions of improvement in their English speaking abilities.

According to Xiao (2009), EFL learners avoid employing target language and cannot apply it in genuine communication. Hashim (2006) shows that learning a language flourishes most when learners are in a positive environment and are given opportunities to communicate in authentic situations. Accordingly, it has been suggested that teachers should abandon the traditional teaching approach and replace it with communicative language teaching. This part is divided into three parts: task-based learning, group work and English speaking communication.

CHAPTER I

1.1. TASK –BASED LEARNING

- 1.2. Definition of task
- 1.3. Rationale of task based learning
 - 1.3.1. Syllabus

1.3. COMMUNICATIVE LANGUAGE TEACHING

- 1.3.1. Linguistic competence.
- 1.3.2. Sociolinguistic competence
- 1.3.3. Pragmatic competence

1.4. TASK COMPONENTS

- 1.4.1. Goals
- 1.4.2. Input
- 1.4.3. Procedures
- 1.4.4. Teacher's role
- 1.4.5. Learner's role
- 1.4.6. Setting

1.5. TYPOLOGY OF LANGUAGE LEARNING TASK

- 1.5.1. Listening
- 1.5.2. Ordering
- 1.5.3. Comparing
- 1.5.4. Problem solving
- 1.5.5. Sharing personal experiences
- 1.5.6. Creating tasks

1.6. COMPONENTS OF THE TASK-BASED FRAMEWORK

- 1.6.1. Pre-task stage
- 1.6.2. Task
- 1.6.3. Post-task

1.7. EUROPEAN COMMON REFERENCE LEVELS

- 1.7.1. Proficient User
- 1.7.2. Independent User
- 1.7.3. Basic User

- 1.8. Advantages of Task-based learning
- 1.9. Differences between Task-based learning and 3 P3

CHAPTER II

GROUP WORK

- 2.1. Definition of Group Work
- 2.2. Components of Group Work
- 2.3. Types of Group Work
- 2.4. Characteristics of effective group work
- 2.5. Group Procedures
- 2.6. Benefits of Group Work
- 2.7. Research into Group Work Behavior.

CHAPTER III

ENGLISH SPEAKING COMMUNICATION

- 3.1. Definition of Speaking Communication
- 3.2. Components of speaking
- 3.3. Principles of Developing Oral Communication

3.4 INTERACTIVE CLASSROOM ACTIVITIES

- 3.4.1. Information gap
- 3.4.2. Jigsaws
- 3.4.3. Songs
- 3.4.4. Conversation games
- 3.5. Evaluating and assessing oral English Communicative.
- 3.6. Criteria levels for evaluating communication.
- 3.7. Related literature on task Based learning.

CHAPTER I

1.1. TASK –BASED LEARNING

Definition of Task Based Learning.

Task-based learning has gone through numerous modifications in recent years and has been recommended as a way forward in communicative language teaching. Prabhu (1987) defines a “task” as an activity that requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process. Similarly, Lee (2000) defines a task as a classroom activity or exercise that has an objective obtainable only by interaction among participants, a mechanism for structuring and sequencing interaction and a focus on meaning exchange. Moreover, a task refers to a language learning endeavor that requires learners to comprehend, manipulate and produce target language as they perform the set task, involving real-world language (Richards, 1986)

Breen (1987) contributes to the definition of tasks in language classrooms, pointing out that a task is a structured plan to provide opportunities for the refinement of knowledge and capabilities entailed in a new language, which are subsequently used during communication. According to Willis (1998), tasks are activities in which the target language is used for a communicative purpose to achieve an outcome.

Nunan (2004) uses the word ‘task’ instead of ‘activity.’ He defines a communicative task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also provide a sense of completeness, able to stand alone as a communicative act in its own right. Ellis (2003) defines “tasks” as activities that are primarily focused on meaning.

In contrast, exercises are activities that are primarily focused on form. According to Bygate, Skehan and Swain (2001), a “task” is an activity that requires learners to use language, with emphasis on meaning, to attain an objective. While these definitions may vary, they all emphasize the fact that a task is an activity that requires language learners to use language through a communicative purpose to achieve an outcome where meaning is the major focus rather than form. The concept of task has become an important element in syllabus design, classroom teaching and learner assessment

1.2. RATIONALE OF TASK-BASED LEARNING

The rationale for task-based syllabuses has been advanced by Second Language Acquisition (SLA) researchers in spite of some arguments against it. First, it is premised on a theoretical view that instruction needs to be compatible with the cognitive processes involved in second language acquisition. Second, the importance of learner’ engagement’ is emphasized. Tasks, as long as they provide a ‘reasonable challenge,’ will be cognitively involving and motivating. Third, tasks serve as a suitable unit for specifying learners’ needs and thus for designing specific purpose courses. In summary, task-based syllabuses have been promoted by second language acquisition researchers and educators as an alternative to linguistic syllabuses on the grounds that task-based syllabuses conform to acquisition processes (Ellis, 2003).

Task-based syllabuses share an important characteristic with pick-based, content-based and project-based approaches. They all afford maximum flexibility and allow teachers to bring in a wide variety of content that can be tailored to learner needs. Projects can be viewed as ‘maxi-tasks,’ a collection of sequenced and integrated tasks that add up to a final project. These approaches suit the curricula in general English programs.

In conclusion, Task-based learning is an alternative approach to communicative language teaching because a task involves a primary focus on meaning, real-world processes of language using the four language skills. A task engages cognitive processes and has a clearly defined communicative outcome. Nunan (2004) suggests that task-based learning encourages child-centered learning, helps learners develop individual differences and supports learning autonomy. This approach provides opportunities for learners to plan tasks with emphasis on the learning communication process, clearly determines the purpose in each task and employs evaluation throughout the task. In conclusion, emphasis is in helping learners use language in a communicative process through authentic experience while engaging the target language.

1.3. COMMUNICATIVE LANGUAGE TEACHING

Through the years language teaching methodologies have changed. It doesn't necessarily mean that one methodology is suppressed by a new one. Different methodologies have coexisted at the same time. Different methodologies placed emphasis on different targets, for example on grammatical structure, or repetition drills, etc. **Communicative Language Teaching** doesn't refer to a strict methodology but it refers to a diverse set of rather general and uncontroversial principles. It can be interpreted and used to support a wide variety of classroom procedures.

Nowadays there is a kind of general consensus that the emphasis must be placed on communication. It is impossible to talk about a language without referring to communication. Communication is a social process in which knowledge and experiences are exchanged by partakers who exert mutual influence. The main purpose of knowing a language is to communicate with other people in the target language. Now, just to know the structures and vocabulary of a second language is not enough for engaging in real communication.

This reality has been experienced by many people that has studied a second language. That's why in the teaching of foreign languages the emphasis cannot be just on the linguistic skills, but also in how to use this knowledge in authentic communication, or what is known as *Communicative Competence*- knowing when and how to say what to whom. Thus **Communicative Language Teaching** makes communicative competence the goal of the language teaching.

Communicative language competence can be considered as comprising several components: *linguistic*, *sociolinguistic* and *pragmatic*. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how.

1.3.1. Linguistic competences

They include lexical, phonological, syntactical knowledge and other skills dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations. This component, considered here from the point of view of a given individual's communicative language competence, relates not only to the range and quality of knowledge (e.g. in terms of phonetic distinctions made or the extent and precision of vocabulary) but also to cognitive organization and the way this knowledge is stored (e.g. the various associative networks in which the speaker places a lexical item) and to its accessibility (activation, recall and availability).

1.3.2. Sociolinguistic competences

They refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.

1.3.2. Pragmatic competences

They concern with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed. All the categories used here are intended to characterize areas and types of competences internalized by a social agent, i.e. internal representations, mechanisms and capacities, the cognitive existence of which can be considered to account for observable behavior and performance. At the same time, any learning process will help to develop or transform these same internal representations, mechanisms and capacities.¹

Some of the main features of the Communicative Language teaching are:

Common European Framework of Reference for Languages: learning, teaching, assessment

-The goal that Communicative Language Teaching (CLT) pursue is communicative competence, that is, the students can communicate in the target language.

-Whenever possible authentic materials should be used in the classroom, so that language could be used in a real context.

-The students should know linguistic forms, as well as, language functions and meanings.

-Communication is a process which involves negotiating meaning, so in this process students' cooperative working will be necessary.

-Errors are tolerated. They are seen as inevitable and desirable outcome of the development of the communication process. Fluency is considered as being more important than accuracy.

-Students' security is improved by cooperative interactions with their partners.

-Teachers' responsibility is to provide classroom activities that promote communication in which teachers act as facilitators and advisors.

-Students will be motivated to learn a foreign language because they'll feel they are doing something useful with the language.

-Some typical activities in CLT are: language games, scramble sentences, picture strip stories, jigsaw, role plays.

1.4. TASK COMPONENTS

Tasks contain some form of input that may be verbal or nonverbal, followed by an activity which is derived from the input. This activity requires learners to engage in activities in relation to the input. Tasks have

goals and roles for both teachers and learners. Nunan (2004) points out those course designers should take the following elements into consideration when designing a task: goals, input, procedures, teacher role, learner role and setting.

1.4.1. Goals refer to the general intentions behind any learning task. Nunan provides a link between task and curriculum. Goals relate to general outcomes or may directly describe the teacher or learners' behavior. Clark (1987, cited in Nunan 2004) notes that communicative goals in a curriculum suggest that language is used for establishing and maintaining interpersonal relationships and for the exchange of information, ideas, opinions, attitudes and feelings to get things done. This includes listening to, reading and responding to imaginative use of target language such as stories, poems, songs, dramas or learners' own creations.

1.4.2. Input refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves. Input can come from a wide range of sources, including letters, menus, postcards, bus timetables, picture stories or hotel entertainment programs (Hover, 1986).

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

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

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

1.4.6. Setting refers to the classroom arrangement specified or implied in the task. It requires consideration of whether a task is to be carried out wholly or partly of the classroom. It is useful to distinguish between mode and environment outside when setting tasks. Mode refers to whether the learner is operating on an individual, pair or group basis. Environment refers to where the learning actually takes place. It might be in a conventional classroom in a school, a language center, a community class, a workplace setting, a self-access center or a multi-media language center.

In conclusion, the core task elements have six components: goals, inputs and procedures along with the supporting elements of teacher and learner roles plus setting. These elements play important constructs within task-based learning, including the relationship between real-world and pedagogic tasks, text and task authenticity and the place of learning strategies within the task-based classroom.

1.5. Typology of language learning tasks

Paulston (1979) suggests four basic task types of language learning tasks:

(1) Social formulas and dialogues that cover general speaking behavior in daily life including greeting, parting, introducing, apologizing and complaining;

(2) Community oriented tasks for learners to use language in authentic situations; (3) Problem solving activities that keep learners engaged in finding solutions to problems. Learners are presented with a problem and provided with some solutions; they work in groups and discuss the best way to solve the problem; (4) Role playing is when learners take characters' roles assigned by the teacher. Role-playing can be applied from basic level classes to advanced classes. Learners should have sufficient background knowledge and schema to help them develop more effectively.

Candlin (1987) presents an alternative view, advocating four typologies of language learning tasks focusing on language training, information sharing, research and experimentation, and learner strategy. Richard (2001), Nunan (2004), and Pattison (1987) propose three tasks and activity types: information gap tasks involving questions and answers; reasoning gap or decision making tasks that involve discussion and decision; and opinion exchange or opinion gap tasks. They emphasize experience and performance. Learners are required to develop language use and cognitive thinking while they communicate. The present study has adapted Willis's (1998) use of task-based learning to develop English speaking ability. It includes the following typology of pedagogical tasks:

1. 5.1. Listing: listing tasks tend to generate a lot of talk as learners explain their ideas. The processes involved are brainstorming and fact-finding. The outcome can yield completed lists or mind maps.

1.5.2. Ordering and sorting; these tasks involve four main processes: sequencing, ranking, categorizing and classifying items.

1.5.3. Comparing; the process involves matching to identify specific points and relating them to each other, finding similarities and things in common, and finding differences.

1.5.4. Problem solving; real-life problems may involve expressing hypotheses, describing experiences, comparing alternatives, evaluating and agreeing to a solution.

1.5.5. Sharing personal experiences; these tasks encourage learners to talk more freely about themselves and share their experiences with others.

1.5.6. Creative tasks; these can involve combinations of task types: listing, ordering and sorting, comparing and problem solving. Organizational skills and team-work are important in getting the task done. The outcome can often be appreciated by a wider audience than the learners who produced it.

In summary, there are many types of tasks that are used in real world situations. Teachers have to plan and carefully choose activities at each stage of teaching, since pre-task, task-cycle and post-task each play a direct role in learners' language acquisition.

1.6. COMPONENTS OF THE TASK-BASED LEARNING FRAMEWORK

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

1.6.1. Pre-task (including topic and task) prepares learners to perform tasks in ways that promote acquisition. Lee (2000) describes the importance of 'framing' the task to be performed and suggests that one way of doing this is to provide an advance overview of what the learners will be required to do and the nature of the outcome they will achieve. Dornyei (2001) emphasizes the importance of presenting a task in a way that motivates learners.

Moreover, he suggests that task preparation should involve strategies for inspiring learners' to perform the task. In this stage, the teacher introduces and defines the topic, uses activities to help learners recall/learn useful words and phrases to ensure that they understand the task instructions. Learners also have roles including noting down useful words and phrases from the pre-task activities and/or preparing for the task individually.

1.6.2. Task cycle refers to the 'methodological options' or 'task performance options' available to the teacher in the during-task stage. Various options are available relating to how the task is to be undertaken. The task stage is a vital opportunity for learners to use language by working simultaneously, in pairs or small groups to achieve the goal of the task. In this step, learners practice using language skills while the teacher monitors and encourages them. The planning stage comes after the task and before the report, forming the central part of the task cycle.

It describes how to help learners plan their report effectively and maximize their learning opportunities. The learners prepare to report to the class how they accomplished the task and what they discovered or decided. Moreover, they rehearse what they will say or draft a written version for the class to read. The teacher ensures the purpose of the report is clear, acts as language advisor and helps learners rehearse oral reports or organize written ones.

The reporting stage concludes the task cycle. During this stage, learners take full notes on language use plus responses and reactions to the language. Positive reactions increase motivation, self-esteem and spur them on to greater efforts in the future. The learners present their oral reports to the class or display their written reports.

The teacher acts as chairperson, selecting who will speak and read the written reports. They also give brief feedback on content and form.

1.6.3. Post-task stage has three major pedagogic goals:

(1) To provide an opportunity for repeated performance of the task; (2) to encourage reflection on how the task was performed; and (3) to encourage attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task. Consciousness raising activities can also be conducted to keep learners engaged.

The learners are required to utilize consciousness raising activities to identify and process specific language features they have noticed in the task. The teacher reviews each analysis activity with the class, bringing useful words, phrases and patterns to the learners' attention, including language items from the report stage. Practical activities can be combined naturally with the analysis stage and are useful for consolidation and revision.

Practice activities can be based on the features of language that has already occurred in previous texts and transcripts or on features that were recently studied in analysis activities.

1.7. European Common Reference Levels

There does appear in practice to be a wide, though by no means universal, consensus on the number and nature of levels appropriate to the organization of language learning and the public recognition of achievement.

It seems that an outline framework of six broad levels gives an adequate coverage of the learning space relevant to European language learners for these purposes.

The establishment of a set of common reference points in no way limits how different sectors in different pedagogic cultures may choose to organize or describe their system of levels and modules.

It is also to be expected that the precise formulation of the set of common reference points, the wording of the descriptors, will develop over time as the experience of member states and of institutions with related expertise is incorporated into the description. It is also desirable that the common reference points are presented in different ways for different purposes.

For some purposes it will be appropriate to summarize the set of proposed Common Reference Levels in single holistic paragraphs, as shown in such a simple 'global' representation will make it easier to communicate the system to non-specialist users and will also provide teachers and curriculum planners with orientation points:²

² The students of Sagrados Corazones school can be considered to be in the stage A2 of this scale. That's why only The Common Reference Levels of A1 and A2 descriptors

Common Reference Levels: Speaking and listening global scale

Basic User	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Independent User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and independent disadvantages of various options.
Proficient	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

will be shown. In addition, for the purpose of this study, only the descriptor relating to speaking skills will be considered.

User		
	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

1.8. Advantages of Task-based learning.

Many activities are used in communicative language teaching. Researchers and Educators recommend that task based activities are highly effective methods to improve learners' proficiency and accuracy in communicative learning.

Pica et al. (1993) value Task-based learning because it directs language teaching by giving opportunities to learners to interact between themselves and their teacher. This sharing of information and opinions supports them to reach their goals. Doing task based activities actually helps learners acquire target language. As Taylor (1983) suggests, task based activities give learners the opportunity to interact with target language directly and use it genuinely.

Learners gain authentic experiences, learn the language and experience the communicative process Brumfit (1984) states that task based activities help learners solve problems in real conditions by focusing on target language. Learners develop their competence in genuine situations. In addition, Ellis (1984) believes that task based activities underline communicative strategies such as paraphrasing, circumlocution and miming. Learners employ these strategies when they do not comprehend the target language or when they are required to use language beyond

their competence. With experience and language skill, they are able to select and use language naturally.

1.9. Differences between Task-based learning and P.P.P.

The task-based learning framework solves the problem of providing a context for grammar teaching and form focused activities. PPP - present, practice, and production and task-based learning procedures differ in this regard as well.

Task-based learning provides learners with a holistic experience of language which helps them analyze the language to help them learn more efficiently. On the contrary, PPP provides discrete language items in a vacuum and then looks for activities to offer practice. Willis (1998) shows the differences between 3Ps and task-based learning as outlined in the following figure.

Presentation, Practice and Production	Task-based learning
<p>Presentation of the target language coming first, this context has to be invented.</p> <p>The process of consciousness raising used in language focus activities simply requires learners to repeat manipulate and apply target language. Learners realize only verb tenses and new words.</p>	<p>Context is already established by the task itself. By the time learners reach the language focus phase, the language is already familiar. The process of consciousness raising encourages learners to think and, analyze.</p> <p>Moreover, it includes a wide range of words, collocations, lexical phrases and patterns in addition to pre-selected language forms. Learners recognize there is more to language than verb tenses and new words.</p>
<p>The teacher pre-selects the language to be taught. Using a teacher centered process; the teacher controls every step of teaching: presentation, practice</p>	<p>Teacher acts as an advisor, suggesting use of language and helping with production before reporting in front of the class.</p>

and production.	
Learners use language in accordance with the teacher's orders. Learners realize only given structures from the teacher, so they cannot use language naturally or freely.	Learners are free to ask about any aspects of the language they notice. Learners use language naturally and recognize authentic language use.
Evaluation - Proceeds from accuracy to fluency.	Proceeds from fluency to accuracy (combined with fluency) in the production stage. All four language skills are naturally integrated. Teacher and learners are evaluators in every step of the process.

CHAPTER II

2.1. DEFINITION OF GROUP WORK

Group work refers to tasks, activities and exercises carried out by learners working in small, co-operative groups (Nunan, 2004). It involves a number of people who interact with one another, who are psychologically aware of one another, and perceive themselves to be a group (Schein, 1988; Handy, 1976).

According to Jaques (2000), a group can be said to exist as more than a collection of people when it possesses the following qualities: Collective perception is when member share collectively conscious of their existence as a group. Needs refers to members who join a group because they believe it will satisfy some needs or give them some rewards.

The concept of shared aims implies that members hold common aims or ideals which to some extent bind them together. The achievement of aims is presumably one of the rewards. The quality of interdependence refers to members who are affected by and respond to any event that affects any of its members.

Social organization is the quality of a group that can be seen as a social unit with norms, roles, status, power and emotional relationships. Interaction is when members influence and respond to each other in the process of communicating, whether they are face-to-face or otherwise deployed.

The sense of “group” exists even when members are not assembled in the same place the group, contributes to its well-being and aims, and join in its activities. Membership is the quality that describes when two or more people interact for longer than a few minutes, thus constituting a group.

Group work refers to a form of cooperative learning. It caters to individual differences, develops learners' knowledge, communication skills, collaborative skills, Cohesiveness refers to that quality of members who want to remain in the critical thinking skills and attitudes (Oxford Dictionary, 2009).

In addition, Button (1974) states that communication and relationships are necessary aspects of being human. Engaging in group work supports people to learn and communicate with each other. Group workers have to help the group to reach the highest goal.

In summary, group work includes activities and exercises carried out by learners working in small, co-operative groups. Group work encompasses collective perception, needs, shared aims, interdependence, cohesiveness and membership. It caters to individual differences, develops learners' knowledge, skills and attitudes.

2.2 COMPONENTS OF GROUP WORK.

To work in a group effectively, each member should set and follow their responsibilities to reach the goals of the group. Bennett (1963) describes various roles in groups. A supporter refers to those who support and encourage particular members with cooperative work.

A supervisor is the one who oversees conversation and guides it to reach the purpose of the group. A compromiser is a group member who strives to end arguments by making agreements in which everyone involved accepts less than what they initially demanded.

An observer is a member who observes and reinforces opinions, statements and the feelings of members, while maintaining awareness of the procedures of cooperation. The final role in a group can be called a releaser, whose role is to release the tension of members' to be free from worry.

2.3 TYPES OF GROUP WORK

Various names have been given to this form of teaching such as cooperative learning, collaborative learning, collective learning, teaching communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, and work groups.

Overall, there are three general types of group work: informal learning groups, formal learning groups and study teams (Johnson, Johnson and Smith, 1991). "Informal learning groups" are ad hoc temporary clusters of learners assembled within a single class session. "Formal learning groups" are teams established to complete a specific task. The term "study teams" refers to long-term groups with stable membership whose primary

responsibility is to provide members with support, encouragement and assistance in completing course requirements and assignments.

Study teams also inform their members about lectures and assignments when someone has missed a session. The larger the class and the more complex the subject matter, the more valuable study teams can be.

The psychology of groups can be classified into two types (Schein, 1988). Formal groups may contain permanently defined roles over a long period or temporary roles relative to performing specific tasks. On the other hand, information groups occur primarily for social purposes whenever people interact. Consequently, these can emerge in any class.

2.4 CHARACTERISTICS OF EFFECTIVE GROUP WORK

Argyle and Graham (1981) examine basic rules appropriate to all social situations, including group work. These include making communication, preventing withdrawal, preventing aggressiveness, beginning and ending encounters, not allowing all to speak at once, observing roles for adjacent pairs and observing specific rules for longer sequences.

2.5 GROUP PROCEDURES

Bruce & Marsha (2004) identify three main ways in which a group can undertake its work. Some groups choose their own leader. In other cases, groups accept a self appointed one, and follow his or her instructions. A third way is when individual members select particular aspects of the work for themselves and embark on it in consultation with the others. Group work begins by establishing group agreement on the division of labor through preliminary discussion.

Willis (1998) suggests three procedures to group learners. One person can be formally designated to lead discussions and ensure that each person gets an equal chance to contribute. Speakers within a group or pair have equal rights, and should take turns speaking or they may simply choose to listen. Each member can ask or answer questions. They are also free to interrupt or change the direction of the discussion.

Finocchiaro (1985) proposes that group practice normally has three phases, namely, preparation, activity and follow up evaluation. During the preparation phase, the teacher explains or demonstrates the task and hands out appropriate worksheets or other materials, refers to relevant parts of the textbook and makes sure that everyone in the class understands the procedure. During the activity itself, learners perform the task while the teacher sits in on the work of one group, occasionally taking part in the task if a group needs help. The third phase involves follow up and evaluation. Although this phase is optional and will not always be necessary, learners generally prefer some feedback, sharing what they have achieved or demonstrating their group work.

2.6. BENEFITS OF GROUP WORK

Willis (1998) identifies an advantage of group work the one that it gives learners more chance to practice speaking. They learn different things from different people while weaker learners benefit by hearing better learners speaking. Meanwhile, better learners benefit by paraphrasing and explaining.

Ellis (2003) presents ten potential advantages of group activities in language instruction based on research by Jacobs (1998): The quantity of a learner's speech increases compared to teacher centered classrooms where the teacher typically speaks 80% of the time. The variety of speech

acts increases with learners involved in a wide range of roles and the negotiation of meaning rather than just responding to the teacher.

Group activities promote more individualization of instruction, attending to the specific needs of individual learners. Working in groups helps reduce anxiety because learners feel less nervous speaking a second language in front of their peers than in front of the whole class. Motivation increase in groups because learners are less competitive and are more likely to encourage each other. Students enjoy interacting with others in groups and gain greater independence as learners.

Social integration and working together are enhanced in a group, enabling learners to get to know each other and develop collaborative skills. Overall, learning is enhanced through group work because learners are willing to take risks and can scaffold each other's efforts.

According to Brumfit (1994), group work can be used to increase the intensiveness of accuracy work, while helping learners become familiar with the group approach. This prepares them to feel secure with the freedom afforded in fluency based group activities.

Group work increases the intellectual and emotional involvement of individual pupils while learning a foreign language. Some pupils are more intelligent than others, while some are more gifted in learning languages; some pupils are outgoing, communicative with extrovert personalities, while others are shy and withdrawn introverts. In small groups, all of these types of learners can meet and mix, compensating for one another's strong points and deficiencies as language learners.

(Jolly and Early, 1974:2, cited in Brumfit, 1994) When learners have to explain and negotiate their contributions to a group project, it assists them in developing and increasing their meta-cognitive awareness (Angelo and

Cross, 1993). In 'low risk' contexts they begin to recognize what they know and become aware of what they have yet to learn. Group projects provide opportunities for developing general skills such as organization, negotiation, delegation, team work, co-operation, leadership and following instructions.

These skills are not automatically acquired, but must be explicitly taught and critically evaluated. In addition, group work can be a means of acknowledging and utilizing individual learners' strengths and expertise. It can be applied in authentic real world projects and can also provide opportunities to work in multidisciplinary teams when exploring specific themes or issues.

Extracts taken from Jacobs G. and Hall S., Implementing Cooperative Learning. English Teacher Forum. October 1994.

2.7 RESEARCH INTO GROUP WORK BEHAVIOR

Over the past 50 years a wealth of information has been compiled by social psychologists working with experimental groups. Their work has mostly concentrated on groups performing practical tasks rather than processing academic material or experiencing personal growth.

The research projects presented below represent the most important results of group work behavior in TEFL. Group work research by Nunan and Pill (2000) investigated the wide range of opportunities that adult learners in Hong Kong used to activate their language out of class. They analyzed which opportunities were principally pursued to obtain further practice and which were used for authentic interaction as a part of their daily lives.

Srimai (2005) studied the effects of instructional packages at a cooperative-based learning center on the academic achievement and group work behavior of 40 Mattayom Suksa 1 learners at Saint Joseph Convent in Bangkok. The results indicate that learners' average attainment of group work behavior using cooperative based learning center instructional packages was almost 100%. Similarly, Phonlek (2007) studied science achievement and group work behavior of Mattayom Suksa 3 learners using five techniques of cooperative learning management.

The results show that group work behavior was significantly higher at the level of .01. Long and Porter (1985) examined the use of group work in second language learning classrooms.

Their work has long been supported by sound pedagogical arguments. However, a psycholinguistic rationale for group work has recently emerged from second language acquisition research on conversations between non-native speakers referred to as "inter-language" talk.

While teachers provide careful attention to the structure of group tasks, the negotiation work in this group activity makes it an attractive alternative to the teacher led, "lockstep" mode.

All of this research evidence demonstrates that learning groups serve to underline point of view of group interaction which is taken in learners' work. The result of this research has been to identify the phenomena of group interactions that appear to dominate the process in many groups.

CHAPTER III

3.1. ENGLISH SPEAKING COMMUNICATION

Definition of Speaking Communication

Educators define the meaning of communicative speaking in various ways: Paulston (1978) says that speakers have to interact while they are talking and share information following social rules. Littlewood (1995) suggests that speakers should choose and use content appropriate to their listeners. Valette (1977) considers speaking as a social skill. With communication being the goal of second-language acquisition, emphasis is on the development of correct speech habits.

Speaking involves more than pronunciation and intonation. At the functional level, speaking means making oneself understood. At a more refined level, speaking requires correct and idiomatic use of the target language. A newcomer in a foreign country learns to communicate to obtain the essentials of life; first using gestures and gradually picking up words and phrases.

In summary, competent speaking comes from a speaker's ability to communicate by sharing information fluently and accurately, including appropriate selection and use of vocabulary and structures. However, to communicate perfectly, teachers and learners must consider various other components of speaking as well.

3.2 COMPONENTS OF SPEAKING.

Weir (1993) writes that if it were necessary to be more specific about effectiveness in deploying improvisational skills, an examiner might make detailed. Assessments in terms of fluency, appropriateness, accuracy and range.

Fluency is smoothness of execution. Ability to negotiate meaning includes the ability to use communication strategies with ease when facing difficulties. Appropriateness includes degree of politeness, suitable timing in turn taking, suitability of language used in requesting clarification and expressing disagreement. Accuracy focuses on both intelligibility and grammar. Range refers to adequacy and variety of vocabulary and structures.

Moreover, Scarcella & Oxford (1992) state that effective speakers employ a variety of abilities. Canale & Swain (1980) describe these as grammatical, sociolinguistic, discourse and strategic competencies. Grammatical competence is using and understanding grammatical structures accurately and unhesitatingly relative to fluency. Sociolinguistic competence includes speech acts such as apologies and compliments.

Discourse competence involves effective negotiation of ideas within a given discourse. Strategic competence is when speakers have mastered language. Weir (1993) writes that if it were necessary to be more specific about strategies, allowing them to stretch their ability to communicate effectively in their new language to the rest of the people.

In summary, the components of an oral English activity should emphasize the nature of communication. The three most important components are fluency, appropriateness and accuracy. Fluency conveys the meaning smoothly in each situation. Appropriateness refers to proper use and choice of words, phrases or sentences suitable to conveying meaning. Accuracy implies correct use of structure and grammar as well as vocabulary and pronunciation. Overall, the purpose of a speaking activity is to help learners communicate successfully.

3.3 PRINCIPLES OF DEVELOPING ORAL COMMUNICATION.

Many researchers identify the importance of communicative speaking. Richards (1990) proposes two complementary approaches to the teaching of conversation that are currently advocated and employed in program development and methodology. One is an indirect approach, using communicative activities to generate conversational interaction. The second is a direct approach, addressing specific aspects of conversational management.

Thornbury (1998) claims that the increasing directness of CLT that has been observed cannot be equated with a back-to-grammar tendency. Rather, it involves recent attempts by several applied linguists and methodologists to extend the systematic treatment of language issues beyond sentence bound rules. The explicit development of other knowledge areas and skills is necessary for efficient communication.

Thus, the principled communicative approach would also focus on regularities that go beyond the sentence level by considering language as discourse in its micro and macro context. Marianne (2002) argues that when teaching speaking skills, EFL teachers need to be particularly adept at organizing class activities that are authentic, motivating and varied.

The use of authentic, engaging materials should be the basis for in-class activities. The teacher can also assign out-of-class learning activities. Richards (1990) as cited in Ur (1996) says that oral communication activities consist of two components.

The first is interactive uses of language with the primary focus on the social needs of the personal interaction more than on the information. This includes daily communications such as greeting, apologizing and parting,

which also involve listener orientation (Brown and Yule, 1983). The second component of communication activities is called transactional uses of Language.

These activities help learners become aware of accuracy and information coherency. These are more formal than interactive uses of language such as description, explanation and instruction. These principles indicate that teachers should integrate directness and indirectness to balance communication activities. They should also be aware of international transactional uses of language.

3.4. INTERACTIVE CLASSROOM ACTIVITIES.

<u>Teaching Techniques</u>	
Information gap	Speaking Zone
Jigsaws	Conversation Game

When we talk about interactive classroom activities, we mean, a number of activities for pairs and small groups that foster interaction and focus on meaningful communication. Some activities have very specific guidelines and parameters; others are more freely constructed.

3.4.1. Information Gap activities are widely used in ESOL instruction. At the most basic level, two people share information to complete a task. In one-way information gap activities, one person has all the information (e.g., one learner gives directions to a location and the other plots the route out on a map). In two-way gap activities, both learners have information to share to complete the activity. Two-way information gap

activities have been shown to facilitate more interaction than one-way information gap tasks.

3.4.2. Jigsaws are highly interactive activities that require learners to pool their information to complete a task. For example, in a **jigsaw** reading activity, learners work together in small groups to unscramble a text. A text is cut into logical chunks and the group works together to put the text back into the proper sequence. Learners use their background knowledge and their knowledge of the language to put the text back together. The interaction among learners often includes questions, explanations, and requests for clarification.

Another **jigsaw** activity is the “**jigsaw story**,” where each of the members of a small group sees only one of a series of pictures which together tell a story. It is only as each member accurately describes in words the picture seen—and only as the members attentively listen to each other!—that collectively they can determine the proper sequence of the pictures and ultimately reconstruct the original story. Given a time limit and pitted against rival groups within the classroom, not only a lively atmosphere but also one productive from a fluency-development standpoint can be created.

The next two innovative activities are taken from Brian Bresnihan and Barbara Stoops’ article on Teacher Forum Magazine³

3.4.3. Speaking Zone

One of the most difficult challenges in teaching a foreign language abroad is finding ways to help students improve their oral fluency. This is especially true in countries where students generally share a common

www.exchanges.state.gov/forum/vols/vol34/no3/p30

mother tongue and have little or no exposure to English outside the classroom.

Most language students want to have chances to practice speaking. The way to give them the most opportunities to speak in the classroom is to have them talk in pairs. However, if you give them time to practice speaking with the materials you have covered in class that day, many of them will simply read them aloud to their partners. Students need to be physically separated from their materials for them to practice speaking. By creating a **Speaking Zone** in the classroom, you can allow them to get the kind of speaking practice they want and need, and yet give them access to the materials they may require to feel secure and to speak successfully. Whatever be the arrangement, the **Speaking Zone** has no chairs in it. Therefore, your students will be standing while they are talking, not sitting

Have students open their textbooks to the page they will be working on or pass out the materials they will be working with. These materials must stay where they are. They cannot be carried to any other place in the room. The same goes for a pencil if it is needed.

Give your students whatever time you think they need to look over these materials before they begin the speaking activity. Tell them they cannot look at anyone else's materials. When they are done, tell them to turn their materials over and leave them where they are and to move into the empty space that was created for their speaking⁴.

When all of your students are standing in the **Speaking Zone**, tell them that there are three things they must remember while doing this speaking activity. 1) They can talk with whomever they want for as long as they want, but they can talk only inside the **Speaking Zone**, to only one person

⁴ In the particular case of this research, the Speaking zone was establish outside the classroom (the classroom was not big enough to create this zone in it), in the yard next to it.

at a time, and only in English. 2) They must leave their materials on the tables where they are now. They cannot bring their materials inside the **Speaking Zone**, nor can they look at any of their classmates' materials. 3) They can leave and enter the **Speaking Zone** as many times as they like. So, they do not need to complete the whole activity before looking at their materials again. They can review their materials as often as they wish.

Then answer any questions they have, and tell them to find a partner and to begin. You may need to run around a bit, especially in the beginning, to enforce the rules of the activity. If students forget something a classmate tells them or they forget what they want to say, they have to go back to the appropriate zone to get the information. The activity is finished whenever you want it to be. This can take a long time if you let it go.

A variety of materials can be used with the **Speaking Zone**. For example, if you give your beginning level students a list of Yes/No questions to ask their classmates, they can ask each question to other students until they find someone who answers "Yes" to the question. Then they record that student's name and move on to the next question. Depending on the students' abilities, you may want to try using two sets of similar questions in one class with half of the students having each set.

3.4.4. The conversation game

Although working in pairs allows the maximum amount of speaking time per person in a class, there are times you might want your students to speak in groups. Also, many students say they prefer to speak in small groups rather than in pairs. The problem is that since students in an EFL class can speak to each other more easily in their own language, they will find it very difficult to remain in English. Even in a **Speaking Zone**, some students may quickly translate to explain a word or phrase that a partner

does not immediately understand. The **Conversation Game** is an excellent way to get around this difficulty.

In the **Conversation Game** the teacher should provide a large quantity of game markers. These could be poker chips, buttons, beads, individually wrapped candies, or sea shells, etc. Seat students around small tables in groups of 4 or 5 each and give a pile of about 40 or 50 markers to each group.

After the students have the topic to speak about, the game rules are simple. 1) Whenever students say something in English, they take one of the game markers. It doesn't matter whether they talk for a short time or a long time; in either case they get one marker. 2) But, whenever they say even one word in another language, they must return one marker to the pile. 3) In the end, the number of markers they have collected will be their total score.

When the conversations slow down or when the allotted time is up, you can reshuffle the groups and perhaps switch to a new topic as well. Before students move to a new group, they should return all of their markers to the pile so each new group can begin. Therefore, they need to record their scores on a piece of paper, something they also might need to do earlier if they use up all of the markers before time runs out and they need to restart themselves.

Other considerations: Some students may be tempted to "cheat" a bit by saying "Oh" or "Yes" a lot in order to collect markers and boost their scores. If this happens, you can modify the rules to require that students say at least three consecutive words or a sentence to gain a marker. In our situation, true "cheating" is, in fact, quite rare as the students generally make a real effort to be sure everyone has a chance to speak and to gain points.

Although assigning conversation topics yourself saves time, another choice is to have your students come up with the topics. Here is one way to have the students do this. Have pairs of students very quickly brainstorm topics and write one per pair on the board. No doubles are allowed. After each pair has written a choice on the board, read each aloud to the students so they have a chance to consider all of them. Then have all the students come up to the board again and mark the one they wish to speak about. The majority wins and is the first topic to be discussed.

While the students are busy in their **Speaking Zone**, or **Conversation Game**, the activities the teacher can engage in are numerous and varied. The simplest, but not necessarily the least useful, thing to do is to walk around the different areas of the room, up and down the aisles, or around the groups and listen to what your students are saying. This also leaves you free to enforce the rules, if necessary, and to answer any questions.

In addition, you can break into conversations to ask questions, add information, or help with explanations if you like.

The **Speaking Zone**, and the **Conversation Game** can be used for a variety of communication tasks, but it is important to make a firm rule that the work must be entirely oral and in English. By separating students from their materials, the **Speaking Zone** allows students to experience speaking English on their own.

It shows them that they can speak and understand English without written materials. Yet it does not force them to do something which they might not be capable of doing or which might make them lose their confidence or become embarrassed. Also, although you have structured the activity, the students are in control of what they are doing and must take the initiative to complete the tasks you have set for them.

The students can speak to whomever they wish whenever they wish, to students they know well or to those they may not often get a chance to speak with. They are working at their own pace and at their own level of ability.

We have found with the **Conversation Game** that our students will monitor each other as well as themselves. A special feature of the **Conversation Game** that sets it apart from most fluency work in foreign language classes is that students are discouraged from using their mother tongue to clarify confusion or lack of comprehension.

In **Conversation Game** groups, speakers must try to negotiate meaning entirely in English because they are penalized if they use their native language. This makes the activity more difficult for them than the **Speaking Zone**, but it pushes them to develop more strategies needed to communicate successfully with native or non-native speakers of English.

3.5 EVALUATING AND ASSESSING ORAL ENGLISH COMMUNICATION.

Task-based language teaching presents challenges in all areas of the curriculum, especially in evaluation and assessment. The purpose of assessment instruments is to provide representative grammar, vocabulary and phonological features of language.

Therefore, teachers should consider the best way to test learners because the assessment reflects what has been taught and what has been learned. Heaton (1989), Weir (1993), and Underhill (2000) point out that effective activities to test learners should include pictures, oral interviews, interaction tasks, role plays, discussion, decision making and re-telling. They suggest using pictures for description, comparison and sequencing, plus pictures with speech bubbles and maps.

Picture sequence is when a learner sees a panel of pictures depicting a chronologically ordered sequence of events and has to tell the story in the past tense. Another technique is to ask a candidate a series of questions concerning the content of a picture. The questions may embrace the thoughts and attitudes of people in the picture, or seek discussion of future developments that might arise from the situation depicted in the picture. Oral interviews include asking questions, marking, and testing learners in pairs.

Learners are expected to give short talks on prepared topics or on surprise topics that are announced shortly before the test. This is different from the spoken essays that were described earlier because learners are allowed to prepare for the task. Oral reports challenge learners to prepare and present five to ten minute oral presentations. Free interviews unfold in an unstructured fashion with no procedures set down in advance.

On the other hand, controlled interviews normally include a set of procedures determined in advance for eliciting purposes. Interaction tasks include information gaps between learners or between the student and the examiner. Form filling is a technique where the learner and interviewer work together to fill in a form. The questions usually concern the learner's personal details, professional situation or language needs. Role plays are used by many examining boards. Learners are expected to play one of the roles in a typical interaction. The learner is asked to take a particular role in a given situation.

Discussions and decision making between learners involves testing a group of two or more learners without the participation of an interviewer. They have to maintain and direct the discussion entirely on their own. Re-telling is a process where one learner describes a design or the construction of model building materials to another learner who has to

reconstruct the model from the description alone, without seeing the original.

Similarly, this technique can be applied using a short audio passage or story. Moreover, Underhill (2000) argues that the hardest aspect of teaching and learning language is to make it happen in the framework of a language test. True authenticity can only occur when both parties are relaxed, confident and something sparks between them. This allows the activity to become dominant and its ulterior purpose to be temporarily subordinated. The oral test reaches its highest degree of authenticity by no longer being perceived as a test by the participants.

To assess and evaluate oral English communication, a test must include authentic conversation or real-life situations in a natural way. The information above confirms that reviewing, describing, story telling, role playing and information gaps are all popular activities to evaluate a student's speaking competence.

3.6 CRITERIA LEVELS FOR EVALUATING ORAL ENGLISH COMMUNICATION.

Researchers have established a variety of grading levels to evaluate speaking ability. One method of scoring requires a separate score for several aspects of a task. Working on a scale of five, Oller's (1979) criteria focuses on language use in daily life. Carroll (1983) identifies nine levels on an interview assessment scale, measuring how well learners use language in daily life compared to people with higher education. For example, the scale measures how well learners can show their ideas through discussion or logical dialogue.

Heaton (1990) presents a banding system with six bands, where pronunciation is significant because it is the basic ability to make learners understand and improve their language as quickly as they can (Appendix 7). English speaking ability can be evaluated using many characteristics including pronunciation, gesture, fluency and accuracy. The present research is based on an adaptation of the framework of Carroll (1981) and Heaton (1990).

3.7. RELATED LITERATURE ON TASK-BASED LEARNING.

Teaching English as a foreign language using task-based learning has been proven effective by researchers at various levels of education. Many research projects over the past twenty years have investigated task-based learning. A few important cases are described below.

Jeon & Hahn (2006) discuss EFL teachers' perceptions of task-based language teaching (TBL) in the context of a Korean secondary school. The data for this study was collected through questionnaires from 228 teachers at 38 different middle and high schools in Korea. The data were analyzed quantitatively and qualitatively. The overall findings of the survey show that the majority of respondents have a high degree of understanding of task-based learning concepts, regardless of teaching level. Nevertheless, some negative views on implementing task-based learning in the classroom persisted. The research suggests further implications to help teachers construct and implement task-based learning more effectively.

In addition to calling attention to the characteristics of task-based learning, numerous researchers compare it with other approaches to develop learners' language competence. For example, Tanasarnsanee (2002), compares teaching Japanese language using the 3Ps and task-based learning approaches. The result shows that learners who learned

Japanese language through task-based learning demonstrated a higher competence in Japanese language for communication than those who studied using the 3Ps approach.

This is consistent with Willis's (1998) findings that task-based learning supports learners in using language for communication more effectively than the 3Ps approach. Lochana and Deb (2006) further support the findings of Tanasarnsanee (2002) and Willis (1998). Task-based learning has an edge over traditional methods of teaching as shown in their research project undertaken with a group of second language learners at a school in Bangalore, India.

The project was based on the assumptions of constructivism. Even with existing constraints, classroom teaching can be given a communicative orientation, providing sufficient opportunities for learners to use language creatively. Teaching can be made learner centered with greater emphasis on the learning process. Any given text may be re-created into various tasks and activities.

Task-based learning enhances the language proficiency of the learners. Numerous language curricula and experiments emphasize task-based learning. Rattanawong (2004) identifies the effects of teaching English language communicative ability with the task-based learning approach with Sagrados Corazon high school. The samples of this study were two groups of the students divided into an experimental group and a control group with 49 learners in each group. The experimental group was taught using the task-based learning approach, whereas the control group was taught using conventional methods. Both groups were taught for 10 weeks for 3 periods per week.

Cited on Teaching Spoken English for Informative Purposes, by Thomas Hawes and Sarah Thomas. www.exchanges.state.gov/forum/vols/vol32/n2/p22

Three instruments of evaluation were employed. The first item was an English language communicative ability test. The second item was the student's self report. The third instrument was a questionnaire concerning their opinions towards the task-based learning method. The results show that the difference in the mean score in the four language skills of the experimental group was higher than those of the control group at the .05 level of significance. The instruments used in this study included five lesson plans, a pre-post speaking test, observation form, student's self-report and foreign traveler's inquiring about their opinions. The study reveals that learners' English speaking ability before and after the task-based learning experiment was significantly higher at the level of .01. Moreover, learners' attitudes towards studying English speaking ability before and after the Task-based learning course was significantly higher.

The results indicate that the English speaking ability of the learners after the experiment was significantly higher at the .01 level. According to the research studies above, task-based learning represents an important approach in teaching English for communication. It supports learners to learn and develop their English language competence effectively. The present study also highlights the use of task-based learning to develop the English speaking ability of Sagrados Corazones High School.

2.2. RELATION BETWEEN INDEPENDENT AND DEPENDENT VARIABLES.

Task-based learning (TBL) refers to a method of English teaching that requires learners to use authentic language through a communicative approach to achieve a desired outcome (Willis, 1998; Ellis, 2003). English speaking ability refers to the skill of communicating by sharing information fluently and accurately, including the choice and use of appropriate vocabulary and structure in all contexts. This performance can be measured using the rating scale adapted from Ribe and Vidal (1993), Council of Europe, (2001) and Nunan.

Regarding to competences, **speaking production** is a crucial one. Teachers need to provide their students the more appropriate techniques, so that their students can develop speaking competence. As a cook selects different ingredients to make his dishes delicious and nutritive, teachers have to select teaching techniques from different approaches, such as Task Based, Cooperative Learning, Communicative Language Teaching, and Natural Approach.

The task is not easy if we take into account some factors that are a kind of obstacles: in the context of this research we are not in a speaking English environment, limitations in time, space, resources, materials, lack of motivation in students, lack of opportunities to practice spoken English out of the classroom. In spite of all these back draws, the challenge is to develop in our students the necessary speaking skills so that they could communicate effectively in the target language.

Task-based learning offers several advantages by helping learners develop cognitive processes, **creative thinking and problem-solving skills**. Many learners state that when their teachers assign a variety of tasks for them to perform, they have the opportunity to use language communicatively. They also indicate that it is enjoyable doing tasks within their team, and this helped their learning.

2.3. HYPOTHESIS SYSTEM

2.3.1. WORKING HYPOTHESIS

The Task-Based Learning Method and group work will improve the speaking skill in the learning process on students attending the 7th year of Basic Education at Sagrados Corazones School during the scholar year 2011-2012.”

2.2.2. ALTERNATIVE HYPOTHESIS

Task-based learning as an active method will improve the speaking ability in the learning process on students attending the 7th year of Basic Education at Sagrados Corazones school during the scholar year 2011-2012.

2.2.3. NULL HYPOTHESIS

The Task-Based Learning method and group work won't improve the speaking skill in the learning process on students attending the 7th year of basic education at Sagrados Corazones school during the scholar year 2011-2012

PART III

METHODOLOGICAL DESIGN



3.1. RESEARCH TYPE AND DESIGN

This research aimed at studying the use of Task Based Learning cooperating group work to develop the English speaking communication ability at Sagrados Corazones School. The researchers present the methodology employed, including discussion of the participants, instruments, procedures and data analysis.

It is a descriptive research because it includes many particular research methodologies and procedures, such as observations, surveys, self-reports, and tests. The four parameters of research helped us understand how descriptive research in general is similar to, and different from, other types of research.

It is also a Quasi-experimental design because it refers to determining whether the two groups are different after the experiment. One is the control group and the other, the experimental group. Both of them took a pretest and a posttest in order to measure the results of this study. Two variables were manipulated by the same teachers; the independent variable, which is task –based learning method and the dependent variable that is **speaking skill development**.

Furthermore, it is qualitative and quantitative research because the general hypothesis has a statistical measure that requires data related to the variable under investigation. This research permits to organize, analyze and interpret information; it is subjected to inferential studies that allow arriving to conclusions based on the statistic analysis.

3.2. POPULATION AND SAMPLE

This research was made at Sagrados Corazones school that is located at Atahualpa Avenue and 10 de Agosto Avenue in Quito city, Pichincha province.

It has four sections: Pre-primary, Primary, Secondary, and the Program of International Baccalaureate with a total school population of 1.110 students, distributed in the following way:

- Pre-primary section: 225
 - Primary section: 320
 - Secondary section: 565
- TOTAL: 1.110 Students.

The Primary school section is furthermore divided into six grades, and the population is distributed as follows:

FRACTION BY EXTRACT	Parallel A	Parallel B	Parallel C	TOTAL
SECOND GRADE	17	18	18	53
THIRD GRADE	12	12	11	35
FOURTH GRADE	22	20	21	63
FIFTH GRADE	23	21	21	65
SIXTH GRADE	17	16	17	50
SEVENTH GRADE	19	18	17	54
TOTAL				320

The two seventh grades selected (Parallel A and C) which concerns to the research have a total population of 36 students on which this investigation was developed.

3.2.2. SAMPLE.

The two groups selected for this study belonged to the 7th year of Basic Education at Sagrados Corazones of Rumipamba school in Quito. Called **7th N** that is the experimental group, in which there are 17 students. **7th M** is the control group, in which there are 19 students.

3.3. FIELD WORK.

The research was carried out in two 7th year of Basic Education at in the Sagrados Corazones of Rumipamba school. The study was developed in normal periods of English classes.(March. April, June)

3.4. INSTRUMENTS FOR DATA COLLECTION.

This study has analyzed the use of task-based learning to develop English speaking ability through communication. It has also examined learner opinions and perceptions towards group work in learning English. The following research instruments were applied in this study for qualitative and quantitative data collection.

Six unit plans were prepared in order to apply with the experimental group and control group which were designed to adapt the textbook materials into meaningful tasks and provide sample opportunities for maximum learner participation.

English speaking test: The guidelines for designing the test included the English curriculum of the high school; it means content, goals, lessons, and competences. Pack of pictures were used to describe them in chronological order at basic level in present tense and the same procedure for the posttest, but using simple past tense at pre-intermediate level.

The components of assessment included pronunciation, gesture, fluency and accuracy. The ratings have numerical values from 1 to 4 points. This Sheet was used to score both the pretest and the posttest. Both tests were scored over 20 points. Learner's perceptions **questionnaires** to get information about their experience, on classroom practice of task –based learning and group work.

3.5. PROCESSING AND ANALYSIS.

This study was taught and conducted for 12 weeks with a total of 60 sessions, Both groups 7th M that is Control group and 7th N Experimental group, received the same content instruction as the current educational program demands and the same text "Step up" 6 by Santillana .

The Task Based Learning Method for speaking skill development was applied in the experimental group during three months, but not for the Control group. The learners' self assessments in group work were collected before, during and after the process.

At the initial process, the participants were tested through conversation using a pack of cards which permitted them to narrate a story in sequence order; they were evaluated in **fluency, accuracy, gesture and pronunciation** at basic level of English language. The test was scored over 20 points; each parameter of this test was over 4 points.

The task cycle in the experimental group started using the Task based Learning Method, which consists on using the language they already knew in order to carry out the task and then improve their language under the teacher's guidance while planning their reports on the task. This provided learners a holistic experience of language in use. It included task, planning and reporting stages. Learners worked simultaneously, in pairs or small groups to achieve the goals of the task.

The planning aspect of the task cycle required the teacher to serve as language advisor. Learners planned their reports effectively and maximized their language opportunities. During the report stage, learners informed the class of their findings. This gave learners a natural stimulus to upgrade and improve their language skills. It presented a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.

Language focus as described in Willis's (1998) model allowed a closer study of specific features naturally occurring in the language used during the task cycle. Language focus included two components: **analysis and practice**. Analysis activities drew attention to surface forms, realizing that learners had already become familiar with certain language structures during the task cycle. Analysis also helped them systematize their knowledge and broaden their understanding.

The essence of this stage was for learners to reflect on the language they had already experienced. Practical activities were based on features of language that had already occurred in previous texts and transcripts or in features that had just been studied in analysis activities. Therefore, in this research the Pearson correlation coefficient was used to see the consistency on the results of the experimental group in the pretest and the posttest.

r = Pearson correlation coefficient
 N = Number of students
 x = scores from the pretest
 y = scores from the posttest

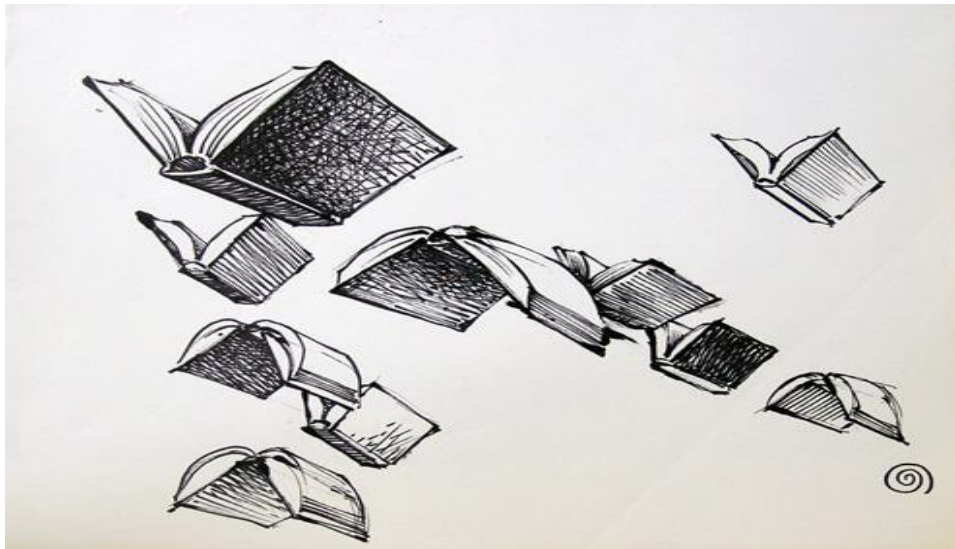
$$r = \frac{N\sum xy - \sum x \sum y}{\left[\sqrt{N\sum x^2 - (\sum x)^2} \right] \left[\sqrt{N\sum y^2 - (\sum y)^2} \right]}$$

PART IV

ANALYSIS AND

INTERPRETATION OF

RESULTS



4.1. PREVIOUS THE DATA COLLECTION

The data were analyzed to fulfill the objectives of this study. One of them was to examine the use of task-based learning to develop learners' English speaking ability. It was analyzed based on language use in speaking English effectively and behavior through communication.

The scores on English speaking ability on the pre-test and post-test were converted into mean scores and t-test based on the total number of bases in the dependent sample. The steps of the data analysis process involved determining the mean and standard deviation of each group to check whether or not the mean scores of pre-test and post-test were significantly different.

In conclusion, the data were displayed, analyzed and interpreted to produce the findings of this study. The analysis and interpretations were based on learners' pre- and post- test scores, self-assessment in English speaking ability, assessment and perception questionnaires.

“The testing of speaking is widely regarded as the most challenging of all language tests to prepare, administer and score,” writes Harold Madsen, an international expert on testing (Madsen 1983:147).

Table 1.1. 4.2. RESULTS OF THE PRE - TESTS

Seventh N Experimental Group		Fluency	Accuracy	Gesture	Pronunciation	Total
1	Abril Alejandro	3	3	3	1.5	10,50
2	Acosta Ariana	4	3	4.5	4	15,50
3	Altamirano Jaime	3	3	3	2.5	11,50
4	Arias Jacob	1	1	2	1.5	5,50
5	Carvajal Michelle	1	2	2	1.5	6,50
6	Guijarro Andrea Samantha	4	4	2.5	4	16,50
7	Proaño Camila	4.5	4	4	3	15,50
8	López María José	1	1	1	0.25	3,25
9	López Paula Andrea	2	2	3	3	10,00
10	Mayorga Paula Doménica	3	3	3.50	4	13,50
11	Ortiz Diego	2	2	2	2.50	8,50
12	Paredes Andrés	2	2	2	3.5	9,50
13	Pazminño Alvaro	4	4	4.5	5	17,50
14	Ríos Lenin	2	2	2	3.5	9,50
15	Rodríguez José Andrés	4.5	3	3	3	13,50
16	Sanchez Jorge Alejandro	2.5	3	2	2	9,50
17	Sánchez Amy	3	3	3	3	12,00
AVERAGE		3,00	2,64	2,5	2,66	188,25

Mean 11,07
Standard Deviation 3.96

Seventh M control Group		Fluency	Accuracy	Gesture	Pronunciation	Total
1	Altamirano Jorge	3	3	3	2.5	11,50
2	Colcha Rodrigo	3	4	3	4	14,00
3	Calvache Mateo	3	4	3	4	14,00
4	Escobar Carlos	2	2	2	3.5	9,50
5	Granja José	4	2	2	3	11,00
6	Lalama Francisco	3	4	3	4	14,00
7	López André	3	4	3	4	14,00
8	Morales María	1	1	1	0.50	3,50
9	Mena José	4	3	3	4.5	14,50
10	Naranjo Esteban	1	1	1	3.5	5,50
11	Prado Elena	1	1	1	1	4,00
12	Ponce Alicia	2	4	4	3.5	13,50
13	Rivas Luis	3	1.5	3	4	11,50
14	Ruiz Fabian	4	4	4	4.5	16,50
15	Salas Marco	3	3	3	3.5	12,50
16	Vélez Elsa	2	2	2	1.5	7,50
17	Villacis Oscar	4	4	2	4	14,00
18	Valencia María	2	2	2	1.5	7,50
19	Zambrano Pablo	2	2	2	1	7,00
AVERAGE		2.66	2.83	2.47	3.15	205.50

Mean 10.8
Standard 3,90

Mean

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

$$\bar{X} = \frac{X1 + X2 + X3 + \dots + X19}{19}$$

$$\bar{X} = \frac{205,50}{19}$$

$$\bar{X} = 10,82$$

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

$$\bar{X} = \frac{X1 + X2 + X3 + \dots + X17}{17}$$

$$\bar{X} = \frac{188,25}{17}$$

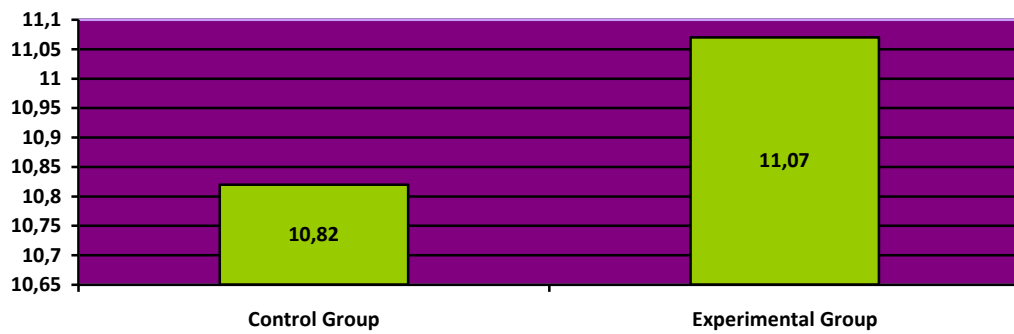
$$\bar{X} = 11,07$$

	Control Group	Experimental Group
Sample	$n_1 = 19$	$n_2 = 17$
Mean	$\bar{x}_1 = \frac{\sum x_i}{19} = \frac{205,50}{19} = 10,82$	$\bar{x}_2 = \frac{\sum x_i}{17} = \frac{188,25}{17} = 11,07$
Variance	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{274,11}{18}$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{251,47}{16}$
Standard Deviation	$s_{x1} = \sqrt{15,23} = 3,90$	$s_{x2} = \sqrt{15,72} = 3,96$

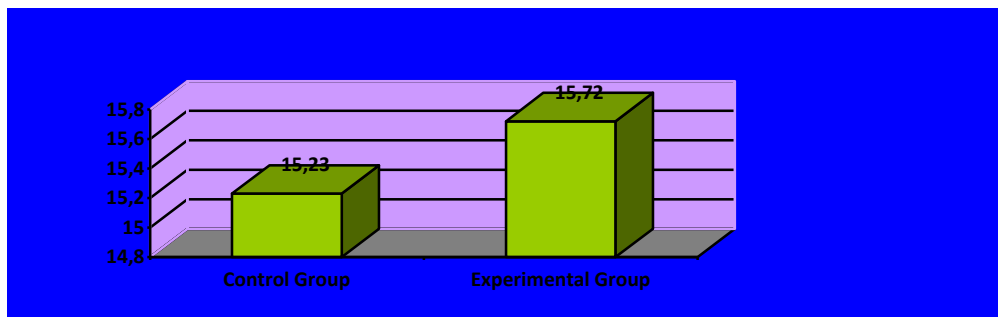
4.3. GRAPHICAL EXPOSITION OF RESULTS

PRE-TEST RESULTS REPRESENTATION

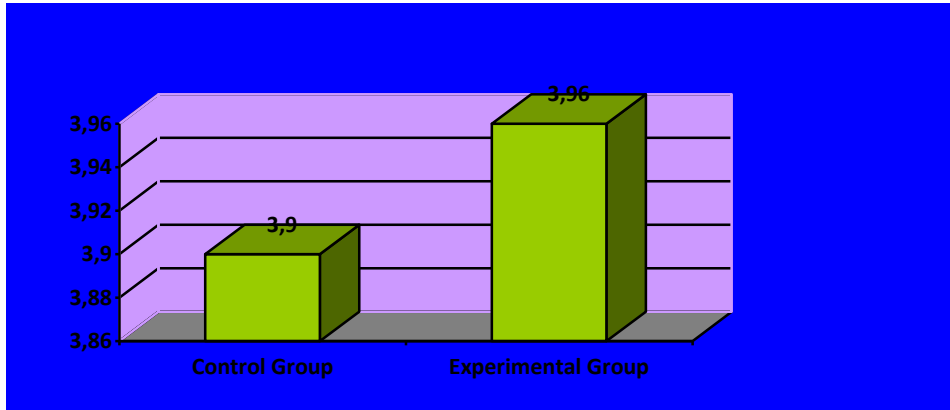
Mean



VARIANCE

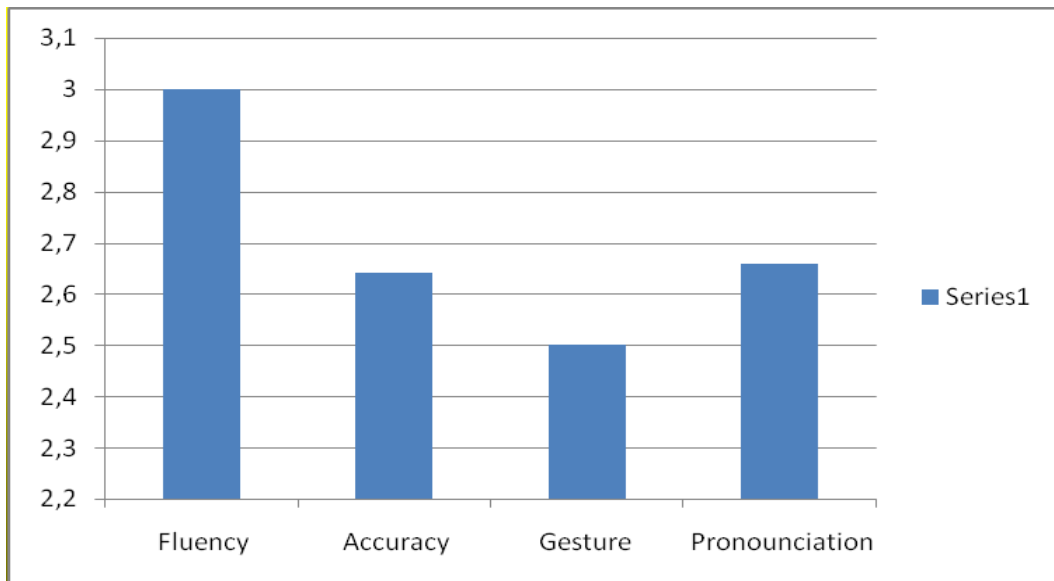


STANDAR DEVIATION

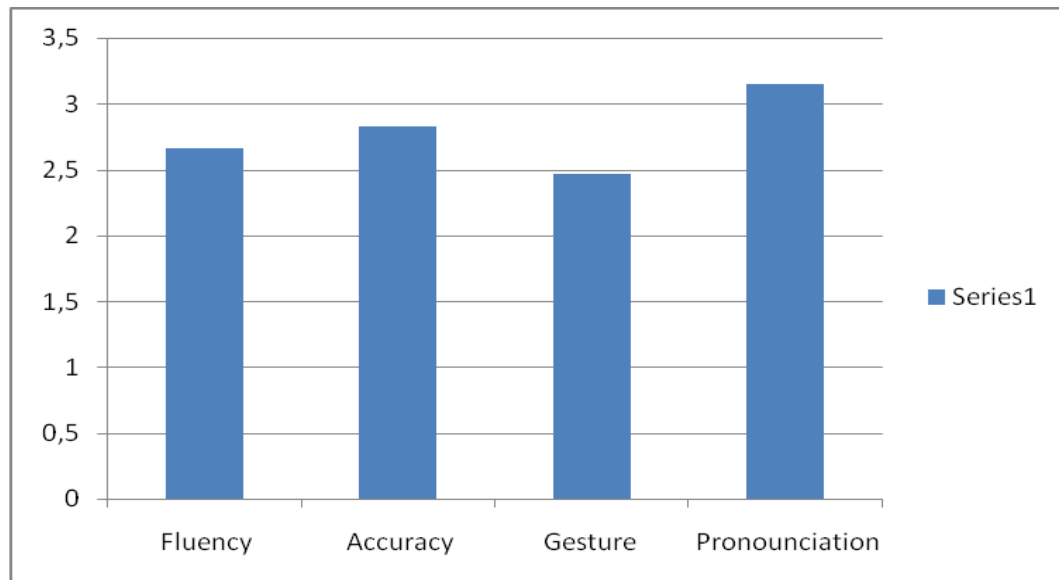


4.4. ANALYSIS AND INTERPRETATION.

Experimental group.



Control group



The results obtained are: mean 12,67 and the standard deviation 2,765 for the control group, and the experimental group with a mean of 12,72 and the standard deviation 2,54.

This allows us to affirm that the scores come from two different populations. On the other hand, what is important for this study is the fact that the difference between both groups is not significant. This means that both groups are in similar level of speaking production.

We can also observe that the means scores are somehow low. That is no surprising, since it has been stated that the speaking production is a weakness of the English program at the Sagrados Corazones School.

Table 1.1. 4.5. RESULTS OF THE POST - TESTS

Seventh N Experimental Group		Fluency	Accuracy	Gesture	Pronunciation	Total
1	Abril Alejandro	4	3	4	4	15
2	Acosta Ariana	5	5	5	5	20
3	Altamirano Jaime	5	5	4	5	19
4	Arias Jacob	4	4	4	3	15
5	Carvajal Michelle	4	4	4	3	15
6	Gujarro Andrea Samantha	5	5	5	3	18
7	Proaño Camila	5	5	5	5	20
8	López María José	0	0	1	1	2
9	López Paula Andrea	3	3	3	3	12
10	Mayorga Paula Doménica	5	5	5	5	20
11	Ortiz Diego	4	4	4	4	16
12	Paredes Andrés	4	4	5	5	18
13	Pazminño Alvaro	5	5	5	5	20
14	Ríos Lenin	5	5	5	5	20
15	Rodríguez José Andrés	5	5	5	5	20
16	Sanchez Jorge Alejandro	4	5	5	5	19
17	Sánchez Amy	4	4	5	4	17
AVERAGE		4.17	4.17	3,35	4,11	286

Mean 16,82
Standard Deviation 4.52

Seventh M control Group		Fluency	Accuracy	Gesture	Pronunciation	Total
1	Altamirano Jorge	3	3	3	2.5	11,50
2	Colcha Rodrigo	4	3	3	4.5	14,00
3	Calvache Mateo	4	4	4	2	14,00
4	Escobar Carlos	3	2	2	2	9,50
5	Granja José	3	3	2	3	11,00
6	Lalama Francisco	3	3	4	4	14,00
7	López André	3	4	4	3	14,00
8	Morales María	1	1	1	0.5	3,50
9	Mena José	4	3	3	4.5	14,50
10	Naranjo Esteban	1	1	1	2.5	5,50
11	Prado Elena	1	1	1	1	4,00
12	Ponce Alicia	3	3	4	3.5	13,50
13	Rivas Luis	3	3	2	3.5	11,50
14	Ruiz Fabian	4	4	4	4.5	16,50
15	Salas Marco	3	3	3	3.5	12,50
16	Vélez Elsa	2	2	2	1.5	7,50
17	Villacis Oscar	4	3	3	4	14,00
18	Valencia María	1	1	3	2.5	7,50
19	Zambrano Pablo	1	1	2	3	7,00
	AVERAGE	2,6	2,7	2,7	3,47	232.50

Mean 12.21
Standard 5,02

Mean:

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

$$\bar{X} = \frac{X1 + X2 + X3 + \dots + X19}{19}$$

$$\bar{X} = \frac{232}{19}$$

$$\bar{X} = 12,21$$

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

$$\bar{X} = \frac{X1 + X2 + X3 + \dots + X17}{17}$$

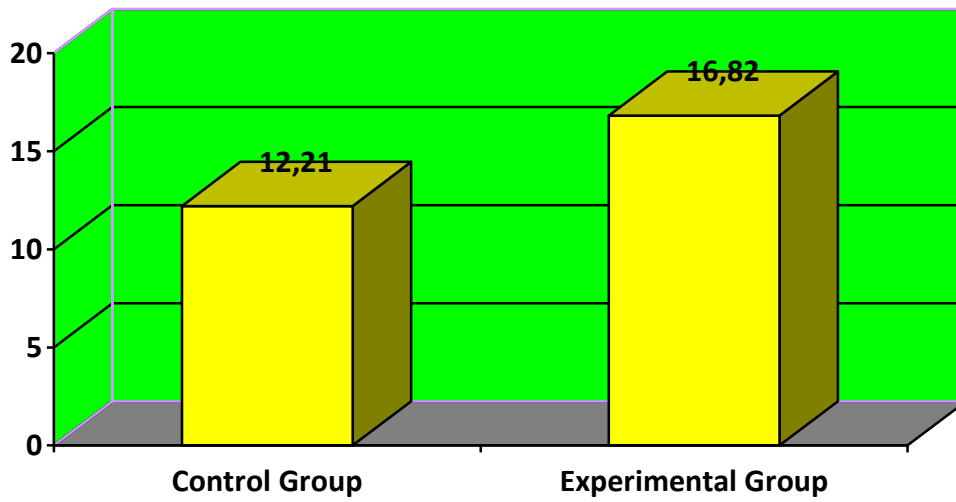
$$\bar{X} = \frac{286}{17}$$

$$\bar{X} = 16,82$$

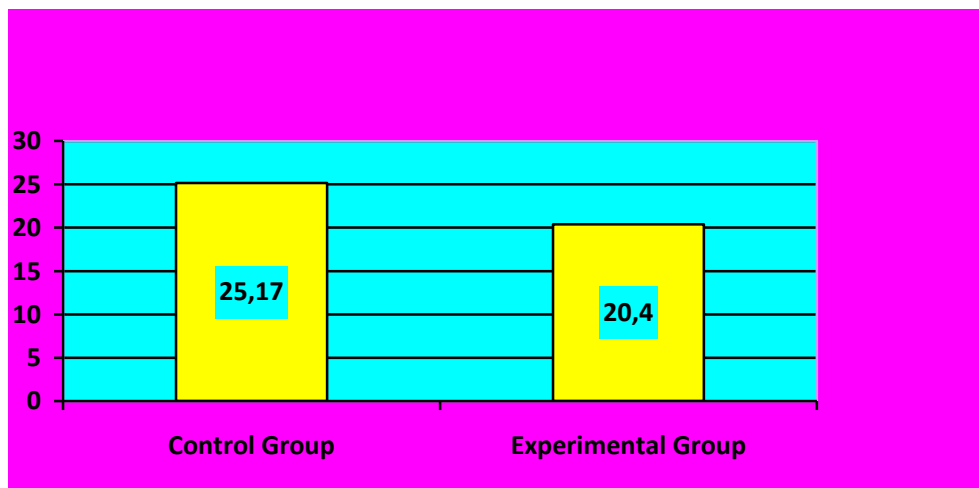
	Control Group	Experimental Group
Sample	$n_1 = 19$	$n_2 = 17$
Mean	$\bar{x}_1 = \frac{\sum x_i}{19} = \frac{232}{19} = 12.21$	$\bar{x}_2 = \frac{\sum x_i}{17} = \frac{286}{17} = 16.82$
Variance	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{453,16}{18} = 25,17$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{326,40}{16} = 20,40$
Standard Deviation	$s_{x1} = \sqrt{25,17} = 5,02$	$s_{x2} = \sqrt{20,40} = 4,52$

4.6. POST-TEST RESULTS REPRESENTATION

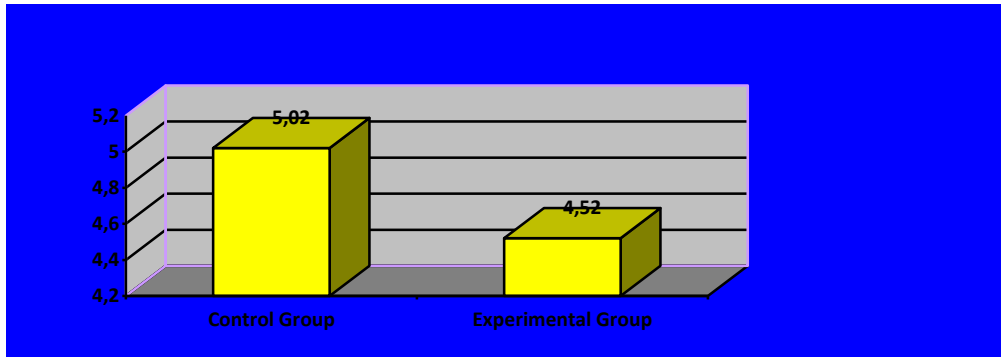
MEAN



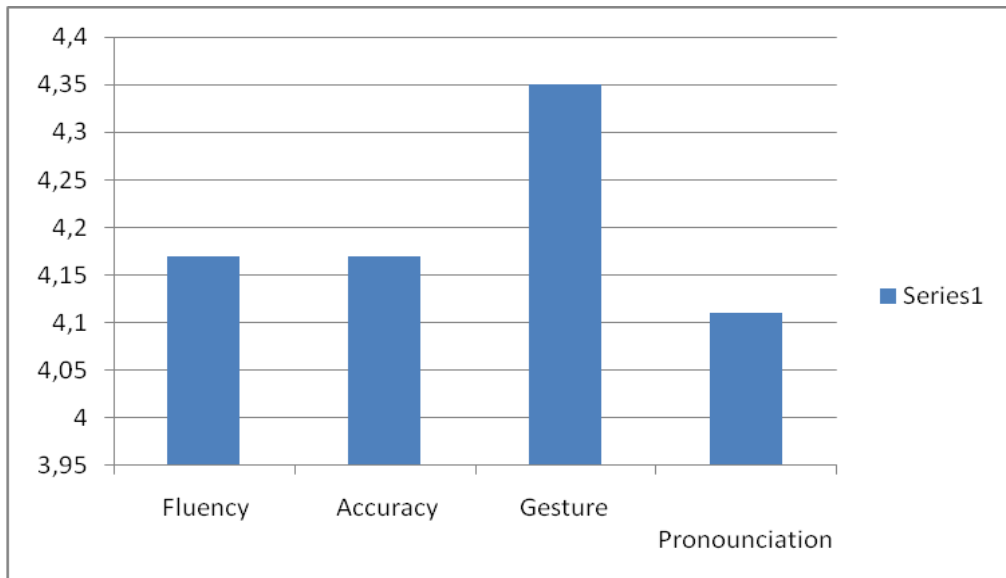
VARIANCE



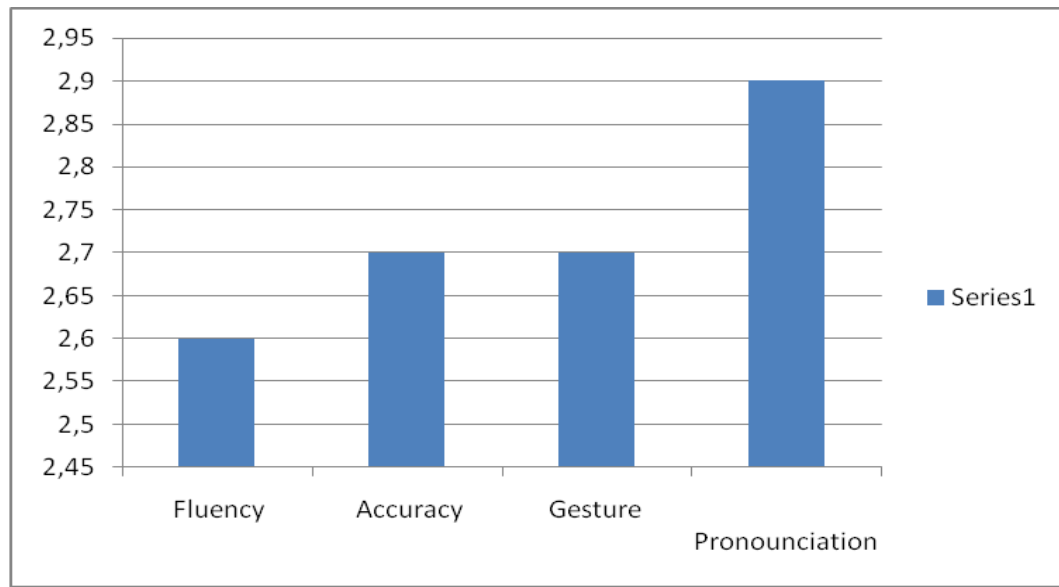
STANDARD DEVIATION



RESULTS OF EXPERIMENTAL GROUP



RESULTS OF CONTROL GROUP



Control and Experimental Groups Variance:

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(19 - 1)25,17 + (17 - 1)20,40}{19 + 17 - 2}$$

$$S^2 = \frac{(18)25,17 + (16)20,40}{34}$$

$$S^2 = \frac{453,06 + 326,4}{34}$$

$$S^2 = \frac{779,46}{43}$$

$$S^2 = 22,92$$

Standard Deviation: $S = \sqrt{22,92}$

$$S = 4,79$$

t student:

$$t_{obs} = \frac{\bar{x}_2 - \bar{x}_1}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} =$$

$$t_{obs} = \frac{16,82 - 12,21}{4,91 \sqrt{1/19 + 1/17}}$$

$$t_{obs} = \frac{4,61}{4,79 \sqrt{0,053 + 0,059}}$$

$$t_{obs} = \frac{4,61}{4,79 \sqrt{0,112}}$$

$$t_{obs} = \frac{4,61}{4,79 \times 0,335}$$

$$t_{obs} = \frac{4,61}{1,605}$$

$$t_{obs} = 2,87$$

Significance level at 10% $t_\alpha = 1.3062$

Degrees of freedom: $= n_{cont} + n_{exp} - 2$

$$= 19 + 17 - 2 = 34$$

4.7. Analysis and Interpretation

Even though the mean of the control group has experimented some increase, the means of all of the parameters of the experimental group are higher than the control group. At minor difference in the pronunciation parameter, since both groups register a high score on it.

Regarding to the pronunciation parameter, this could be due to the fact that the students at the Sagrados Corazones de Rumipamba school are exposed to an important number of English teaching per week and a consequence they don't have important problems in pronunciation. The mayor difference is in the grammar parameter. This may be due to the fact that both groups have received the same grammar instruction, but the students of the experimental group have more opportunities to put it into practice through the Task- based learning.

4.8. Reliability of Measurement

Before any statistical procedure can be applied to test hypotheses, we were certain that the measurements of the variables are both valid and reliable. Reliability is usually defined as the extent to which a test produces consistent, accurate results when administered under similar conditions. If a researcher collects data from the same students, he/she can run a Pearson correlation on the results.

Students may improve from time 1 to time 2, but they still will be rank – ordered in the same way. Students with high scores in the first test will get high scores in the second test, and so forth. An r in the high 0.80 or .90 would show that the data are reliable.

Therefore in our research we developed run a Pearson correlation coefficient to see the consistency on the results of the experimental group in the pretest and the posttest.

$$r = \frac{N\sum xy - \sum x \sum y}{\left[\sqrt{N\sum x^2 - (\sum x)^2} \right] \left[\sqrt{N\sum y^2 - (\sum y)^2} \right]}$$

r = Pearson correlation coefficient
 N = Number of students
 x = scores from the pretest
 y = scores from the posttest

SEVENTH -Experimental group

x	x ²	y	y ²	xy
11	225	12	324	270
16	196	18	324	252
12	256	19	361	304
06	169	14	196	182
07	144	14	196	168
17	169	13	196	182
16	144	14	196	168
04	196	17	289	238
10	100	11	121	110
14	100	14	196	140
09	49	9	81	63
10	169	18	324	234
18	64	14	196	112
10	256	16	256	256
14	196	18	324	252
10	225	15	225	225
12	196	15	225	210
		18	324	270
Σ 196	3079	205	4354	3623

$$r = \frac{18(3594) - (229)(275)}{[\sqrt{18(3023) - (229)^2}][\sqrt{18(4327) - (275)^2}]}$$

$$r = \frac{1717}{[\sqrt{1973}][\sqrt{2261}]} = \frac{1717}{2112.07} = 0,81$$

As the correlation coefficient is 0,81, we can be confident that the measurement of the tests are *reliable*.

4.9. Testing the Hypothesis

Now we have to compare the means between the control group and the experimental one. When comparing to means, the appropriate test is the **t-test**.

EXPERIMENTAL GROUP			CONTROL GROUP		
Scores	Deviation from mean	Square Deviation	Scores	Deviation from mean	Square Deviation
18	2,72	7,4	15	1,44	2,07
18	2,72	7,4	11	-2,6	6,55
19	3,72	13,8	13	-0,6	0,31
14	-1,3	1,64	12	-1,6	2,43
14	-1,3	1,64	17	3,44	11,8
13	-2,3	5,2	13	-0,6	0,31
14	-1,3	1,64	13	-0,6	0,31
17	1,72	2,96	14	0,44	0,19
11	-4,3	18,3	11	-2,6	6,55
14	-1,3	1,64	12	-1,6	2,43
9	-6,3	39,4	9	-4,6	20,8
18	2,72	7,4	17	3,44	11,8
14	-1,3	1,64	6	-7,6	57,2
16	0,72	0,52	17	3,44	11,8
18	2,72	7,4	14	0,44	0,19
15	-0,3	0,08	17	3,44	11,8
15	-0,3	0,08	18	4,44	19,7
18	2,72	7,4	15	1,44	2,07
		Σ 126			Σ 168
Mean	15,28	σ = 2,72	Mean	13,56	σ = 3,15

The **t-test** is calculated by the formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

X = mean
σ = Standard Deviation
N = number of students

$$t = \frac{1,72}{\sqrt{\frac{7,39}{18} + \frac{9,92}{18}}} = \frac{1,72}{\sqrt{0,96}} = \frac{1,72}{0,98} = \mathbf{1,755}$$

$$t = \frac{15,28 - 13,56}{\sqrt{\frac{2,72^2}{18} + \frac{3,15^2}{18}}}$$

STATISTICAL DECISION

The necessary t for 34 degrees of freedom at the significance level of 0,05 is 1,69, according to the table of **Percentage points for upper probability of Student's t-distribution**. The t obtained from comparing the means of the control and experimental group for 34 degrees of freedom is higher than the t of the table of **Percentage points for upper probability of Student's t-distribution**. at significance level of 0,05.

STATISTICAL DECISION FOR SPECIFIC HYPOTHESIS

According to the statistical results obtained the **Null Hypothesis is rejected**, and the Hypothesis of this research is sustained: **THE APPLICATION OF TASK BASED METHOD ON SPEAKING ABILITY FOR STUDENTS ATTENDING THE SEVENTH YEAR OF BASIC EDUCATION AT SAGRADOS CORAZONES DE RUMIPAMBA SCHOOL WILL RESULT IN AN ENHACEMENT OF THEIR ORAL PRODUCTION.**

CHAPTER V

CONCLUSIONS

AND

RECOMMENDATIONS

5.1. CONCLUSIONS

After having determined and analyzed the causes-effects of this research project entitled **INCIDENCE OF APPLYING TASK - BASED LEARNING METHOD ON SPEAKING PRODUCTION FOR STUDENTS ATTENDING THE SEVENTH YEAR OF BASIC EDUCATION AT SAGRADOS CORAZONES DE RUMIPAMBA SCHOOL**, the results are satisfactory. The statistic analysis permitted to reject the Null Hypothesis and sustained the Research Hypothesis. Therefore some conclusions can be formulated:

- The results of the pretest demonstrated what was stated at the beginning of this research as a problem in the Sagrados Corazones de Rumipamba school a low level of competence in speaking skills. Both groups reached a mean of 12,7, which is very low, since in testing other skills, the mean obtained by these students is usually at least 16. In addition the pretest allows us to know that both groups had a similar level of speaking competence. In this way this research was strengthened in its internal validity. In the other hand, the instrument (a story which the students had to describe using pictures) to test the speaking proficiency was really effective, since it allowed to measure the speaking production in phonological, lexical, grammatical and fluency areas. The test was not as stressing for the students as the usual ones.

- The results of the posttest were very interesting for the objective of this study, since the control group maintained a similar level of proficiency, except for pronunciation. This could be due to the fact that in the English program listening skills were emphasized and it helped students in developing a better pronunciation. In the other hand, the experimental group showed an increase in all of the parameters. Thus, fluency increased in a 7,81%, accuracy in a 18,19%, gesture in a 27,67%, and pronunciation in a 30,77%. This leads to affirm that students now can express words that they knew but they couldn't apply in oral speech. In

addition, the task based method helped them to structure their phrases in a better way.

- The techniques that were selected from the literature review proved to be effective in getting students to produce speaking. Fortunately, a good number of publications and papers about Teaching English as Second/Foreign language are available in the internet (which has been quite helpful, since we don't have the appropriate libraries for such an investigation).

- It takes a lot of time doing the literature review because of the abundant material available. However it was worthwhile since it made possible to find: innovative and effective techniques for teaching oral production.

-The innovative applied techniques really invited students to talk. The students were really motivated with the innovation. We could overcome some limitations that we had regarding to developing oral production. The factor of not having enough opportunities for oral practice in class was overcome through the **cooperative working** and **jig saw** techniques, since through the work in groups and with the necessary direction for the jig saw task, the students had plenty of opportunity to practice speaking.

- The **Speaking Zone** was a really motivating activity for the students because it demands students the change of environment. The Speaking zone was implemented outside the classroom. Students really liked it and many of them did it very well. The **Conversation game** was really enjoyed by the majority of students. They really checked in each group that nobody cheated during the activity and consequently this activity "forced" everybody to speak in English.

- The final statistical result by which the null Hypothesis was rejected, got a significant level of 0,05. This level could probably be taken to a level of significance of 0,01.

5.2. RECOMMENDATIONS

- The experience of making research has been rewarding. It allows us to learn a lot of new and useful things for my profession as a teacher. Not only I have learned about the language theory or the teaching techniques, but also I have had the opportunity of knowing more about the statistics which is a useful tool for evaluating educational processes. Upon this basis some suggestions can be formulated.

- It was allowed previously that teaching oral production is not an easy issue and it is usually neglected by teachers due to the inherent difficulties. One of these difficulties is how to evaluate oral production.

- The instrument used in this research proved to be helpful and effective. we would recommend teachers to use stories which describes with the help of a pack of pictures. Of course it is suggested for teachers not to neglect the evaluation of oral production.

-In the English teaching, as in any other educational fields, it is important what methodologies to apply to get the best results. The methodology we have used to be effective. One difficult that teachers face sometimes is the limitations in knowing different and more effective techniques for applying our teaching practice. Fortunately it is available a lot of research and publications are available especially on the Internet. This makes possible to all teachers get aware of the last techniques in English teaching.

- In addition, in our country research is not a widespread activity. Therefore there is a need for educational research. It happens that in education we copy models that are out of our reality (it is not implied that these model are bad). It is desirable that the educational authorities of our country promote educational research so that our educational system can be improved.

-On the other hand, the authorities of educational institutions should provide all the facilities for teachers and students to access the electronic means such as CD rooms, videos, Internet. Certain time could be scheduled for teachers' research within the institutions, as part of their job. This will be highly profitable for teachers, students and the institutions themselves.

- As it was affirmed in the previous section this research took place in the field during 3 – 4 months (Of course all the work related to this research demanded much more time).We think the time was short, so We suggest to anyone making research to extend the time to get better results.

CHAPTER VI

PROPOSAL



6.1. PROPOSAL

A SEMINAR ABOUT SPEAKING METHODOLOGIES AND TASK-BASED LEARNING METHODS UNIT PLANS FOR ENGLISH TEACHERS AT “SAGRADOS CORAZONES DE RUMIPAMBA” TERM 2011-2012.

6.2. DESCRIPTION

Once the research has been finished, and according to the results in the analysis-interpretation of statistical data, and the verification of the hypothesis; a proposal is required to be done. This proposal has the objective to help teachers to be more competent in teaching speaking ability to students. The proposal has been planned and based in the lack of students' competence in speaking production, which has been a problem that limits to develop students' all communicative competences which a goal when studying a second language at Sagrados Corazones de Rumipamba” term 2011-2012..

This proposal has the intention to help teachers to update or refresh their knowledge in methodologies, techniques and task- based method unit plans activities involved in the teaching-speaking. In this way their capacities are empowered in their development of English teaching.

The proposal consists of a seminary and task- based method unit plans activities involved in the teaching-speaking production. Which will be holding by exposing innovative and effective teaching techniques and activities for oral production. The main topics to be exposed are: Communicative competence, Communicative Language Teaching, Cooperative Learning and Interactive Classroom activities.

6.3. JUSTIFICATION

Teachers involved in developing spoken-language skills in EFL learners often find themselves in a paradoxical situation. There seems to be a conflict between, on the one hand, the learners perception that fluency and naturalness in spoken English are a preeminent symbol of success in learning the language and, on the other, their reluctance to participate in activities designed to develop competent speaking skills. It is ironic that in the one skill area where we might expect real enthusiasm and interest, i.e., speaking skills, we face problems. This suggests a need to reexamine our practice to see how we can exploit the motivation inherent in the learners' positive perceptions of the ability to speak English fluently.

Exposed the need for developing spoken English, it is suitable to carry out this Seminar on techniques for speaking production. Its great importance aims to have a better development institutional and mainly for helping teachers in their teaching process.

6.4. OBJECTIVES

To let teachers be aware of the importance of applying innovative speaking techniques in order to improve oral production in the students of "Sagrados Corazones de Rumipamba" school

- To characterize the main features of the Task-based learning teaching method as an approach with a set of rather general and uncontroversial principles.
- To describe the features of interactive classrooms activities by using innovative techniques for speaking production
- To provide teachers tools that permit them to be more effective in their teaching, especially in the oral production training.

6.5. THEORETICAL FOUNDATION.

The first step involved reviewing the English curriculum in terms of purpose, content, grammar structure, phrases and wordlist. Unit plans were then designed in detail by reviewing research and theories on task-based learning and communication. The class followed a textbook that contained articles from authentic texts and published materials.

The model suggested by Willis (1998) served as the primary framework for this study and provided three basic conditions for language learning: pre-task, task cycle and language focus. The pre-task mode introduced the class to the topic, the task and topic related words and phrases. The task cycle offered learners the chance to use whatever language they already knew in order to carry out the task and then improve their language under the teacher's guidance while planning their reports on the task.

This provided learners a holistic experience of language in use. It included task, planning and reporting stages. Learners worked simultaneously, in pairs or small groups to achieve the goals of the task. The planning aspect of the task cycle required the teacher to serve as language advisor. Learners planned their reports effectively and maximized their language opportunities. During the report stage, learners informed the class of their findings. This gave learners a natural stimulus to upgrade and improve their language skills. It presented a very real linguistic challenge to communicate clearly and accurately in language according with the circumstances.

Language focus as described in Willis's (1998) model allowed a closer study of specific features naturally occurring in the language used during the task cycle. Language focus included two components: analysis and

practice. Analysis activities drew attention to surface forms, realizing that learners had already become familiar with certain language structures during the task cycle. Analysis also helped them systematize their knowledge and broaden their understanding. The essence of this stage was for learners to reflect on the language they had already experienced. Practical activities were based on features of language that had already occurred in previous texts and transcripts or in features that had just been studied in analysis activities.

During the pilot study, experts in language teaching and learning examined the content of the unit plans and test. The content was found to be appropriate and valid for use in the study. The unit plans and tests were piloted with one class of Matthayom Suksa 4 learners in the first semester of the academic year 2009 at Satunwittaya School. The purpose of the pilot was to examine for clarity, ambiguity and time required for completion. Data would be collected from the outcome, excluding the interviews from the pre-test. Lesson plans were discussed, checked, and feedback was provided by professionals, including school teachers, native speakers and advisors. The lesson plans were designed to adapt the textbook materials into meaningful tasks and provide ample opportunities for maximum learner participation.

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