THE DEVELOPMENT OF A COURSE TO ENHANCE PRODUCTIVE ENGLISH LANGUAGE SKILLS AND KNOWLEDGE OF TASK-BASED LANGUAGE TEACHING APPROACH FOR PRE-SERVICE TEACHERS

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ABSTRACT

The purposes of the study were 1) to design a course incorporating Task-Based Language Teaching (TBLT) approach to enhance students’ productive English language skills, 2) to design a course incorporating TBLT approach to enhance students’ knowledge of TBLT approach, 3) to investigate the extent to which a course can enhance students’ productive English language skills, and 4) to investigate the extent to which a course can enhance students’ knowledge of TBLT approach. The course was designed based on the Grave’s framework of course development processes including assessing needs, formulating goals and objectives, conceptualizing content, developing materials, organizing the course, designing an assessment plan, defining the context, and articulating belief.

The sample of the study was 38 undergraduate students studying in English teaching program, Faculty of Education, Ramkhamhaeng University. The students’ productive skills (writing and speaking skills) and knowledge of task-based language teaching approach were assessed through both quantitative and qualitative assessment. For
quantitative assessment, descriptive statistics analysis of pre- and post-test scores was employed to investigate the extent to which a course could improve students’ productive English language skills and knowledge of TBLT approach. In addition, qualitative assessment was carried out through narrative inquiry including learning logs and bi-weekly focus group interviews. Data were interpreted, analyzed and verified with the inter-rater approach. The results revealed that participants’ post-test scores on productive skills as well as knowledge of TBLT were significantly higher than the pre-test scores. The factors influencing their language development were categorized into two main themes - 1) feedback and 2) personality traits and learning strategies. First, teacher feedback and peer feedback (providing and receiving peer feedback) had major influence on their language improvement. Second, personality traits (introvert and extrovert) and learning strategies (visualization, memorization, deductive reasoning, practice and monitoring strategies) also helped them improve their productive skills. The factor that helped them increase their knowledge of TBLT was demonstration.

Results from the study suggested that the TBLT course provided students with opportunities to produce or use the language through tasks, resulting in language development. Properly designed tasks suitable for the learners would create a language-rich environment for the students. The lessons and tasks should be developed with a careful consideration of students’ needs due to the fact that they have major influence on language development. In keeping with the needs expressed by the pre-service teachers for improving both language skills and teaching skills, the teacher as a researcher employed more authentic, but still controlled, practice situations which included many diverse, real-life examples. The teaching method needed to partner well with the objective of providing students opportunity to make practices authentic as they will complete activities in realistic situations. In addition, knowledge and skills were strengthened throughout the process of task completion. In
addition, it was important to note that language grammar or forms should not be ignored so that students could make their best effort to correct their mistakes for more effective communication. The feedback the students received from the teacher or peer could help them improve their language skills.
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CHAPTER I

INTRODUCTION

This chapter details the background of the study. Section 1.1 describes the importance of English language in Thailand, which is linked to English language education in Thailand and the characteristics of pre-service teachers presented in Section 1.2 and Section 1.3, respectively.

1.1 Background of the Study

1.1.1 Importance of English Language in Thailand

There are many English language programs offered, not only in English-speaking countries (United States, United Kingdom, New Zealand, Australia, etc.), but also in non-English speaking countries (Thailand, China, Japan, etc.). According to Kachru and Nelson (2006), King Rama IV (ruled 1851-68), who signed treaties of friendship and commerce with European countries, realized that the lack of English language knowledge put Thai officials at a disadvantage. English had become essential, and he saw it as the key to expanding knowledge and communicating with foreigners. He therefore commanded that education in the Kingdom of Siam (Thailand) be modernized. During his reign, “English was introduced into the public school curriculum in 1913 and remained a required subject until 1977, with instruction in the language beginning in the fifth school year.” Since then, several policy revisions have taken place; the latest one introduces English at the lower primary level and continues instruction through the completion of high school (Pongtongchareon, 1999).

In the past several decades, English has been declared a “global language”, as it has become the primary language for international communication and continues to play an important role in worldwide communication (Crystal, 2003). In other words, English is recognized as a common working language and the language of contact in many regions
throughout the world (Crystal, 2003; Neely, 2012). Thus, to help people understand one another and bring peace to the world, there needs to be fewer barriers to effective communication. In a globalized world, knowledge of the English language and how to effectively interact with those from other cultures is critical, as it enables people to make the appropriate choices in communication and prevents problems that may arise from miscommunication due to language differences (Akilandeswari et al., 2015).

According to Crystal (2003), over 70 countries around the world, such as India, Nigeria, Singapore to name a few, have English as an official language. Thus, it is used by a large portion of the population or as a medium of communication in government, the legal system, the media, and the educational system. Moreover, in over 100 countries, where English is not an official language such as Japan, Russia, Brazil, English has become a priority in regard to foreign language teaching and is the most common language taught in school (Nunan, 2003). The earlier learners learn the new language, the better they can function in the language. Learners who have begun learning another language at an early age are likely to develop English literacy skills and achieve functional levels of English proficiency (Oyama, 1976; Penfield & Roberts, 1959; Scarcella & Oxford, 1992).

More importantly, in 2015, the ASEAN Economic Community (AEC) was established as a means to offer the 10 ASEAN member states, including Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam, opportunities to sustainably integrate into the global economy, thereby contributing to the goal of shared prosperity (ASEAN Economic Community Blueprint, 2015). According to the ASEAN Charter Article 4, “The working language of ASEAN shall be English.” As ASEAN member states consist of people speaking different languages, having English as a common language will make it easier for everyone to communicate with one another as part of the ASEAN Community (The ASEAN Charter, 2008).
Given that the goal of the ASEAN Economic Community (AEC) is regional economic integration and English has been designated as the official language for communication, it should be used for meetings, writing reports, making statements or any other endeavors in a government setting, obviating the need for translation or interpretation services (ASEAN Economic Community Blueprint, 2008). English has also become essential for Thai people as it enables them to communicate with foreign workers and conduct business activities with investors from ASEAN member countries and other nations. (The ASEAN Charter, 2008). Consequently, there is a critical need for Thailand to make improvements in the teaching of the English language to its people, specifically as it relates to enhancing English language teaching strategies and approaches (Fredrickson, 2016). Although Thailand is generally a non-English speaking environment, English instruction is very beneficial to students as it makes them more employable in many countries (Dearden, 2014).

1.1.2 English Education in Thailand

English is a compulsory subject from the primary level to the tertiary level across the country (Baker, 2012). Although most schools in Thailand are aware of the necessity of English and thus endeavor to enable learners to become fluent in the language, teaching English in an English as a foreign language (EFL) setting is a complex and difficult task for Thai teachers of English (Pattapong, 2015). In many schools in Thailand, Thai language is used as the medium of instruction in English class. In language instruction, Thai teachers often do not use English, or use it to a minimal extent, thus limiting their students’ ability to learn and produce the language (Dhanasobhon, 2006). Furthermore, English-Thai translation is usually used to teach learners about English rather than teaching them how to use or function in it, an approach that sometimes causes confusion for students (Darasawang, 2007). Although using the native language in an English classroom is acceptable in the English
teaching area, it is important that English teachers reach a proficiency level that allows them to provide a clear and intelligible language model (Crystal, 2014).

Moreover, teachers’ use of native language in English class can reflect their lack of English proficiency and confidence, as competency and self-confidence are related (Hadla, 2013). In the view of Sung (2010), the lack of language skills can reflect badly on a teachers’ image, causing low self-confidence and poor self-esteem. In fact, teachers can improve their language skills by practicing continuously. According to Saville-Troike (2006), although teachers are not expected to be as fluent in English as a native speaker, they need to have a good command of English so as to be a good model for learners. Moreover, teachers should be good communicators with a clear voice (Crystal, 2012).

Apart from teachers’ language skills, pedagogical knowledge, or knowing how to teach, also plays a critical role in developing learners’ language. According to Darasawang (2007), traditional teaching methods are still dominant in English classrooms in many schools in Thailand. The methods that Thai teachers of English employ include lectures only (teachers talk and learners listen), reading aloud, translating from English to Thai, passive reading or watching videos, and memorizing vocabulary and grammar rules. These methods are still used at the present time despite research suggesting that language learning is often better achieved by integrating other methods of instruction (Buehl, 2001; Marzano, Pickering, & Pollock, 2001; Muth & Alvermann, 1999; O’Malley & Chamot, 1990).

According to Arunsuksawang & Sungrugsa (2015), most Thai students have a low level of speaking proficiency as a result of the teachers, the learning environment and the students themselves. The teaching styles of Thai teachers of English are often not interesting due to the fact that they do not engage students in the learning process. The lack of student engagement has a negative impact on their attention and focus in learning the language, their motivation in practicing the language, and the expectations with respect to having meaningful
learning experiences. Moreover, Suekham (2000) points out that teachers spend insufficient time on designing curriculum. If students do not perceive the lessons as interesting or worthy of their consideration and attention, it can affect their learning and motivation in language learning.

Teachers’ low language proficiency and the absence of meaningful tasks are two of the reasons why Thai students are unable to speak or write the language well, even though they have been studying English for many years (Waenthong, 1999). The lack of meaningful tasks that provide them with opportunities to use English has an impact on their exposure to English, limiting learners’ English proficiency and making it difficult to use the language (Noom-Ura, 2013; Paul & Norbury, 2012). Lastly, there is the controversial topic regarding the ineffectiveness of the teaching of speaking skills in Thailand. Kongkerd (2013) sums this up by claiming that the pedagogical approaches currently employed cannot help learners achieve competence in English.

Thus, it is clear that there are problems in English language teaching and learning in Thailand. English teachers in Thailand must focus on improving their language knowledge and pedagogical skill, as this will have a profound effect on student achievement.

1.1.3 Characteristics of Pre-Service Teachers

According to Phongploenpis (2016), English teacher education programs aim to provide pre-service teachers majoring in English with knowledge of English language and skills related to teaching English. Over the years, teacher education programs have focused on training pre-service teachers to teach, design and plan effective lessons, and effectively deliver knowledge, which should result in higher student achievement (Hutchinson, 2013; Spratt, 2005). Possessing English language skills is clearly not enough; teachers also need to have knowledge of effective teaching methods, as this plays a critical role in developing learners’ language skills and helping them build a global perspective in terms of new
cultures, novel experiences, and different ways of looking at the world (Archana and Rani, 2017).

According to Wilson, Floden, & Ferrini-Mundy (2001), a report commissioned by the U.S. Department of Education summarizes five key aspects in teacher preparation: subject matter preparation that has a positive connection with their performance in the classroom, pedagogical preparation that ultimately impacts student achievement, clinical training that includes well-structured activities, pre-service teacher education policies, and alternative certification.

According to the Teachers of English to Speakers of Other Languages (TESOL) International Association (2009) in the United States of America (USA), PreK-12 English language teaching proficiency standards should apply to pre-service English teachers in any country — not just those in the USA — to ensure that English teaching will be effective. These standards focus on developing students’ four language skills: listening (involving students in active and purposeful listening), speaking (promoting students’ use of language in meaningful and purposeful interactions with others in a variety of situations for a variety of purposes), reading (enhancing students’ level of literacy in processing and interpreting written language, symbols, and text with understanding and fluency), and writing (fostering students’ writing skill to communicate or express meaning through a text for a variety of purposes and audiences (TESOL International Association, 2009).

In addition to the PreK-12 English language proficiency standards set by the TESOL International Association (2009), the Commission for the Accreditation of Educator Preparation (CAEP) uses TESOL’s performance-based professional teaching standards for national accreditation in teacher education programs in the United States of America. Specifically, to prepare pre-service teachers for their initial certification, endorsement, or licensing in English language teaching, these pertain to the professional expertise that
language teachers need in order to teach English to students in P-12 schools. In other words, the set of rigorous accreditation standards reflect a consensus about what is important in teacher preparation as well as a university’s commitment to providing future teachers with the best possible start to their careers. Pre-service teachers are required to demonstrate competence in the following five domains: language, culture, planning, implementing and managing instruction, assessment, and professionalism. Each of the aforementioned domains is divided into standards that reflect the best instructional practices (TESOL International Association, 2009).

According to the report by the National Institute of Education (NIE), a national teacher training institution in Singapore, the following attributes of the 21st century teaching professional need to be considered in order to improve pre-service teachers’ quality in any country. A teacher education model for the 21st century was established with six primary recommendations as follows: 1) new V3 SK, 2) graduand teacher competencies, 3) strengthening the theory-practice nexus, 4) program refinements and an extended pedagogical repertoire, 5) assessment framework for 21st century teaching and learning, and 6) enhancing pathways for professional development. To expand further, the V3 SK model includes the following: 1) three values – learner centeredness, teacher identity and service to the profession and community, 2) skills – the ability to teach or deliver content effectively, communicate with and facilitate students and others, recognize and manage one’s emotions as well as others’, integrate technology into teaching, etc., and 3) knowledge – subject matter expertise, awareness of students’ diverse learning needs, understanding of global and cultural perspectives, and environment.

Based on the implementation handbook of the National Qualifications Framework for Higher Education in Thailand (Ministry of Education of Thailand, 2006), pre-service
teachers in five-year teacher education programs are provided with knowledge and the opportunity to practice skills during the program in order to improve in the following areas:

1. Morals and Ethics: teachers should develop awareness of the teachers’ code of ethics and act in accordance with the values and principles, feel empathy towards others, have a social conscience (a sense of responsibility in society) and be public-minded, be a good role model, use a moral point of view to evaluate, manage and solve problems, be considerate of and honor others’ values, rights and feelings.

2. Knowledge: teachers should have in-depth pedagogical and content knowledge, understand principles and theories in related disciplines and integrate different disciplines or subject areas in real-world settings, strengthen their content area expertise, and be able to effectively apply analytical and synthetic thinking skills to the teaching profession.

3. Intelligence: teachers should be able to examine facts, evaluate various information resources to ensure the reliability of information and broaden knowledge, apply knowledge of theories and practice to solve complex problems and provide solutions in creative ways, have leadership skills and vision, and promote and develop professionalism in the teaching profession.

4. Interpersonal Skills and Accountability: teachers should be trained to recognize others’ feelings and emotions, have empathy towards others, have positive thinking and emotions, demonstrate maturity, be a good leader and follower, show responsibility in their community in the areas of economics, society, and environment.

5. Communication and Information Technology: teachers should continuously use technology to retrieve, compile and select appropriate and reliable information, be able to effectively communicate in both oral and written forms, and deliver a presentation suitable for target audiences.
6. Instructional Management: teachers should have expertise in terms of creatively designing and managing instruction in various ways including formal, non-formal and informal, design lessons for diverse learners including gifted and talented learners and special needs learners in innovative ways, and manage interactive and integrated teaching and learning in their specific subject areas.

To be more specific, students in the field of language teaching should possess the following:

1. morality, with respect to protecting the confidentiality of all and modeling respect and positive regard for all students at all times;

2. the ability to integrate knowledge of the target language, linguistics or applied linguistics for teaching the language, target culture, and Thai culture and international culture by designing lessons that present the target language and culture, and have students practise and use it to complete meaningful tasks;

3. the ability to apply language teaching theories and principles into instructional management, and have leadership and vision in the language teaching profession to enhance language teaching and learning;

4. sensitivity towards the feelings of language learners at the elementary and secondary levels by being good listeners, and strengthening interpersonal relationships;

5. critical thinking skills so as to be able to select appropriate materials or teaching resources that contain age-appropriate, clear and concise language and accurate information, as well as be able to motivate and maintain students’ interest;

6. expertise in designing and managing language instruction for diverse learners;

In the teaching profession, national standards are the basis for teacher preparation, and these should relate to objectives of the course. In other words, teachers should use the standards to set objectives regarding students’ expected learning outcomes, which can be
achieved by designing effective lesson plans. Although this can be time-consuming and tedious, a well-written lesson plan can enhance teacher’s instruction, which in turn enhances students’ learning. Lesson plans can be used as an outline for instruction and the presentation sequence. Teachers have to think of what equipment and materials they will need to gather, and then set a sequence and practice before implementing the lesson in class (Smaldino, Lowther, & Russell, 2012). More importantly, lesson plans enable them to evaluate whether the content in their lessons is in line with the standards and appropriate for the students so that the teaching objectives can be achieved.

After the students learn the content, teachers must consider assessment, which is an integral part of instruction, as it determines whether students have mastered what they have been taught and the effectiveness of the lessons. To achieve the purposes of assessment, the teachers need to carefully plan the questions. There are many important decision areas they should be aware of, such as the purpose of the test, what is to be tested, a table of specifications showing the content and objectives to be tested, when to test, what kinds of questions to use, how many questions to include in the test, the difficulty level of questions, and the format of the test (McMillan, 2001, as cited in Burden & Byrd, 2003). After teachers administer a test, it is time to score it so as to evaluate students’ progress. However, test results are useful only when they are accurate (Cruickshank, Jenkins, & Metcalf, 2003).

1.2 Statement of the Problem

According to the National Qualifications Framework for Higher Education in Thailand, it is crucial that the pre-service teachers in five-year teacher education programs are provided with knowledge and the opportunity to practice skills while in the program in order to make improvement in their ability, to integrate knowledge of the target language and to apply language teaching theories and principles into instructional management (Ministry of Education of Thailand, 2006).
Despite the establishment of the National Qualifications Framework, there are still problems in teacher education programs related to the quality of pre-service teachers (Klibngoen, 2012). Past studies have revealed that pre-service teachers’ English writing and speaking skills need to be improved because this has a major influence on their ability to teach English in the future (Thongpan & Sripibul, 2016; Sweeney, Preedeekul & Kunyot, 2017). In addition, during their study in the teacher education program, pre-service teachers are not taught about teaching methods with respect to subject matter content, and are expected to be able to integrate both on their own (Sinlarat, 1995). As a result, pre-service teachers are often unable to integrate appropriate methodologies and teach effectively, which means that teacher education programs do not achieve their primary objective of developing pre-service teachers’ abilities (Saricoban, 2010).

To address these challenges and achieve the goal of enhancing pre-service teachers’ quality, the researcher proposes a course incorporating the task-based language teaching (TBLT) approach, which is considered one of effective approaches in the field of English language teaching. The approach has a major influence on students’ language acquisition and it also provides students with an opportunity to use language in a natural setting during practice (Littlewood, 1981; Long & Crookes, 1992; Willis, 1996). Additionally, TBLT instruction can improve learners’ speaking skills (Thongpan & Sripibul, 2016; Sweeney, Preedeekul, & Kunyot, 2017) as well as writing skills (Jitpralob, 2011; Ratchadawisittakul, 2012; Sukpatcharapor, 2016).

The course selected for the study was aimed at enhancing Ramkhamhaeng University pre-service English teachers’ English language skills and increasing the effectiveness of teaching English prior to field practice by incorporating TBLT. The primary purposes were enhancing their productive English language skills and knowledge of the
TBLT approach so that they can improve their own language as well as be armed with the knowledge of TBLT to improve their students’ language skills when they become teachers.

1.3 Research Questions

This research seeks to answer the following research questions:

1. How can a course be developed using the task-based language teaching approach to enhance learners’ productive English language skills?

2. How can a course be developed using the task-based language teaching approach to enhance learners’ knowledge of task-based language teaching approach?

3. To what extent can the course enhance learners’ productive English language skills?

4. To what extent can the course enhance learners’ knowledge of task-based language teaching approach?

1.4 Research Objectives

The major objectives of this dissertation are to:

1. Develop a course that incorporates the task-based language teaching approach to enhance learners’ productive English language skills.

2. Develop a course that incorporates the task-based language teaching approach to enhance learners’ knowledge of task-based language teaching approach.

3. Investigate to what extent the course can enhance learners’ productive English language skills.

4. Investigate to what extent the course can enhance learners’ knowledge of task-based language teaching approach.
1.5 Research Hypotheses

The first two hypotheses were established for the research objective three and the last hypothesis for the research objective four. 1. After the course implementation, it is hypothesized that students’ writing scores on the post-test will be higher than the pre-test score at the significant level of .05.

2. After the course implementation, it is hypothesized that students’ speaking scores on the post-test will be higher than the pre-test score at the significant level of .05.

3. After the course implementation, it is hypothesized that students’ knowledge of task-based language teaching approach scores on the post-test will be higher than the pre-test score at the significant level of .05.
1.6 Conceptual Framework

Course incorporating the task-based language teaching approach

Graves’ course development framework

- Defining context
- Articulating belief
- Assessing needs
- Formulating goals and objectives
- Conceptualizing contents
- Developing materials
- Organizing the course
- Designing an assessment plan

Task-Based Language Teaching Approach

- Pre-Task
- Task Cycle
  - Planning
  - Task
  - Report
- Language Focus

1. Improve pre-service English teachers’ knowledge of the task-based language teaching approach
2. Improve pre-service English teachers’ productive English language skills
1.7 Scope of the Study

1. Population

The population was seven-hundred eighty pre-service teachers in the English major, the Department of Curriculum and Instruction, Faculty of Education, Ramkhamhaeng University.

2. Sample

The sample was thirty-eight pre-service teachers enrolled in the “Pre-Student Teaching Workshop in Teaching English” course at Department of Curriculum and Instruction, Faculty of Education, Ramkhamhaeng University from the middle of April to the middle of July 2017.

3. Variables

Course incorporating the task-based language teaching approach

1. productive English language skills
2. knowledge of the task-based language teaching approach

1.8 Definitions of Terms

1. Course refers to the “Pre-Student Teaching Workshop in Teaching English” course in which the study was carried out.

2. Course development refers to Graves’ course development process consisting of articulating belief, defining the context, assessing needs, formulating goals and objectives, conceptualizing contents, developing materials, organizing the course, and designing an assessment plan.

3. Feedback refers to information about learners’ performance of a task used as the basis for improvement during the language focus stage of task-based language teaching.
4. Task-based language teaching (TBLT) approach refers to a teaching method with various task types (e.g., classifying, discussing, discriminating, reasoning, personalizing, brainstorming, role-playing, etc.), which requires students to complete many tasks in the course. This is designed to enhance language skills (reading, writing, listening, and speaking) and knowledge of TBLT through demonstration and practice.

5. Knowledge of the task-based language teaching (TBLT) approach refers to teaching knowledge that students in an English teaching program should possess in order to apply it in their teaching in the future. Willis’s (1996) TBLT framework consisting of the three primary stages of pre-task, task cycle (task, planning, and reporting), and language focus was emphasized. The students should be able to demonstrate their knowledge of the basic aspects of TBLT, task types, steps, and the integration of TBLT into teaching.

6. Learning strategy refers to the approaches that students employ in learning the language, which are activated through the tasks assigned during the implementation, resulting in the improvement of productive English language skills.

7. Narrative inquiry refers to the use of learning logs and focus groups to gain understanding and inquiring into participants’ experience in the study.

8. Personality trait refers to student characteristics activated or strengthened by tasks assigned during the implementation, resulting in the improvement of productive English language skills.

9. Pretest and posttest refer to the tests that contain the same three subjective test items: 1) an essay with an assigned topic for assessing writing skills, 2) an oral presentation with an assigned topic for assessing speaking skills, and 3) an essay with an assigned topic for assessing students’ knowledge of TBLT.

10. Pre-service teachers refer to students pursuing a five-year bachelor’s degree in English, Faculty of Education, Ramkhamhaeng University.
11. Productive skills refer to the writing skills and speaking skills the study aims to enhance. Writing skills cover four dimensions: content, organization, vocabulary and grammar; meanwhile, speaking skills cover three main dimensions: non-verbal skills, verbal skills, and content, with the sub-criteria including eye contact, body language, poise, appearance, enthusiasm, voice, pronunciation, subject knowledge, organization, and grammatical errors.

1.9 Significance of the Study

This dissertation will make a contribution to the fields of English language teaching and English course development. The primary contributions of this work will be as follows:

1. Learners

1.1 The designed course can enhance learners’ English productive English language skills and knowledge of the task-based language teaching (TBLT) approach, enabling them to become effective teachers.

1.2 The designed course can shed light on the application of the TBLT approach in teaching English.

2. Teachers, educators, and administrators

2.1 The framework can be applied as a theoretical guideline for developing a course for effective English learning and teaching.

2.2 The study can enhance the expectation of success with regard to teachers, educators, and administrators using the TBLT course design to teach English.

2.3 The study can shed light on future research directions.

3. Other readers

3.1 The study can broaden readers’ knowledge of English language teaching and course design.
CHAPTER II

REVIEW OF LITERATURE

This chapter presents the literature review with regards to eight areas which were considered critical for the study. First, the literature addressed course development models or frameworks that help the teacher or course designer improve the design and development of courses and course content. Second, a review of test construction then followed as it described the steps the course designers or the teachers should follow when constructing tests in order to have effective evaluation, resulting in useful and unbiased results. Third, a review of teacher-centered and student-centered instruction in English language teaching was also important for the study. In 21st century classroom, teachers were encouraged to employ student-centered instruction which focused on active learning and meaningful student engagement in learning process due to its advantages of enhancing literacy skills, increasing positive student attitudes, and improving learning and knowledge retention (Fouts & Myer, 1992; Handelsman, et al, 2004; Thompson, 1991). Therefore, the review of teacher-centered and student-centered instruction would help the teacher or course designer make a decision on selecting the teaching methods.

Fourth, there was a review of task-based language teaching (TBLT) approach which was adapted by many researchers. The researcher needed to study its origin, basic elements, various frameworks employed by different researchers, many past studies conducted in different grade levels in Thailand and other countries, and then find out whether it was an effective approach to enhancing the learners’ productive English language skills. Fifth, narrative inquiry was employed as an assessment to gain understanding and inquiring into participants’ experience in the study. Last, the review of personality traits, learning strategies, and learning style were also involved due to the fact that they were activated when
participants complete the tasks during the implementation of the task-based instructions. They were considered primary factors influencing participants’ language development.

2.1 Course Development

According to Wiggins and McTighe (2005), “Course design is the process an instructor must go through at the start of any course to plan for successful student outcome” (p.51). Typically, to develop an effective course, teachers should think about their own teaching philosophy, audiences (students), learning objectives (what student should be able to do at the end of the course), course contents and syllabus, learning plan (instructional activities that engage students in learning and help them meet intended objectives, and assessments (Wiggins & McTighe, 2005). Reiser and Dempsey (2007) pointed out that to help improve the design and development of courses and course content, various instructional designs (ID) or course development frameworks defined as “a systematic process that is employed to develop education and training programs in a consistent and reliable fashion” have been employed. Although there were many instructional models or frameworks to choose from, the three following models widely used in the field of English language teaching were explored - Graves’ course development framework, Richard’s curriculum development process, and ADDIE instructional model.

2.1.1 Graves’ Course Development Framework

According to Graves’ framework of course development processes, a set of nine components which was part of the complete cycle of course development, needed to be addressed when designing a course. The following components were not sequential; therefore, the researcher or teacher could arrange them in any order that suited the context (Graves, 2000).
1. Assessing needs

The expression “needs” is not as simple as is initially apparent; consequently, this expression is occasionally applied to indicate desires, wants, motivation, anticipation, constraints, lacks and necessities (Brindley, 1984, 28). We frequently define “needs” as linguistic inadequacy, meaning a description of the difference between a student’s current abilities and his/her potential future abilities. This implies the objective reality of needs as though they are seeking to be recognized and analyzed. However, Porcher (1977, in Brindley, 1984, 29) presents another viewpoint, stating that a “Need is not a thing that exists and might be encountered ready-made on the street. It is a thing that is constructed, the center of conceptual networks and the product of a number of epistemological choices (which are not innocent themselves, of course).” In order to recognize a need, we are dependent upon judgment, which shows the values and interests of people who make judgments. Therefore, students, teachers, parents, employers and other stakeholders may have various opinions on how to define “needs”.

According to an assessment undertaken by Cunningsworth (1983), needs assessment is seen as the foundation of planning suitable programs and employing efficient teaching methods. From an idealistic viewpoint, this is of assistance in giving a precise definition of students’ current and future requirements where this is possible. Consequently, without the appropriate requirements of the students, it is not easy to visualize how we can reach certain decisions regarding the following: instructional design, curriculum planning, learning objectives, student streaming, teaching methods and techniques, course specification, as well as testing, evaluation and methods (Boswood, 1992).

It can be assumed that it is the recognition of the matters of importance and the impediments encountered by language students in target learning circumstances. The expression ‘needs’ is frequently considered to be a generic one, and needs analysis is
principally a practical task (West, 1994); however, Hutchinson and Waters (1987) claim that needs analysis implies what is lacking rather than what molds curriculum. In addition, needs analysis is extensively described by Richards, Platt, and Weber (1992) as ‘the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to the priorities’ (p.242). The comprehensive objective of needs analysis is not exclusively recognizing the factors, but also, in determining comparative significance when discovering training requirements (Chancerell 1987, as cited in Basturkmen, 1998).

According to Nation and Macalister (2010), needs assessment can be defined as revolving around two principal components, namely learning needs and target needs. The focus of target needs is the requirement of a student’s attainment of the target situation, whereas learning needs indicate the tasks a student must complete in order to learn. We can subdivide these requirements into needs, wants and lacks. We may ask the following three questions. (1) If students are to achieve success in the course, what do they need to know? (2) When students commence the course, what information or knowledge do they lack? (3) What benefits do students obtain from the course? In order to consider these three components, we should ask all of these questions, and we need to collect and analyses different kinds of information in answering them.

Needs assessment, widely used in the field of education, requires that teachers or course developers identify the desired conditions or performance (what ought to be), determine the present conditions or performance (what is), and identify the discrepancy or gaps between the desired and present conditions. Subsequently, gaps or differences can be listed and sorted, with only the important or primary ones selected for further investigation or to address emerging issues. The information obtained at this step guides instructional design in the next steps (McKillip, 1987; Witkin & Altschuld, 1995).
In the practice of teaching and learning language, its significance for language courses for English language learners from several aspects is outlined below. Teacher reconciliation within content choice by wide-ranging discussion with students regarding their interests and learning requirements is crucial in a curriculum that focuses on the learner (Brindley, 1989). According to Graves (2000), this component refers to the systematic process of analyzing the problems and needs of the learners, their existing knowledge and skill levels, and their learning goals or intended outcomes. A primary purpose of assessing needs is to ensure that the course being designed is appropriate; that it will enhance learners’ knowledge and skills; and that it will not be a waste of time and resources (Barbazette, 2006).

Needs assessment is also conducted to explore the problems of past instruction (Smith & Ragan, 1999). A good understanding of learner needs allows for successful course planning, enabling teachers to carefully design a course with appropriate teaching methods, content, lessons, etc., which can address performance deficiencies and improve learners’ proficiency (Graves, 1996). Murray (2009) also views that gaining insights into learners’ characteristics is instrumental for understanding language learning issues such as motivation, affect, learning styles and strategies, which enables teachers to develop a course that fits learners’ needs.

In the view of Johns and Price-Machado (2001), needs analysis is imperative not only for the establishment of efficient English courses but also for developing such courses. Needs analysis enables English teachers to institute classroom projects, during which students may utilize the knowledge and abilities they have learned in order to satisfy real-life requirements (Nunan, 1988a). Furthermore, NA assists teachers to comprehend students’ local needs or the requirements of a specific group of learners and make sound decisions in evaluation (Iwai, et al., 1999). Much focus has been given to how NA enables a specific course to satisfy the requirements and interests of students (Hutchinson & Waters, 1987;
Sysoyev, 2000). It is important that needs analysis be a key part of performance evaluation, the objectives of which are to examine learners’ capability in undertaking assignments in real situations (Iwai et al., 1999).

To be effective, teachers need to consider the extent of information needed, the scope of the required information, the sources of the information, as well as the data collection and compilation processes in order to obtain reliable and accurate data (Graves, 2000). The procedure of collecting information about needs begins with the selection of people connected to the course, such as the students, teachers, administrators, and sometimes parents. More specifically, these people should be asked about both objective needs (factual information, i.e., learners’ background information including age, gender, profession, education, family, language proficiency, and their use of language in real-life situations) and subjective needs (their expectations for themselves in the course, or their attitudes toward learning) (Graves, 1996). In line with Graves’ suggestion that course designers obtain factual information on learners, Glaser’s (1962) model views that an assessment of learners’ prior performance needs to be carried out to determine their entry level abilities and whether or not they possess sufficient competence to learn new information. Learners’ age, learning strategies, and learning competence may be obstacles that can affect the instruction (Hannafin & Peck, 1988).

The various approaches for obtaining data on learners’ needs include the use of available records such as transcripts, certificates, and other official documents that pertain to learners’ competency and experience, interview guidelines, or questionnaires developed by the teacher to assess needs (Gerlach & Ely, 1980). Moreover, regarding the importance of assessing the feasibility and practicality of needs analysis, Nation and Macalister (2010) assert that it is essential to systematically gather data from various sources such as interviews, conducting observations, formal and informal evaluations, as well as corpus analysis.
Twenty-four different processes for gathering needs data are listed by Brown (1995:45 as cited in Hyland, 2006). These are categorized into the following six groups: current information, observations, tests, meetings, interviews and a questionnaire.

In addition, oral interviews are valuable, particularly for exploring learners’ problems in past instruction (Gilham, 2000; Ritchie & Lewis, 2003; Smith & Ragan, 1999). Information gained through speaking to informants during interviews can be used in the process of designing a course (Dunn, 2005). Clearly defining needs during needs analysis enables the teacher to effectively design instructional materials that correspond to learners’ demands; therefore, needs analysis is an important activity undertaken before the design of instruction (Dick, Carey, & Carey, 2001).

By addressing course design, student requirements and assessment, needs analysis has a critical function within language teaching. However, it has some restrictions that leave it open for criticism (West, 1994). Foremost of these is that it is not easy, in many situations, to forecast students’ future requirements. Furthermore, it is possible that needs analysis will give rise to notions and functions, which when converted into linguistic formats, cannot be arranged into an intelligible teaching sequence (Cunningsworth, 1983). Moreover, a further criticism of needs analysis relates to the difficulty of determining proficiency and experience, as well as the shortage of information regarding the dependability and authenticity of the tools utilized and the results obtained (West, 1994).

2. Formulating goals and objectives

The formulated objectives describe a context within the learning situation using the ABCD terminology (audience, behavior, condition, and degree of performance) (Findlay & Nathan, 1980). More specifically, the audience refers to those whose ability is going to be affected by the instruction. Clearly defined behavior refers to measurable and observable behaviors that learners are expected to perform or achieve after the instruction. The verbs
used to indicate the expected behaviors should be clearly stated; therefore, the use of the verbs “know” and “understand” should be avoided. Conditions refer to tools or resources provided to participants, such as exercises, maps, menus, etc., or situations under which the student’s performance will be observed. Lastly, performance criteria refer to the desired level of performance, which can be represented in terms of accuracy and time (Dick & Carey, 2000; Heinich, Molenda, Russel, & Smaldino, 2001; Mager, 1997). Therefore, clear, well-stated objectives enable the teacher or researcher to determine appropriate content and activities for the designed course (Ruffini, 2000).

3. Conceptualizing content

The teacher decides what content should be included as well as the language aspects to be integrated and emphasized in the course. Changes over time in language teaching have resulted in greater emphasis being placed on communicative competence, which requires a teacher to carefully consider the selection of content that will be the backbone of a course. The selection of content is also context-dependent; it consequently involves many factors including the students’ backgrounds, needs, learning and life goals, expectations, the teacher’s beliefs regarding language and the learners, the institution, classroom settings, etc. The content will differ, to some extent, depending upon the context. In addition, the content needs to be in alignment with the formulated objectives. The process can start from either specification of content or objectives, or both steps can be done simultaneously. The selected content should be laid out on a syllable grid to outline what the teacher will integrate in the course. In light of the language proficiency movement, the four-skills based approach can be added to the syllabus (Hadley, 1993). In addition, Nunan’s (1989) task continuum with an emphasis on the use of real-world tasks can also be added to the grid.
4. Selecting and developing materials and activities

This component focuses on the sources of information to be used in class (Graves, 2000). Learning materials from various resources should be selected with the purpose of facilitating effective learning. In the selection of materials, coherence between instructional materials, activities, and objectives is required (Morrison, Ross, Kemp, & Kalman, 2010). Gerlach and Ely (1980) point out that instructional materials may be newly developed or selected from the existing ones, such as manipulatives, audio, and printed materials based on quality and learning objectives. According to Smaldino, Lowther and Russell (2012), the teacher can select available materials, modify existing materials, or design new materials. To be effective, the teacher needs to ensure that the materials are accurate and current, contain clear and concise language, and motivate students and maintain their interest. In addition, when modifying existing materials, the teacher must be aware of copyright laws and avoid violations. In designing new materials, several decisions need to be made concerning objectives, audiences, cost, technical expertise, equipment, facilities, and time.

The role of the teacher and students is also taken into consideration at this stage. The teacher should decide upon the strategies and techniques used for delivering instruction to facilitate learners’ acquisition of knowledge, with the aim of achieving the previously specified objectives. One of two approaches to be considered is the expository approach, a traditional method in which the teacher presents a lesson through lecturing or holding group discussions, which can be done by giving lectures directly to the class or using video for distance learning. The content being presented may be derived from textbooks, books, media, and experiences. The second approach is the inquiry approach in which the teacher acts as a facilitator assisting in the arrangement of learning experiences for learners. The teacher should promote the use of inquiry questions and create the conditions for active learning, encouraging students to seek for solutions by using textbooks, books, media, or other sources.
of information. Students are required to be active participants, gathering and organizing the obtained information on their own in order to achieve the goals and contribute in class.

5. Organizing the course

Emphasis is placed on the organization of the content and activities on the course level and the lesson level. On the course level, the teacher can employ a cyclic approach (a cycle of activities following a consistent sequence) or matrix approaches (making a decision on which activities among a set of possible activities to work with during class time) when designing the overall organization of the course. The use of both approaches is also acceptable and possible. On the lesson level, the teacher can formulate the sequence of materials and activities from simple to complex or from concrete to more open-ended when designing the overall organization of each lesson. According to Glaser (1962), the teacher is required to select learning activities that facilitate the acquisition of knowledge and behavioral change, steering students toward the predetermined outcomes.

In addition, arrangement of physical space and time is also important. The teacher should arrange the physical space of instruction based on learner group size and the selected teaching method. Gerlach and Ely (1980) categorize classrooms into three sizes: large group classrooms, small group classrooms, and individual teaching. During this process, the teacher should decide if the activities require learners to be assigned into groups or pairs. In addition, the teacher should set the appropriate amount of time for each activity or step to meet the objectives.

6. Designing an assessment plan

This component aims to assess how well and how much students have learned and assess the effectiveness of the course. Assessment, whether informal or formal, is undertaken to measure the results of the instruction as previously planned. The teacher investigates the results of the performance evaluation and the instructional implementation in general.
Information received from this step is used to guide the revision of instruction from the first to last step to achieve a high-quality course or lesson for the target learners. Linn and Miller (2005) also point out that “The main goal of classroom testing and assessment is to obtain valid, reliable, and useful information concerning student achievement” (p. 134). After testing, the teacher should consider changing three things based on the student’s test results: the content (what is being taught or the sequence in which it is being taught), the process (the strategy for teaching, including opportunities for practice), and the product (the mechanisms by which students must demonstrate mastery). The instruments are developed in this step to assess learners’ progress in the learning process (Morrison et al., 2010).

Based on Graves (2000), two types of assessment, formative and summative, should be employed to investigate participants’ process of learning and make a final determination of their performance. Formative assessment is an investigative tool used throughout the learning process during any teacher-student interaction. It is designed to illuminate each student’s level of understanding, allowing the teacher to then make decisions on what they should or could do to help students progress and succeed in learning. The information obtained through formative assessment, such as teacher observations, student assignments, written reflections, or even responses to the teacher’s questions, can be used to monitor student learning during the learning process. The first priority of this type of assessment is improving student learning rather than assessing it as in a summative assessment. The teachers tries to find out as much as they can about what their students know and are capable of, the obstacles they are confronting, and whether they have misconceptions or gaps that might have a negative impact on their learning. As a result, the teacher can alter the instruction to enhance the learning process. On the other hand, assessment conducted at the conclusion of a learning activity or unit to evaluate mastery of the content is considered an assessment of learning. Assessment of learners’ performance at the end of a course
enables the teacher to make a final judgment about a student’s learning and examine the effectiveness of the course (Graves, 2000; Guskey & Bailey, 2001). Learners’ progress is assessed to determine how much they have accomplished vis-a-vis the expected learning objectives (Glaser, 1962). According to Cruickshank, Jenkins and Metcalf (2003), “Testing is the most recognized source of assessment information, which indicates the student’s performance” (p.272). Tests not only reveal students’ weak points, but also their strengths and the progress the student has made in learning the language (Alderson, 1996; Underhill, 1991).

7. Defining the context

In addition to needs analysis, situation analysis is also necessary for the planning and application of successful language programs or courses since they are conducted within specific frameworks or circumstances. This component includes a consideration of the learning environment, stakeholders, and the nature of the course and institution or organization. Specifically, an organization could have a positive climate in which the leadership is effective and efficient, and change is welcomed. Furthermore, certain organizations have their own ways of functioning, for example, some use textbooks as the center of the curriculum where teachers use prescribed texts; whereas in other organizations, teachers work from course guidelines, which they supplement according to their discretion. Additionally, the standard of professionalism in organizations can vary considerably — certain organizations have a powerful sense of professional commitment and culture, which has an impact upon all aspects of the organizational functions.

In addition, physical settings or surroundings (classrooms, libraries and labs), teaching resources, and time should be considered, such as the availability of resource types for teachers, quality of the classrooms or labs, full access to a photocopier or any other equipment, and the selection of materials and textbooks. These have a major influence on the
teacher’s decisions regarding objectives, content, organization of the course, group size management, and other components of a well-organized learning process.

Since there are several different contexts, the specific variables that emerge in a particular situation are frequently the principal determinants of a project’s success. In the preparation of a language course customized to state school systems or organizational principles, teachers may receive considerable support and direction; on the other hand, a course designer may encounter situations with limited physical and human resources.

8. Articulating beliefs

A teacher expresses his or her own beliefs about language teaching and learning. Graves (2000) states, “To understand where beliefs come from, you need to look at your past experience and the beliefs about learning and teaching that grow out of and guide that experience” (p. 26). In the field of language teaching, beliefs about learning, learners, and teaching play a significant role and have a major influence on the formation of teachers’ views of effective practices (Crandall, 2000). These also drive a teacher’s actions (Richardson, 1996). Andrews (2003) asserts that there is a relationship between a teacher’s beliefs and their classroom practices. A teacher’s set of beliefs concerning students and pedagogical practices have been shown to influence instructional decisions in classrooms as well as the interaction between learners, teachers, and English subject matter in classrooms (Borg, 2003; Breen et al., 2001; Farrell & Lim, 2005).

2.1.2 Richards’ Curriculum Development Framework

The six components of curriculum development, as described by Richards (2014), are addressed in reference to the way in which a course is developed into a scheme for learning and teaching, which allows for the attainment of the desired learning outcomes.
1. Needs Analysis

In language teaching, needs analysis may be employed for a variety of functions, for instance, to ascertain the language teaching skills required by a learner in order to undertake a specific function, such as a university student, tour guide or sales manager. This is of assistance in establishing whether the course is sufficient to satisfy the requirements of potential learners as well as to determine which students from a group have the greatest need for being trained in specific language skills. Another purpose is to recognize a directional change, determine the gap between what students have the ability to undertake and are required to undertake, as well as gather information regarding any specific difficulties that students encounter.

The following are functions for needs analysis recognized by Linse (1993) with regard to K-12 English projects: to evaluate the standard of language acquisition in native English speakers; to compose a demographic profile of every language and language group which learners represent; to discover learners’ daily usage of language; and to establish the required English-language ability to enable students to participate in all community and school events in English. Further functions include the establishment of students’ English communicative skills and their formal English knowledge; gaining information on their previous experiences with formal education; determining learners’ attitudes and those of their families regarding formal schooling and education; defining students’ cognitive development standard and their acquisition of academic abilities in their mother tongue; assessing their literacy and pre-literate skills; establishing the academic and cognitive abilities in English acquired by the students; and determining students’ personal, political and cultural attributes.

Therefore, the initial stage of needs analysis requires reaching a decision on its precise purpose, which serves as a basis for preparing a training project (Linse, cited in Hudelson, 1993). Needs analysis involves studying current and discerned requirements and also possible
and overlooked requirements. Needs analysis can be conducted before, during or after a language project. Subsequent to this, the information obtained through the needs analysis is used for the purpose of defining students’ requirements as a means of assessing and adjusting the project.

Richards (2014) indicates that in needs analysis, the target population is those whose information will be gathered. In language projects, typically there are language learners or potential language learners; however, there are also others whose involvement is dependent upon their ability to supply useful information that will facilitate satisfying the purpose of the needs analysis. An example of this is when a needs analysis is undertaken in order to establish an English project’s focus in public secondary schools in an English as a foreign language environment. In this situation, the target population may involve the following: education officials at the governmental level, policymakers, students, teachers, employers, academics, parents, vocational training specialists, influential persons, academic specialists, community agencies and pressure groups.

It is possible to utilize several different processes to undertake needs analysis, and frequently, the type of information acquired depends on the kind of process chosen. It is advised that a triangular technique be applied, which means gathering information from multiple information sources, such as test data, students’ writing samples, teachers’ reports on typical difficulties encountered by students, experts’ opinions, analysis of textbooks that teach academic writing and information from students through questionnaires and interviews. Such a triangular technique is recommended because if only one source is used, the information will probably be incomplete.

2. Situational Analysis

Situational analysis focuses on analyzing the elements in the environment of a prepared or current curriculum program, which is constructed for the purpose of evaluating
the possible effect on the program. Such elements could be economic, institutional, social or political. Situation analysis is complementary to the information collected in the course of needs analysis and is occasionally regarded as a needs analysis dimension or an evaluation factor. According to Clark (1989), a language curriculum involves interrelationships between subject-specific matters and wider elements, which incorporate educational value systems, philosophical and socio-political issues, curriculum design theory and practice, learner motivation and the teacher’s experiential wisdom. Consequently, if a foreign language curriculum is to be understood within any specific environment, we need to comprehend how the different influences interact to give specific shape to the preparation and implementation of the teaching and learning procedure.

The evaluation and analysis of the possible effect on curriculum development at the early stage can be of assistance in establishing the type of problems that may be faced in the introduction of a curriculum change. The processes employed in situation analysis that share a similarity to those employed in needs analysis are as follows: (a) discussions with representatives of as many of the appropriate groups as possible, for example, teachers, students, parents, administrators and government officials; (b) analysis and study of appropriate documents, such as ministry of education guidelines, course appraisal documents, government reports, teaching materials, policy papers and curriculum documents; (c) observations of students and teachers in relevant learning environments; (d) surveys of relevant parties’ viewpoints; (e) review of available literature associated with the matter.

Richards (2014) defines the following five factors related to situational analysis:

1) Societal factors: The effect of these factors on language teaching should be considered, with the goal being to determine the effect of groups on the project in the community or in society generally.
2) Project factors: These factors are subject to various time, resource, and personnel constraints, with each having a significant effect on a program. It is important to have a sufficient amount of project team members to undertake a task and they should be representative of a balance of proficiency and abilities. Furthermore, team working dynamics are crucial to the program’s efficient progress.

3) Institutional factors: Various kinds of organizations, such as schools, universities, or language organizations, generate their own culture, which refers to the environment in which persons cooperate and in which patterns appear for communication, role relations, decision-making and conduct. Morris (1994) asserts that a school is an institution that develops its own atmosphere, ethos or culture, which may either be positive or negative in its attitude toward encouraging change and introducing innovations.

4) Teacher factors: In any organization, there may be variety among teachers in accordance with the aspects listed as follows: teaching experience, language proficiency, qualifications and training, typical motivation, skills and expertise, teaching style, beliefs and principles, and morale and motivation. Furthermore, teaching loads and the resources teachers can utilize in addition to their general teaching techniques and how open they are to change are other essential variables. Consequently, it is important to be aware of how teacher variables impact the attainment of the objectives of a project.

5) Learner Factors: In curriculum development, it is imperative that as much information as possible be collected from the learners before commencement of the development. The focus may be placed upon learner’s language requirements as well as other possible factors, such as learners’ backgrounds, heterogeneity, expectations, preferences regarding content, opinions and preferred learning methods, motivation to learn English and the learning resources to which they usually have access.
6) Adoption Factors: If a new syllabus, curriculum or set of materials is to be implemented, the comparative ease or difficulty in introducing this ought to be considered. There are various types of curriculum changes, and these may have an impact upon the teachers’ pedagogical standards and opinions, the way in which they comprehend the essence of language or the learning of a second language, their classroom practices and their utilization of teaching resources. Some changes may be accepted without any problem, whereas others may lead to resistance.

3. Planning Goals and Learning Outcomes

According to Eisner (1992, 302), educational practice is dependent upon a matrix of greater value to justify its movement toward the attainment of certain desired end states. We shall commence our discussion of goals by reflecting upon five ideologies, which mold the attributes of a language curriculum and language teaching practices as well as inform the decisions regarding what schools should be teaching and the results they hope to attain. The five aforementioned curriculum ideologies are as follows: social and economic efficiency, academic rationalism, social reconstructionism, cultural pluralism and learner-centeredness. Curriculum planners must understand the current and long-term requirements of students and the society in addition to planners’ opinions regarding schools, teachers and students in developing objectives for a program.

Findlay and Nathan (1980) imply that satisfying the criteria of an operational description of behavior requires the inclusion of the following elements.

a) the student as subject

b) an action verb which describes the behavior or performance to be acquired

c) the conditions under which the student will show what he/she has learned

d) the minimum required performance level following instruction, as specified by a criterion-referenced measurement strategy
The main difference between the behavioral objectives and simple instructional or teaching objectives is the addition of statements of conditions and criterion. The statement of conditions attempts to specify the circumstances under which the student demonstrates learning.

4. Course Planning and Syllabus Design

The development of a course or series of educational materials grounded upon the aims and objectives that have been set for a language course involve several planning stages. It cannot be assumed that the procedures described below always occur in this sequence. Certain processes may occur simultaneously, and it is necessary to revise several parts of a course each time it is taught. Furthermore, decisions regarding the preparation of educational materials are made at this stage.

1) Developing a course rationale

A short description of the course and its attributes should be written, as this supplies verification of the teaching and learning techniques (Posner & Rudnitsky, 1986).

2) Describing entry and exit levels

If the standards of students’ language abilities are to be determined, it may be necessary to conduct designed tests, which will allow the evaluation of the course’s target level.

3) Choosing course content

Decisions regarding the content of the course indicate the planners’ presuppositions concerning the nature of language, usage and learning. They also reflect the most essential language factors or units and how they may be managed as an effective base for learning a second language. Whichever specific approach to choosing content is adopted, it will be dependent upon the following: learners’ proficiency standards, subject-matter knowledge, existing opinions on second-language learning as well as convenience, traditional
wisdom and teaching. Frequently, the development of initial concepts for course content occurs simultaneously with syllabus preparation, since course content is frequently dependent upon the syllabus structure that will form the foundation of the course.

4) Determining the scope and sequence

Decisions must be made on the content scope to be covered, the level at which each topic will be studied and the course sequence. The level of difficulty is among the most frequent means of sequencing material. Content can also be chronologically organized as events occur in the real world.

5) Planning the course structure

The course framework should be mapped into a sequence and format that produces a solid foundation for teaching. It is probable that ideas about the course content will be generated after some preliminary preparation has been undertaken.

6) Selecting a syllabus framework

A syllabus defines the factors to be considered in the preparation of a language course and also creates the foundation for its content and focus. Syllabus frameworks include functional, situational, task-based, and topical. In selecting a specific syllabus structure for a course, planners are affected by the opinions and knowledge regarding the topic. Other factors that influence them are applied linguistics theory, common practice, research on the usage of language, and national and international educational trends.

5. Providing for effective teaching

While the aforementioned curriculum development procedures assist schools in attaining their objectives, the teaching itself is the other major educational resource. The focus should be placed on the attainment and maintenance of quality teaching in a language project, which is achieved by the establishment of performance standards and the creation of supportive contexts and working environments.
6. The role and design of instructional materials

Educational materials usually act as the foundation for a large proportion of language input and also for the classroom language practice. Materials may be in one of the following formats: (a) printed materials like books, workbooks, worksheets or readers; (b) non-print materials like video, computer-based materials, and audio or cassette materials; (c) materials comprising print and non-print sources like self-access and the Internet. Furthermore, materials such as television, newspapers and magazines, which are not designed for educational usage, may also have a function in the curriculum. Materials may stimulate students by supplying interesting content and attainable challenges, and they may also be utilized as a self-study resource. Consequently, the function and usage of materials are important elements in the development of language curriculum.

When planning for the function of materials in a language curriculum, a primary decision involves whether to use authentic materials (texts, video selections and photographs as well as other teaching resources not purposefully designed for pedagogical objectives) or created materials (textbooks and other purposefully designed educational resources). According to Phillips and Shettlesworth (1978) and Peacock (1997), the benefit of authentic materials is that a considerable volume of interesting material for language learning is available on the Internet and in the media. These typically have a close association with the interests and requirements of the majority of language students, building a connection between the classroom and the students’ requirements in the real world. Nevertheless, it is argued by critics that authentic materials frequently contain difficult language and unnecessary vocabulary, which can distract both students and teachers. Therefore, it is ideal for teachers to utilise a combination of authentic and created materials because both have benefits and restrictions. At the same time, the difference between created and authentic
materials is increasingly becoming blurred since several published materials combine real-world sources with authentic texts.

7. Approaches to evaluation

There are two primary types of assessment: 1) formative evaluation focusing upon the continual development of a project, which is aimed at discovering what is or is not working well and the issues that need to be tackled, and 2) summative assessment, which occurs subsequently to the implementation of a project. The purpose of this is to establish the curriculum’s efficiency and effectiveness and, to a certain level, its acceptability. The test performance of learners enables us to determine the effectiveness of a course. The most frequent means of assessing attainment is formal tests, which could be unit tests, quizzes or class tests prepared by teachers and implemented at various steps during the course; alternatively, formal exit tests designed to evaluate the extent to which targets have been attained may be applied. Weir (1995) views that achievement tests have a significant feedback impact on learning and teaching in that they can assist in the process of deciding what changes need to be made to the curriculum. Furthermore, the efficiency of the program can be evaluated by a measure of acceptability, for example, whether every participant enjoyed the program and gave a positive response.

2.2.3 ADDIE Instructional Design Model

According to Van Merriënboer (1997), the instructional system design (ISD), often referred to as the ADDIE model, has a broad scope with the aim of improving the quality and effectiveness of instruction and enhancing learning. According to Seels and Glasgow (1998), the ADDIE model can be tailored to fit the development plan for effective courses in all fields, including English language teaching. The ADDIE model is built on the principle of the systems approach, which is generally acknowledged as a comprehensive framework for the development of an instructional system. The systems approach is a closed
system that incorporates all related procedures, including evaluation as the last stage. Results of the evaluation are used to improve all the preceding procedures.

ADDIE is an acronym derived from the first letter of the five phases: analysis, design, development, implementation, and evaluation. The five phases and their potential to be used with course development are described as follows.

1. A: Analysis

Analysis is the first phase of the instructional model. This is an important stage due to its effect on the succeeding phases – if the analysis is not meticulous, it is likely that the following phases will not be successfully completed. Thus, this phase is the most time-consuming stage compared to other phases. During the analysis phase, several aspects need to be addressed, such as learners’ characteristics, needs, and prior knowledge and skills; desired behaviors; and the information resources available. In other words, the analysis phase consists of assessing needs and the audience, determining the overall content and goals, specifying delivery methods, planning the overall scope and learning environment, devising evaluation strategies, and considering any relevant learning factors that can affect the course design. Outcomes of analysis include needs assessment reports and learner profiles.

2. D: Design

In the design phase, all of the elements discussed in the first phase are used to build the course design and structure. The operations in this phase are steered towards the predetermined goals. Instructional design is carried out using strategies developed based on the analysis phase. Variables that need to be considered in this phase include learning objectives, sequencing of content, teaching methods such as lectures, group work, and demonstrations, media selection, and test administration. The design phase includes determining the objectives of each unit, specifying instructional interactions, outlining lessons, and designing lessons, exercises, and tests.
3. D: Development

In the development phase, the information obtained from the design phase is put into action. Lessons are developed as planned in the previous phase. The development phase includes preparing and assembling materials, content and all instructional media that will be used to teach the learners; writing lessons and determining the sequence of one or more activities to support students’ learning; and creating exercises or tests to assess whether the learners are able to demonstrate what they have learned. The process of creating all of the elements planned during the first two phases occurs in the development phase. Media (video, manipulatives, etc.) are developed and content is created and revised as necessary. In this phase, it is suggested that a development schedule be created to help inform the developer about the progress or ensure completion within the allotted timeframe. Outcomes of this phase are learning materials and lessons delivered through texts, graphics, motion pictures, audio, videos, and handouts.

4. I: Implementation

After the completion of the development phase, the lessons are implemented with the target audience. The learners are exposed to knowledge and the course developer assesses learners’ performance in the real setting. The implementation phase includes lesson preparation, schedule arrangement and syllabus adjustment, enrollment and administration, orientation, and facilitation. Outcomes of the implementation phase involve the class roster, instructions and teachers’ facilitation of learning.

5. E: Evaluation

Evaluation is the last phase of the ADDIE model, which aims to examine learner performance to find out how much and how well they have learned from the course, as well as evaluate the overall effectiveness of the course to determine whether the designed course facilitates the achievement of students’ learning goals. Therefore, assessment needs to be
aligned with the desired outcomes. Feedback from anyone participating in the class is collected and used to adjust or modify the instructions as needed. This phase involves preparing paperwork for evaluations, testing, revising lessons, and assessing the effectiveness of instruction. Outcomes consist of documentation and instructional quality, including efficiency, effectiveness (i.e., learners’ academic achievement) and satisfaction, etc.

To conclude, most instructional models mentioned previously were conceptualized based on similar educational and learning theories; therefore, the differences among the models are not significant and they may be used interchangeably in the development of instruction or a course (Reiser, 2001). At first glance, these three models have a different number of primary stages. Graves’ course development framework consists of eight stages, while Richards’ framework and the ADDIE model have seven and five, respectively. Both Richards’ framework and the ADDIE model are sequential, which means that each stage is completed before the next stage starts and they begin with front-end analysis. On the contrary, Graves’ framework is flexible in terms of the sequencing of the eight stages, as teachers or course designers can start from any stage deemed appropriate.

Nevertheless, there are many similarities with respect to the stages of the aforementioned instructional models or frameworks. First, the aim in the stage of needs assessment is to gather information or gain insight into the problems and needs of the learners for the purpose of preparing purposeful and practical activities, materials, and goals. Learners are the users of the developed instruction and their characteristics must be taken into consideration, including general characteristics such as gender, age and educational level, specific entry competencies, learning styles, and preferences in using media or activities, their existing knowledge and skill level, and expectations for the course. All of these elements are essential to instructional system design. While in ADDIE needs analysis is considered a prerequisite for course design, Graves does not mandate starting the process
with needs analysis. Furthermore, in the framework of Richards, needs analysis can be conducted before, during or subsequent to the development of a language course.

Second, the stage of defining the context (in Graves’ framework), situational analysis (in Richards’ framework) or analysis (in ADDIE) focuses on analyzing the elements in the environment of a prepared or current curriculum or course constructed for the purpose of evaluating the possible effect upon the program. The primary objective is to recognize elements, such as the learning environment, physical settings or surroundings, stakeholders, and the nature of the course and institution; as the latter may have a positive or negative impact on the curriculum plan, the course developer must seek methods to address the negative elements and possible hindrances to the learning process.

Third, the application of the information that has been gathered from situational analysis and needs analysis is the foundation for developing the course goals and objectives. The intended course outcomes need to be clearly and carefully established, relevant to the content, and measurable or observable. Richards and Graves pay close attention to the behavioral objectives that the students should be able to demonstrate at the end of a lesson or unit, the conditions in which the students to perform the behaviors, and the expected degree or level of the performance of the students (ABCD terminology). In ADDIE, the terminology is not emphasized but the formulation of objectives should be completed prior to any development. However, all three models agree that the application of clear goals and objectives in teaching enhances the efficiency of teaching and learning.

Next, the stage of conceptualizing content, selecting or developing materials and activities, and organizing the course in Graves’ framework is similar to the stage of instructional materials and course planning and designing the syllabus in Richards’ framework, while the broad terms “design” and “develop” are used in ADDIE to describe the same processes. Needs analysis is an essential part of designing a language course, and
syllabuses and course materials should be developed on the basis of an investigation of students’ language requirements in a particular area. Course designers need to develop a system on both the course and lesson levels. Learning content and activities must be consistent with the predetermined learning objectives and systematically organized or sequenced to facilitate the acquisition of knowledge and behavioral change, steering towards the predetermined outcomes. In addition, when developing and selecting instructional materials, the teacher or course designer needs to decide which sources of information will be used in class, and whether it is to be newly developed or selected from the existing materials. They can select from available materials, modify existing materials, or design new materials.

Another important stage in the framework is designing an assessment plan (Graves), planning approaches to evaluations (Richards), or evaluation (ADDIE), with the primary purpose of assessing how well and how much students have learned and the effectiveness of the course. The evaluation is expected to be in line with instructional activities and the predetermined objectives. The most commonly used assessments are tests, which are developed and administered to determine each individual student’s mastery of the lesson as well as information regarding weaknesses in the instruction or instructional system. In addition to tests, various approaches such as interviews, student logs or diaries, teacher’s notes, observations, etc. can be used for evaluation. Most importantly, the key to the development of effective instructional design is the utilization of evaluation results to guide the improvement of instruction toward achieving a high-quality course.

However, the inclusion of belief in Graves’ development framework makes it unique. In his view, teachers’ beliefs concerning students and pedagogical practices drive the creation of meaningful instruction, which ultimately enhances students’ knowledge and skills. In order to develop an effective course, each phase should be carried out with careful attention. It may be difficult to successfully complete the whole process in only one attempt,
and the processes may need to be modified and repeated multiple times during the development.

2.3 Test Construction

According to Hughes (2003), the teacher needs to consider ten stages of development when constructing tests.

Stage 1: State problems

The problem should be clearly stated. The teacher needs to consider what kinds of test are to be administered and the purpose for testing. The teacher may aim to assess learners’ progress or general or specific knowledge — different types of test should be administered depending on the purpose. Hughes described four purposes of testing. First, a diagnostic test is given to find out the strengths and weaknesses of the language learner. Second, a placement test is given to place the learner at the appropriate level in a program or a course. Third, a proficiency test is carried out to measure the learner’s language competence; specifically, it measures how much of a language the learner knows or has learnt without being bound to a syllabus, such as the American Testing of English as Foreign Language test (TOEFL test). Last, an achievement test, such as a final examination, is given to determine if the language learner has learned specific language features or developed particular language skills that he or she was taught in a course.

Stage 2: Write specifications

After the statement of the problem, the teacher needs to write specifications, which serve as the basis for preparing tests. The following elements should be emphasized in the construction of tests.

1) Content: This refers to language skills and the components to be tested; for example, skills could include speaking, listening, reading and writing. These can be measured separately, in various combinations or altogether. They can also be grouped into the receptive
skills of listening and reading and the productive skills of speaking and writing. Components may include the various features of language, such as grammar, vocabulary, pronunciation, spelling, etc.

2) Structure, timing, media and techniques: This relates to the number of sections and items included on the test, the amount of time provided to students to complete each section and the whole test, and the tools or equipment, such as CDs, laptops, answer sheets, and software.

3) Performance level for success: This refers to the demonstration of mastery of skills or knowledge.

4) Scoring procedures: This concerns the scores for each item, instruments or rubrics used for assessing the test, rating scales, the qualifications or expertise of the assessors, the number of assessors, the approach to reach a consensus in cases of disagreements over scoring between raters, and methods for accountability. Performance assessments should be combined with other methods, such as self-assessment, portfolios, classroom behaviors or interaction, and multiple judgments for gathering information in order to enhance the reliability and validity of decisions as well as ensure accountability.

Stage 3: Write and moderate items

After the specifications are established, the teacher may start writing the items on the test. The process begins with sampling, followed by writing items and moderating items.

1) Sampling: The teacher makes a decision on what content is to be included by taking careful consideration on what he or she has taught or emphasized in class. The scope of the test is also considered with regard to whether it covers the proper range of features and skills to demonstrate the degree of mastery to be tested.

2) Writing items: Test items should be consistent with the established specifications.
3) Moderating items: At least two people who did not construct the test should review the test items to determine whether any need to be improved or removed.

Stage 4: Trial the items informally on native English speakers

The test should be carried out in an informal manner with at least twenty native English speakers who are similar to the prospective examinees in terms of age, education and general background. In addition, it is preferable that these native speakers not be specialists in the field of language or testing. After the trial, problematic items should be rejected or modified as necessary.

Stage 5: Trial the items on non-native English speakers

After removal of the items in the previous stage, the modified test should be given to a group of non-native English speakers similar to the prospective examinees. Meanwhile, the teacher needs to observe and record any problems in test administration and scoring.

Stage 6: Analyze the results of the trial and make any necessary changes

The teacher should conduct statistical analysis to ascertain the quality of the test (reliability such as difficulty and discrimination index) and qualitative analysis to determine whether any items were misinterpreted, or whether there were any other possible correct responses that were not previously recognized.

Stage 7: Calibrate scales

Testing of productive skills requires the calibration of rating scales. Samples of students’ performance that cover the full range of scales are gathered and given to the experts to ensure the accuracy of measurement.

Stage 8: Validate

Regardless of whether it is a low-stakes or high-stakes test, validation of the final version of the test is still desirable.
Stage 9: Write handbooks for test takers, test users and staff

Content written in handbooks differs based on the type of audience, i.e., test takers, test users or staff. The content may include but not be limited to the rationale, test descriptions or established specifications, sample tests, test-taking advice, interpretation of test scores, training materials, and test administration details.

Stage 10: Train any necessary staff

All personnel including interviewers, assessors, proctors and others involved in the test process should be trained using the resources for testing (Hughes, 2003).

According to Burden and Byrd’s study (2003) on how to construct a teacher-made test, the teacher is required to decide on 1) the purpose of the test, 2) the content to be tested, which is dependent upon the formulated objectives and what has been emphasized in class, 3) the time the researcher should conduct the test, 4) the kind of questions, that is whether objective tests such as multiple choice, true-false, and matching, or subjective tests such as essays that require more than yes or no responses and are evaluated based on agreed criteria are more appropriate, 5) the number of questions, 6) the level of difficulty of the questions, and 7) the format of the test such as the arrangement of the test items, directions, etc.

Based on Brown’s (1996) general guidelines or checklist for creating a test, the teacher needs to make sure that the item format is appropriate for the purpose and content; the items match the student’s proficiency level; there is only one correct answer for objective items; there are no ambiguous terms, statements, or double negatives; there are no obvious clues students can use from one item to answer other items; all parts of the item are on the same page; only relevant information is presented.; there is no race, gender, and nationality bias; and at least one other colleague has checked the items. Brown (1996) also establishes guidelines for productive item formats. For a fill-in test, the researcher should consider whether the required response is concise; the context to convey the intent of the question to
the students is sufficient; appropriate space for writing the response is provided; the main body of the question precedes the space provided; and a list of acceptable responses has been developed. For a task test, the researcher should consider whether the student’s task is clearly defined; the task is sufficiently narrow and/or broad for the allotted time; and the scoring procedures have been carefully developed and tested in advance with regard to the categories of language that will be assessed, scales used, and what each score within each category means.

2.3 Teacher-Centered Instruction Versus Student-Centered Instruction in English Language Teaching

The primary difference between teacher-centered instruction and learner-centered instruction is that, according to Bain (2004), “Teaching is something that instructors do to students” (p. 48). However, in learner-centered instruction, “Teaching is engaging students, engineering an environment in which they learn.” With regard to the teacher-centered approach, according to Mehan (1979), it was influenced by the concept that knowledge needed to be delivered from teachers to learners. The learning process in traditional, non-interactive class was adapted from the IRE structure (initiative, response, evaluation). In the teacher-centered English classroom, the primary responsibilities are imparting knowledge and teaching skills to learners as well as evaluating and improving learners’ performance in accordance with criteria set by the teachers. The role of the student is a follower who always listens and obtains knowledge from the teacher. In addition, teachers are expected to centrally manage the instructional process. Williams (1980) also indicates that with the use of IRE structure, teachers are always in front of the class giving lectures, asking students some questions so that they can demonstrate the knowledge they have gained, and then evaluating their responses. The teacher as the center of the classroom is a tradition deeply rooted in the core values of Thai society with its emphasis on respect for elders.
On the contrary, the concept of student-centered learning was derived from constructivist learning theory, which asserts that each individual constructs knowledge uniquely in multiple ways (Vygotsky, 1978); from the experiential model, which emphasizes the process of learning through experience (Felicia, 2011); and from the active learning model, which suggests that all learning activities require the student’s engagement in doing a particular activity or task, thinking about the things they were doing, and interacting with others (Fink, 2002). In student-centered instruction, learners are at the heart or placed in the center of the learning process (Lea, Stephenson, & Troy, 2003; Machemer & Crawford, 2007). According to Collins and O’Brien (2003), students influence the content, activities, materials, and pace of learning and are provided with opportunities to learn independently and maximize their learning from one another. In effective student-centered instruction, the teacher employs techniques such as active learning experiences, scenarios that require critical or creative thinking skills, simulations and role-plays, self-paced and/or cooperative learning. These have a positive impact in terms of increased motivation in language learning, greater retention of knowledge, and more positive attitudes toward the subject.

Student-center instruction should: (Collins & O’Brien, 2003)

1. focus on interactive learning that involves the hands-on, real-world process of imparting education in classrooms, connecting new knowledge to prior knowledge or building bridges between old and new information, stimulating interest, providing learners with opportunities to choose, control, and adjust based on each individual’s different needs and personalities, providing care, and creating an atmosphere that promotes learning.

2. develop knowledge and skills through authentic contexts geared toward the world in which the learner lives and connect learning experiences in school with real-world settings.
3. provide learners with opportunities to take ownership of the learning process rather than taking on the role of recipients of knowledge. Learners participate and feel a sense of responsibility as they consider their own learning goals, get a clear life direction, and seek out learning resources.

4. organize a variety of classroom activities and projects to help learners experience using their abilities that had gone unnoticed and increase teachers’ awareness of students’ differences in abilities, proficiency, passion, learning styles and learning strategies.

5. create a positive learning atmosphere that promotes learners’ participation and autonomy in learning both inside and outside of the classroom.

6. place more emphasis on intrinsic motivation than extrinsic motivation. For instance, a learner may submit his work because he or she wants to feel proud of his or her ability and effort, rather than for the purpose of receiving praise or compliments from others.

In the 21st century classroom, teachers are encouraged to employ student-centered instruction that focuses on active learning and student engagement. Dewey’s “experiential learning or learning by doing” concept (1963) plays an important role in classroom instruction. The learner’s role has changed from a receiver or a follower to a learner or performer, while the teacher’s role has changed from an instructor to a task setter and facilitator providing students with opportunities to explore and apply their knowledge to practical endeavors. Therefore, the learner is now at the center of instruction with the focus on learning through doing. Furthermore, because most of the time teachers have to cover a large amount of information in a short class term, the students absorb the information in class, commit it to memory in the short term, and then forget it. In order for information to be transferred to long-term memory, a learner must practice and utilize the content as much as possible.
In light of the growing evidence of the effectiveness of the student-centered learning approach, Milligan (1997) suggests resolving the issue of the teacher’s misperception of students’ needs by encouraging learners to help develop the class structure, syllabus, and curriculum in order to create better student-centered classrooms. Fouts and Myer (1992) contend that students’ participation in complex, student-centered activities promotes meaningful student engagement, leading to more positive student attitudes and language development. Thompson (1991) claims that the use of student-centered instruction and authentic materials for pre-literate adult learners enhances literacy skills due to the fact that student-centered classrooms allow for the creation of a more comfortable learning environment, as deemed by the students. Handelsman, et al. (2004) maintain that instead of providing lectures only, supplementing lectures with active learning strategies and increasing student engagement in the learning process improves learning and knowledge retention.

**2.4 Task-Based Language Teaching (TBLT) Approach**

A variety of teaching methods and approaches, which can be broadly classified into teacher-centered and student-centered, have been employed in the field of English language teaching as follows: the Silent Way (learning happens when the learner discovers for him/herself through physical objects and problem-solving skills) (Gattegno, 1978); Grammar Translation (the rules and pronunciation features, structures and vocabulary are directly taught and explained in the learner’s native language (NL) or through translation from English to NL or vice versa) (Sapargul & Sartor, 2010); Audio-Lingual (getting learners to function verbally in English through the repetition of phrases and sentence without direct or explicit explanation of grammar rules and the use of students’ NL) (Freeman, 2000); Total Physical Response (learners learn by listening and physically responding to verbal commands or give verbal responses when ready. The use of learners’ NL is acceptable) (Richards & Rodgers, 2014); Natural Approach (language learning takes place as English features are
comprehended through listening and reading; therefore, these two receptive skills are paramount to mastering the TL); Content-Based Instruction (learners are directed towards achieving the content objectives and mastering the TL in the process, then measured in content terms rather than language terms) (Richards & Rodgers, 2014); Communicative Language Teaching (both fluency and accuracy are emphasized and communicative situations are provided so that learners can achieve communicative competence) (Yu, 2001); and Task-Based Language Teaching (language learning is achieved through the use of the target language to accomplish a task) (Ellis, 2009). The aforementioned methods are beneficial not only to experienced English teachers but also to pre-service English teachers in designing lessons and delivering instruction, depending upon the purpose.

Given that the TBLT approach is viewed as a student-centered approach but also an accepted traditional approach (teacher-centered approach) (Ellis, 2003), it has many components suitable for the study. Chawwang’s study (2008) revealed that activities or tasks played a vital role in students’ learning and motivation. The lack of motivation could prevent students from being able to finish work and it might create other problems (Netasit & Chanowan, 2017). In addition, Condelli (2002) findings suggest that as many real-world situations as possible should be included in the classroom, as this has a significant impact on basic skill development.

### 2.4.1 Definition of Task

Willis (1996) defines task as an activity in which the learner is required to use the target language for a communicative goal to achieve an outcome. Moreover, task is defined by Prabhu (1987) as “an activity that requires learners to arrive at an outcome from given information through some process of thought” (p. 24). According to Laufer (2000), “The need to bridge the gap between knowing (grammar rules) and doing (using the rules to communicate effectively) was a starting point applied linguists began to develop what was
known as the Task-Based Approach.” Task-Based Language Teaching (TBLT), an expansion of Communicative Language Teaching (CLT), is a teaching method emphasizing learner-centeredness and communication. In the view of Ellis (2003), language should be used “primarily as a tool for communicating rather than as an object for study or manipulation.” The TBLT approach emphasizes the use of language for meaningful communication in real-life contexts. It was designed to help students learn in a non-traditional way, with the teacher encouraged to both teach and assign tasks in order to give students an opportunity to experience working in different areas of intelligence and apply them to accomplish the tasks.

In addition, Ellis (2003) defines tasks in many ways as follows:

“1. A task is a workplan.

2. A task involves a primary focus on meaning.

3. A task involves real-world processes of language use.

4. A task can involve any of the four language skills.

5. A task engages cognitive processes.

6. A task has a clearly defined communicative outcome.” (p. 9–10)

According to Seedhouse (1999), “Tasks appear to be particularly good at training learners to use the L2 for practical purposes, and we can assume that this will prepare them well for accomplishing some tasks in the world outside the classroom” (p. 155). Tasks can be designed in a way that learners can apply their existing knowledge of language aspects or learn new materials (Ellis, 2009). According to Nunan’s (1991) five aspects of TBLT, emphasis needs to be placed on applying authentic materials, providing students with opportunities to use and learn the language through communication, encouraging students to use their prior knowledge and experience in class, and making a connection between learning language in class and outside class.
2.4.2 Framework of Task-Based Language Teaching (TBLT) approach

According to Willis (1996), the optimum conditions for language learning in the TBLT framework include three essential conditions (exposure to real language, opportunities for real use of language for expressing meaning, motivation in language exposure and use) and one desirable condition (focus on language form for the prevention of fossilization), which “fulfill the key conditions for language learning implied by second language acquisition (SLA) research findings” (p. 60). The primary differences between the various TBLT frameworks pertain to the attention given to the language form, group work, sub-stages within the TBLT stages and the variety of task types. Willis’s (1998) TBLT framework emphasizes form at the end of the learning sequence during the phase of language focus rather than from the beginning during the pre-task or task cycle. Unlike Willis, Skehan (1989) places the emphasis on form, mainly through the pre-task, while for Ellis (2003) the focus is on form in all three phases of TBLT instruction. In addition, he does not view group work as an essential characteristic. Lastly, Willis’s task cycle stage is also divided into sub-stages and includes a variety of task types.

The TBLT approach that has been proposed for English language teaching consists of three phases: pre-task, task cycle with the sub-stages of tasks, planning and reporting, and language focus (Willis, 1996).

1. Pre-task

A short activity is conducted to introduce the topic and explain tasks to ensure that learners understand what they are expected to perform before proceeding to the next phase. The instructors may present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task. It may also involve brainstorming on the topic and discussing useful words and phrases. However, new structures should not be pre-taught.
2. Task Cycle

The task cycle consists of three essential phases as follows:

a) Task

Goal-oriented tasks, which place more emphasis on meanings than forms, serve as the central means of instruction. These are unlike exercises in that the learners process messages using the language as the means for achieving clearly defined outcomes rather than practicing correct language. Learners are required to complete a variety of tasks under six main types, including listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks, on individual, pair and group levels. The aforementioned main types can be broken down into sub-types, including brainstorming, fact-finding, sequencing, ranking, categorizing, classifying, matching, finding similarities and differences, analyzing real situations, analyzing hypothetical situations, reasoning, decision-making, narrating, describing, and creative tasks. Unlike Willis, Prabhu’s three main types consist of information gaps, reasoning gaps, and opinion gaps. During the completion of the tasks, learners are provided with the freedom to select and use whatever language they already know to achieve the goal of the task. While making an effort to achieve specific objectives in a given time, they are encouraged to communicate in English. Any errors found in their language use should not be corrected immediately because the primary focus is on spontaneity and fluency. According to Willis and Willis (2007), intrinsic motivation can be established if there is no penalty for the inevitable failures with regard to language accuracy, which is a crucial mechanism for language development.

b) Planning

After completing the tasks, learners in each pair or group plan and prepare a presentation on the outcome with teacher’s assistance in language use.

c) Report
Some or every pair or group reports their work to class. At this step, other learners are asked to attentively listen to each group’s presentation so that they can compare the responses. If any errors are found in the reports, the teacher can rephrase but should not correct the language.

3. Language Focus

At this phase, attention is directed to language form, particularly to problematic forms for the learners, which is a desirable outcome of language learning in Willis’s TBLT framework. Learners’ create tangible linguistic work such as texts, audio or video recordings, which can be analyzed and checked by the teacher or reviewed by another learners, and feedback is provided. In addition, learners can ask questions regarding language features. Afterwards, the teacher can conduct other tasks or exercises based on the analysis of their work or examples from other learning resources. This allows the learners to repeatedly practice the correct language.

The purpose of providing feedback during the step of language focus is to provide information about learners’ performance of a task and create a basis for improvement. Feedback can be compliments or error corrections, which may include many methods, ranging from categorizing, explicitly correcting, to simply signifying them through underlining (Ferris & Roberts, 2001). According to Montgomery and Baker (2007), errors can be considered global (organization and structure) or local (grammar, punctuation, and syntax). They also point out that indications of both global and local errors might help learners recognize and learn from their mistakes.

Studies about learning English as a second language have come to different conclusions about the effectiveness of feedback in correcting errors. In the early 1970s, many researchers questioned giving priority to error correction and expressed different opinions about its usefulness and effectiveness in English language learning. In early research on
written corrective feedback (WCF), some studies reported that WCF was ineffective (Hillocks, 1982; Lalande, 1982; Robb, Ross, & Shortreed, 1986; Semke, 1984). This claim was supported by Truscott (2007), who determined that error correction had no lasting effect and found feedback to be generally ineffective. He even went so far as to suggest that it might be harmful for second language learners. Findings in favor of no error correction are supported by theories of natural second language development, which encourage the use of comprehensible input and de-emphasize formal instruction.

On the contrary, the findings of other studies suggest that WCF can be used to improve learners’ English language skills (Dulay & Burt, 1977; Krashen & Selinger, 1975). For instance, Cruickshank, Jenkins and Metcalf (2003) determined that after students completed their work, whether in groups, pairs or individually, it was important that the teacher gave students productive feedback about their performance. The researchers also found that language learned through the teacher’s feedback had a significant impact on their English knowledge and skills.

More importantly, many studies have provided evidence supporting the effectiveness of the correction of errors in writing. This has led many researchers to examine error correction and its effect with respect to different types of written feedback (such as indicating errors, directly and indirectly correcting errors, providing feedback on errors without correcting them, providing feedback with detailed explanations on the basis of linguistic rules, and providing feedback on content (Chandler, 2003; Clark & Ouellette, 2008; Hartshorn, 2008; Sachs & Polio, 2007). For instance, Fazio (2001) suggests that when providing feedback, global errors should be corrected as this allows learners to acquire language and improve local errors on their own. Meanwhile, Bitchener (2008) argues that error feedback should not be used because his research showed that students who receive written corrective feedback outperformed those in a control group who did not receive it;
furthermore, their performance was retained two months later. More importantly, based on the findings on a comparison of feedback with direct correction only and feedback with direct correction and meta-linguistic explanations (both written and oral), the latter group significantly outperformed the one that received only direct correction. It can thus be concluded that the addition of meta-linguistic explanations further reduces language errors.

Apart from contrasting beliefs about the effectiveness of various WCF types, divergent perceptions between students and teachers is also a problem in language teaching. For instance, a teacher might give a certain type of WCF, but students may disagree or not find it useful. It is therefore very important that both teachers and students be clear about the approach to providing any type of WCF. Many researchers have proposed that for feedback to be used effectively regarding writing skills, there needs to be an agreement between teachers and students (Diab, 2005; Jeon & Kang, 2005). For instance, Plonsky and Mills (2006) conducted a study in which the teacher was required to explain about the WCF that would be provided to students, with the results after testing showing that students’ opinions and perceptions of WCF had changed significantly. It can be concluded that discussion between teachers and students increases the effectiveness of feedback. In the discussion, students and teachers’ opinions about WCF can be compared and the reasons why students and teachers prefer certain types of WCF may be specifically determined.

2.4.3 Roles of Teacher in Task-Based Language Teaching Approach

Branden (2016) states that teachers are not the only learning resources for the learner. Instead, the role of the teacher in TBLT is an intermediary in the development of students’ language. Before implementing tasks in the task-based language teaching (TBLT) approach, teachers’ primary role is a task-setter who must carefully decide, select and systematically arrange the tasks for the effective use of TBLT (Samuda & Bygate, 2008). In the view of Lin (2009), one of the most important roles of teachers in TBLT instruction is the
design and creation of meaningful tasks, which allow students to apply the learning experience in real life, use critical thinking skills or creativity, direct their own learning, employ self-monitoring, and practice social skills by contributing and cooperating with others. It is important to note that the well-designed tasks enable students to be self-motivated, engaged in the learning process, practice their English skills, explore new lessons, use their prior experience, and become more aware of their role in sharing, researching, and completing assignments.

At any stage of TBLT, especially the stage of the task cycle, the teacher’s role can be transformed into a facilitator. Richards and Rodgers (2014) as well as Boyle and Rothstein (2008) view that a facilitator’s primary responsibilities include monitoring students and giving compliments or praise when learners give both correct and incorrect responses in order to promote a safe, positive, and motivational learning environment. Similarly, Dornyei (2001) defines the role of the teacher in TBLT as maintaining motivation and encouraging interpersonal interactions among students, which helps students overcome obstacles during the work process. Therefore, strict attention to language accuracy should be avoided as it can reduce students’ confidence and divert students’ attention to language patterns instead of meaning (Dornyei, 2001). Similarly, Van den Branden, Bygate, and Norris (2009) agree that the teacher should serve as a facilitator that provides assistance with language use and the development of perspective. They also see TBLT as a learner-centered approach that could replace the traditional method of instruction that places teachers at the center of students’ learning.

The studies mentioned above have found the TBLT approach to be more learner-centered rather than teacher-centered. In regard to experiential learning (1963), Dewey argues that as long as students are involved in the learning process, their role changes from a recipient or follower to a learner. Accordingly, the role of the teacher shifts from a lecturer to
a designer, task setter, and facilitator. Regarding the concept of the teacher as facilitator in TBLT, Long (2002) and Skehan (1998) contend that traditional teaching methods should not be employed in TBLT classrooms. The primary reason is that when teachers are at the center of the class, they attempt to teach a large amount of content in a short time; meanwhile, students passively absorb the information in the classroom, so it never gets stored in long-term memory. Therefore, they insist that the learner must be the only center of instruction and active participation must be encouraged. Handelsman et al. (2004) also recommend that lectures be supplemented with activities that engage students and encourage learners to be involved in the learning process, enabling the knowledge they gain in class to be transferred to long-term memory.

Fink (2002) also emphasizes that learners must be involved in a particular learning activity or task. At the same time, Fouts and Myers (1992) argue that learner participation in student-centered tasks promotes and enhances positive engagement, resulting in positive attitudes and language development. In regard to teaching adult learners, Thompson (1991) advocates promoting self-directed behaviors as this can increase their literacy skills. When students are given opportunities to direct their own learning, they can learn independently and support each other (Collins and O’Brien, 2003).

Although many studies have recommended TBLT as learner-centered approach due to the many disadvantages of the traditional approach in TBLT classrooms, Ellis (2003) maintains that the use of teacher-centered methods, such as lectures and demonstrations, can be useful for developing skills and increasing knowledge. Mehan (1979) and Bain (2004) share the view that teacher-centered instruction can be an effective way of delivering necessary content to learners. In this approach, the key responsibilities of the teacher are passing on knowledge to students, improving their skills, and evaluating the performance of learners in accordance with the formulated criteria. Williams (1980) also argues that
questions from teachers in the teacher-centered classroom help students demonstrate their knowledge or mastery of the content, allowing for assessment of their learning based on the responses.

### 2.4.4 Advantages and Disadvantages of TBLT

According to Littlewood (1981) and Willis (1996), one of the many advantages of the TBLT approach is that it provides students an opportunity to use language in a natural setting using real-life situations. Students, thus, have fun and are motivated to complete their work; furthermore, they can apply their problem-solving skills, increase self-confidence and build positive relationships with the teacher and their classmates. Long and Crookes (1992) also claim that TBLT has a major influence on students’ language acquisition. Making an effort to complete a task enables students to improve their language abilities and confidence in using the target language.

The related literature also provides theoretical support for the inclusion of practical skills in this approach, i.e., the application of the knowledge, theory and skills learners have developed to complete real-life tasks. Moreover, using the tasks designed by the teacher gives low-English proficiency learners more opportunities to demonstrate their talents when completing tasks that are suitable for them, resulting in successful language learning (Lantolf, 2000). According to Gonzalez (2005), “the more participants can engage and identify with the topic matter, the more interest and motivation they will have.”

Despite TBLT’s many advantages, it also has some drawbacks that need to be considered. First, the TBLT approach requires teachers to possess a greater variety of skills than in a traditional class (Skehan, 1996). In fact, one of the main reasons that traditional teaching approaches are popular is that teachers can predict what will happen in lessons (Shehadeh, 2005). In addition, teachers may not feel comfortable letting students have control of their learning (Willis, 1996). Besides creating challenges for teachers, TBLT also poses
difficulties for learners, specifically for beginners with limited prior knowledge in the target language. Given that TBLT requires learners to complete tasks, they need to have a sufficient amount of communicative competence to convey meaning, strategic competence to deal with unpredicted difficulties, and discourse, pragmatic, and non-verbal communicative abilities (Brown, 2007). Hence, beginners may be better suited to traditional teaching approaches (Hedge, 2000). Another difficulty with TBLT relates to creating the series of tasks to form a course (Hedge, 2000), as this requires accurate assessment of task difficulty and careful consideration of the sequencing of tasks.

2.4.5 Critiques of the Use of Task-Based Language Teaching in English as a Foreign Language Settings

Burrows (2008) and Sato (2009) found the task-based language teaching approach (TBLT) unsuitable for the English as foreign language (EFL) environment because English is not learners’ mother tongue and not required in communication in their daily lives. According to Medgyes (2017), teaching and learning English in Thailand is also categorized as EFL. In addition, the primary reason Bruton (2002) and Swan (2005) view TBLT as an inappropriate approach in the EFL settings is the lack of language input. They also advise against employing the TBLT approach with low-proficiency students. On the contrary, Little and Fieldsend’s (2009) study in Japan revealed that Japanese EFL students’ language was developed and improved over time when they were provided with TBLT instruction. Ellis (2009) and Willis and Willis (2007) also see the use of TBLT as an opportunity for low-proficiency language learners to use existing language resources, which helps them improve their language skills. Edwards and Willis (2005) and Leaver and Willis (2004) agree that learners with low literacy skills can develop their vocabulary skills by participating in task-based instruction.
2.4.6 Effectiveness of Task-Based Language Teaching in Enhancing Thai Students’ English Speaking Skills

Burrows (2008) and Sato (2009) found the task-based language teaching approach (TBLT) unsuitable for the English as foreign language (EFL) environment because English is not learners’ mother tongue and not required in communication in their daily lives. According to Medgyes (2017), teaching and learning English in Thailand is also categorized as EFL. In addition, the primary reason Bruton (2002) and Swan (2005) view TBLT as an inappropriate approach in the EFL settings is the lack of language input. They also advise against employing the TBLT approach with low-proficiency students. On the contrary, Little and Fieldsend’s (2009) study in Japan revealed that Japanese EFL students’ language was developed and improved over time when they were provided with TBLT instruction. Ellis (2009) and Willis and Willis (2007) also see the use of TBLT as an opportunity for low-proficiency language learners to use existing language resources, which helps them improve their language skills. Edwards and Willis (2005) and Leaver and Willis (2004) agree that learners with low literacy skills can develop their vocabulary skills by participating in task-based instruction.

2.4.7 Effectiveness of Task-Based Language Teaching in Enhancing Thai Students’ English Writing Skills

Many studies on the use of task-based language teaching approach have been conducted in Thailand with the aim of improving the English writing skills of Thai students at the primary, secondary and territory levels.

At the primary level, Prapasaranont, Srisanyong and Chomdokmai (2014) used task-based learning activities to teach 23 third-grade students in the first semester of the 2013 academic year at Watthasalaram School, in Thailand. The instruments used were task-based English learning activities, an English achievement pretest and posttest, and an attitude
evaluation questionnaire. The researchers employed a one-group pre-test post-test design. The results showed that after using task-based learning activities to teach English, the students’ post-test score on writing was significantly higher than the students’ pre-test score at the 0.05 level. In addition, the students had highly positive attitudes toward English learning.

Ponying and Panawas (2015) also used task-based instruction to teach vocabulary to fifth-grade students at Marry Thongchai School, Thailand. The researchers conducted task-based vocabulary teaching activities with 28 Thai fifth-grade students in the first semester of the 2013 academic year. The students took a pretest and posttest to measure English learning achievement before and after doing the writing activities. A comparison of the pre-test and post-test scores revealed that the students’ English learning achievement was significant at the 0.01 level.

At the secondary level, Siripitak (1999) used task-based language teaching in teaching English to 30 students in grade 10 (Matthayomsuksa 4) at Ban Tung Na Wittaya school, Uthaitani, Thailand. The objective was to improve the English proficiency of Thai students. The task-based learning approach was applied in 12 teaching sessions, with 50 minutes per each session. The results showed that students who were taught with TBLT made improvement in speaking and writing skills. In addition, students’ English communication speech was more accurate.

Rachayont (2008) studied the effect of TBLT on English writing proficiency with 40 students in grade 11 (Matthayomsuksa 5) at Sacred Heart Convent School, while Ruangrat (2006) did the same with 23 students in grade 7 (Matthayomsuksa 1). The results showed that after studying with task-based language teaching, students in both studies significantly improved their English writing and had a more positive attitude toward English language learning at the significance level of 0.01.
At the tertiary level, Puangsuk (2001) applied task-based language teaching in teaching English grammar writing. Participants in the study were 20 Thai undergraduate students who were taking a fundamental English course. The instruments were three lesson plans. The results showed that the task-based learning approach improved students’ grammar writing. The students made fewer grammar errors in writing and had positive attitudes toward learning English grammar.

Jitpralob’s (2011) study revealed that TBLT instruction could improve the writing skills of post-baccalaureate students from a fair to good proficiency level. Ratchadawisittakul’s (2012) research conducted with graduate students at Bangkok Thonburi University confirmed the effectiveness of the TBLT approach in enhancing the students’ writing skills with the significance level of .05, with mean pre-test and post-test scores of 3.95 and 22.60, respectively. In addition, their motivation in learning English increased with the significance level of .05.

Sukpatcharaporn’s (2016) research aimed to promote English writing skills and learning autonomy by using task-based activities. Fifty English major students enrolled in an English for secretaries and office management course at Chiang Mai Rajabhat University were selected. The instruments employed to collect the data consisted of six task-based lesson plans, an English writing skill assessment form administered after each lesson, and a set of questionnaires administered to assess students’ autonomy. The results obtained from descriptive statistics including percentage, means, and standard deviation revealed that the students’ English writing skills were at a good level, and their autonomy increased from a fair level to a high level after participating in the study.
2.4.8 Research Studies on Task-Based Language Teaching in Other Countries

TBLT has attracted increasing attention from many researchers and practitioners on the global stage. Moreover, many researchers, course designers, and educators have adopted TBLT in classroom teaching. Since Prabhu first implemented the task-based approach in second language teaching in 1982 (Hismanoglu & Hismanoglu, 2011), TBLT has become increasingly popular across Asia. Research has shown that six countries (i.e., Japan, Vietnam, China, Hong Kong, Korea, and Malaysia) in the Asia-Pacific region have adopted TBLT as a central principle in English language teaching curricula (Nunan, 2004). In addition, research studies in many countries have investigated TBLT (Liu & Xiong, 2016).

In China, the Ministry of Education has adopted TBLT as the “desired pedagogy” (Zhang & Hu, 2010). Some research studies have examined teachers’ response to TBLT in Chinese colleges. Others have studied the implementation of TBLT in English classrooms in primary and secondary schools (Zheng & Adamson, 2003; Zheng & Borg, 2014). Several studies have applied TBLT in English writing courses in universities (Cao, 2012; Miao, 2014). In Japan, two issues were found to hinder the successful use of TBLT: classroom silence and excessive use of the first language (L1) (Lowe, 2012). Therefore, a research study applied the approaches of peer monitoring and small classroom interventions to encourage the use of the second language (L2), which promoted TBLT in the classroom (Lowe, 2012). Harris (2016) conducted an online survey to examine Japanese teachers’ beliefs regarding TBLT in a Japanese classroom. The results showed that TBLT was a powerful tool for English teaching in Japan. With certain adjustments, TBLT would be even more effective in classroom teaching, for example, fine-tuning task design by having a modified version of TBLT for new or low-proficiency students, and helping students to become familiar with the learner-centered nature of TBLT.
In Vietnam, TBLT was adopted as a fundamental feature in the national curriculum in Vietnamese high schools (Barnard & Viet, 2010). A number of research studies examining the implementation of TBLT have been conducted in Vietnamese classrooms. Yen (2017) studied the extent to which TBLT could help Vietnamese students increase the use of self-regulated learning strategies in the writing classroom. The researcher recruited 69 Vietnamese students to join a writing classroom taught using the TBLT approach. The results showed that students’ overall scores for self-regulated writing strategies improved significantly, specifically personal self-regulation scores.

Trang (2013) examined how Vietnamese EFL teachers implemented TBLT though by adapting oral textbook tasks and creating classroom activities in an English speaking class, as well as how students engaged in the tasks. The results showed that the teachers varied the oral tasks considerably from the textbook and replaced them with material of immediate interest to students in order to engage them in the assigned tasks. Additionally, rehearsal of oral presentations contributed to students’ language learning and development.

A number of research studies in the TBLT domain have been conducted in Iran. Mahdavirad (2017) studied Iranian teachers’ perceptions of TBLT through survey questionnaires collected from 160 teachers across 20 language institutes. The results showed that, similar to the findings of Jeon and Hahn (2006), Iranian teachers had a clear understanding of TBLT. However, many of them were reluctant to use it in the classroom because they were not sure about the outcomes of implementing TBLT. Rezaei (2017) examined the effect of TBLT on Iranian EFL (English as a Foreign Language) learners’ reading comprehension performance. The results showed that learners taught by TBLT had a significantly higher reading comprehension performance than learners taught by traditional reading instruction. Parvizi (2016) investigated the effect of TBLT on Iranian EFL learners’
writing performance. The results showed that learners in the TBLT group had a better English writing performance than learners in the regular teaching group.

In Korea, Jeon and Hahn (2006) employed a survey questionnaire to explore teachers’ perceptions of TBLT. The results showed that despite gaining a certain level of understanding of TBLT, Korean teachers hesitated to adopt it as a teaching approach due to a lack of confidence in their knowledge of it and fear of confronting new disciplinary problems in the classroom. In addition, Chacon (2012) points out that teaching education programs in Venezuela are encouraged to incorporate the TBLT approach in the classroom in order to enhance pre-service teachers’ English skills.

Based on research studies on the use of the TBLT approach, it can be concluded that students’ language development was accelerated in the TBLT class through the use of authentic language in the completion of meaningful and interactive tasks. Learners benefited from noticing how others express similar meanings with their selection of language features. On top of that, they gained more confidence to use the language after being provided with opportunities to participate in real-life tasks and use the language to accomplish defined outcomes. The TBLT approach has been more often employed at the primary and secondary level than at the tertiary level, in which it has been sporadically used across Asia including Thailand (Sweeney, Preedeekul, & Kunyot, 2017).

2.5 Narrative Inquiry

According to Connelly and Clandinin (2006), the concept of “story” can be defined as an opening through which an individual enters the world as well as how a person’s experience of the world is understood and becomes personally relevant to him/her. Consequently, narrative inquiry, being the study of experience as a story, is primarily a means of deliberating upon experience. By using the narrative inquiry methodology, we embrace a specific perspective of experience as a phenomenon being studied. Gill (2001)
asserts that stories allow for a holistic interpretation, enabling people to contemplate and reframe their cultural, historical and personal experiences.

Narrative, which is the development of demonstrative techniques in the social sciences, is intrinsically multidisciplinary and adapts itself to a qualitative inquiry for the purpose of encapsulating valuable data within stories. The usage of questionnaires, surveys and quantitative behavioral analyses fail to capture the intricacy of what is contained in stories (Mitchell & Egudo, 2003). Narrative inquiry is an especially useful method for those in the TESOL profession. Polkinghorne (1988) examined narrative in association with the human sciences in the field of psychology, whereas Josselson (1996) assessed the moral aspects in its application within therapeutic areas, which also has significance for the field of education.

Within the educational domain, the recent focus upon teaching research and reflective practice has sharpened the focus on teachers’ voices, and therefore their stories (Bell, 1997; Gallas, 1997). A noteworthy assessment of the function of story in teacher education can be found in Carter’s (1993) study. Both Carter (1993) and Clandinin (2007) have proven to be pioneers in customizing narrative inquiry in education and their work presents teachers and teacher educators with a good introduction to this topic.

There is a well-established practice of supplying narrative accounts of language patterns within the area of language education. Narratives are present in learner autobiographies (Davidson, 1993; Mori, 1997), life histories (Kouritzin, 2000), diary studies (Lvovich, 1997), as well as case studies (Lam, 2000). Narrative accounts of language learning obtained from language educators are of specific interest, as these enable deliberation and a detailed analysis (Belcher & Connor, 2001). Researchers are dependent upon creative writing resources as a way of producing, recording and examining data. As a non-native English speaker and a member of the TESOL profession, Canagarajah (2012)
introduced an autoethnographic account of his experiences, claiming that “the process of composing the narrative allowed him to investigate “hidden feelings, forgotten motivations, and suppressed emotions” (p. 261).

It has been shown by Elbaz (1983) that teachers’ knowledge is mainly held internally and holistically, and frequently in a narrative format, thereby implying that teaching narratives will enable novel methods of understanding the experience of teaching in the English classroom and creating the potential for teachers to understand their students in novel ways. In the view of Bell (1997) and Golombek (1998), narrative inquiry needs to progress beyond its application in a rhetorical framework (just telling stories) to an analytical investigation of the fundamental presuppositions and perceptions that are narrated in a story. We can regard the attributes of analysis as follows: acceptance that people understand their lives in accordance with the available narratives; that stories are being rearranged in light of new occurrences; and that stories are molded by lifelong narratives (both personal and community) rather than existing independently of events.

In order to classify and clarify the specific qualities of narrative inquiry, Connelly and Clandinin (2006) borrow the concept of commonplaces from Schwab (1978), which are divided into four categories: learner, teacher, milieu and subject matter. In their consideration of what the narrative inquiry commonplaces would be, Connelly and Clandinin (2006) determined that there were three types: temporality, sociality and location, which specify the dimensions of an inquiry space (p. 479). They conceived them to be “in the spirit of check points” (p. 479) or places to direct a person’s attention when undertaking a narrative inquiry, supplying a structure for conceptual narrative inquiry. Nevertheless, the study of or more of these commonplaces may occur in another type of qualitative inquiry, similar to Schwab’s study of curriculum (Connelly & Clandinin, 2006, p. 479). It is necessary to examine these three commonplaces (being dimensions) simultaneously while conducting a narrative inquiry.
Narrative inquiry is partially differentiated from other methodologies by considering the experience of inquiry in terms of all three commonplaces.

1) Temporality

Connelly and Clandinin (2006, p. 479) state that “Events under study are in temporal transition”. Inquirers are, by the direction of their attention, temporarily drawn towards the past, present and future of persons and places, as well as occurrences being studied in transition. Within narrative inquiry, the significance of temporality emanates from experiential philosophical perceptions in which the formal quality of experience, in the course of time, is regarded as intrinsically narrative (Crites, 1971, p. 291). The work of Carr (1986) and other philosophers holds that we create and continually renew our life stories as our own lives progress (p.76). Therefore, it is necessary for narrative inquirers to focus upon their lives and those of participants and also upon the temporality of occurrences and locations.

2) Sociality

Narrative inquirers direct their attention to both social and personal conditions simultaneously. When we speak of personal conditions, we mean the inquirer’s and participants’ “feelings, hopes, desires, aesthetic reactions and moral dispositions” (Connelly & Clandinin, 2006, p. 480). Social conditions indicate the environment in which people’s activities and experiences occur. We comprehend these social conditions partially as linguistic, institutional and cultural narratives. The focus of the inquiry between the lives of participants and researchers is a second dimension of the sociality commonplace. It is impossible for narrative inquirers to withdraw themselves from the inquiry relationship.

3) Place

Place is defined by Connelly and Clandinin (2006) as “the specific concrete, physical and topological boundaries of place or sequences of places where the inquiry and
events take place” (p. 480). We understand this commonplace when we accept that “all
events occur in some place” (p. 481). It is essential that narrative inquirers deliberate on the
effect of each place according to their experiences.

### 2.6 Personality Trait

Pervin and John (2001) formulated a commonly cited definition of personality as
an “individual’s consistent patterns of feeling, thinking and behaving” (p. 4). Personality is
generally considered to be made up of a collection of characteristics, for example,
extraversion versus introversion and neuroticism versus stability (Ellis, 2008). One
universally accepted fact is that learners have quite distinct types of personalities. In
association with this observation, in the field of language, several personality traits have been
presented as factors that likely have an influence on the learning of a second language
(Lightbown & Spada, 2013). This strong connection between personality and learning is
widely accepted (Ibrahimoglu, Unaldi, Samancioglu, & Baglibe, 2013).

Five dimensions concerning personality, or the Big Five model, are commonly
mentioned in the related literature by a variety of major researchers, including Chamorro-
Premuzie, Furnham and Lewis (2007) and Ellis (2008), and these are summarized as follows:
a) neuroticism refers to the inclination to display poorly adjusted emotions, anxiety, and
pessimism; b) extraversion is related to the quality of being assertive, active, cheerful,
friendly, optimistic and positive; c) openness to experience (of the intellect) refers to the
proclivity to have an active imagination, artistic sensitivity, creativity and intellectual
curiosity; d) agreeableness is the tendency to be caring, compassionate, cooperative,
empathic, gentle, obedient and trusting; e) conscientiousness is the habit of being capable of
planning, determined, goal-oriented, hardworking, well organized, persistent, purposeful, and
responsible with a strong will.
Dörnyei (2005) summarizes these various categories of personality based on the Big Five model in the following way. Individuals who score high in openness to experience are curious, flexible, creative, imaginative, interested in art, novelty seeking, original and unconventional, whereas low scorers are conservative, traditional, sensible, inartistic and realistic. People who score high in conscientiousness are systematic, precise, efficient, organized, dependable, responsible, diligent, persevering and disciplined, while low scorers are unreliable, directionless, unmindful, disorganized, tardy, indolent, neglectful and weak-willed. In the category of extraversion/introversion, high scorers are sociable, gregarious, dynamic, outgoing, passionate, and talkative; in contrast, low scorers are passive, quiet, reserved, withdrawn, somber, detached and restrained. With regard to agreeableness, those who score high are friendly, good-natured, affable, kind, forgiving, trusting, cooperative, humble and charitable, whereas individuals with low scores are unfeeling, skeptical, impolite, unpleasant, complaining, antagonistic, suspicious, spiteful, irritable and uncooperative. In terms of neuroticism/emotional stability, high scorers are worriers, tense, insecure, depressed, awkward, moody, emotional and unstable, while low scorers are calm, comfortable, content, relaxed, unemotional, peaceful, even-tempered and satisfied.

A thirty-statement questionnaire involving these five personality domains was created by Verhoeven and Vermeer (2002), who requested that a teacher assess 241 native and second language learners in the Netherlands. Their aim was to examine the effects of personality on communicative competence. The findings indicated that the openness to experience of the L2 speakers was correlated with all areas of communicative competence, and, in particular, extraversion was associated with strategic competence and conscientiousness was correlated with organizational competence. The researchers concluded that extraverted students have a strong tendency to implement strategies to overcome the limits of their language skills. Fazeli (2011) draws the further conclusion that characteristics
such openness to experiences and conscientiousness are the best predictors of the overall
utilization of affective strategies by students.

With regard to the language learning process and personality, research has shown
that it may take longer for shy and quiet learners to feel comfortable producing the language.
Exposing language imperfections in front of others leads to anxiety due to many factors, such
as lack of confidence, unfamiliar situations, and the fear of looking foolish or being judged
by others (Arnold, 2003). Experience and emotion also impact the learning of the target
language by influencing learners’ motivation and attitudes (Al-Tamimi & Shuib, 2009).
Nevertheless, most learners, not only shy and quite ones, go through a stage of feeling
embarrassed when speaking in English in groups or class.

The personality factor of introversion-extroversion has received attention due to
its potential relevance to the level of interpersonal interaction during activities. As
popularized by Jung (1923), extroverts are energized by interacting with a large group of
people, while introverts feel most energized when alone. Ehrman and Oxford’s (1990) study
on personality with adult second language learners at a U.S. government language institute
revealed that extroverts used social strategies easily (i.e., asking questions, cooperating with
others, and empathizing with others), while introverts more commonly reject such language
learning tools. More specific findings about extroverts were that they enjoy cooperating with
peers, find solitary or concentrated study difficult, need to be active at least verbally, and
require social stimulation. Based on this, a variety of researchers have suggested that teachers
provide interactive activities for these types of students. Meanwhile, introverts reported
learning best when alone. These learners prefer reading and writing to listening and speaking
and claim to learn more effectively when processing material on their own.
2.7 Learning Strategy

According to Naiman, Fröhlich, Stern, and Todesco (1975), learning strategies refer to the ability of learners to enhance their language skills. Stern (1983) defines learning strategies as methods that learners employ to overcome difficulties in learning a language, dividing them into ten types: planning, active, emphatic, formal, experimental, semantic, practice, communication, monitoring, and internalization. For Chamot (1987), “learning strategies were techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information” (p. 71). Cohen (1998) defines learning strategies as “learning processes which are consciously selected by the learner”. According to Scarcella and Oxford (1992), learning strategies are “specifications, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” (p. 63), which help determine how and how well a student masters a target language. Finally, Hall (2001) characterizes learning strategies as goal-directed actions that learners employ to mediate their own learning.

By consciously selecting learning strategies compatible with their learning styles and the tasks, learners are able to self-regulate their learning, increasing the likelihood of achieving their personal and academic goals (Scarcella & Oxford, 1992). Consequently, it is necessary for instructors to ensure that students are knowledgeable regarding the variety of strategies available to them (Cook, 2008).

Direct strategies, which are directly involved with learning the target language and require various brain mechanisms, encompass the following tactics.

1. Memory strategies require learners to use mental mechanisms that assist the learners in storing knowledge of the language, particularly vocabulary, and retrieving it when needed. Memory strategies are divided into four sub-strategies as follows:

1.1 Creating mental linkages: word groupings, associating newly learned concepts to already learned knowledge, and putting new words into context

1.2 Applying images and sounds: using imagery and keywords, and representing sounds in memory

1.3 Reviewing well: reviewing linguistic and vocabulary structures

1.4 Employing action: using gestures and sensations when giving explanations and using mechanical techniques (e.g. using vocabulary flashcards, moving flashcards)

2. Cognitive strategies are brain-based strategies that learners perform voluntarily when using language. Research has shown that learners use cognitive strategies more often than others. The techniques included in cognitive strategies are explicated as follows:

2.1 Practice: repeating, practicing formal writing or speaking, recognizing and using linguistic rules, combining words or phrases to form sentences, and practicing naturally

2.2 Receiving and sending message: capturing ideas quickly (e.g. skimming and scanning in listening or reading) and using resources to send and receive messages

2.3 Analyzing and reasoning: adopting logical reasoning, analyzing speech or texts, contrasting language elements between the target language and the native language, translating, and transferring linguistic knowledge from a first language to the target language.

2.4 Creating structures for input and output: note-taking, summarizing and highlighting main ideas (e.g., underlining or putting an asterisk next to the main point)
3. Compensation strategies are techniques learners adopt to guess and communicate when facing difficulties in using the target language. The strategies are categorized as follows:

3.1 Educated guessing is the technique involving the application of linguistic clues and other clues such as context, speech structure or word association to guess the meaning of an unknown word.

3.2 Overcoming limitations in speaking and writing is accomplished using various strategies, such as switching to the first language when lacking of vocabulary, using gestures, avoiding the missing words, simplifying messages, etc.

Indirect strategies entail those tactics learners employ to organize, facilitate and monitor their learning. In language learning, learners have to deal with differences between their first language and the target language in terms of semantics, syntax, teaching approaches adopted by language teachers, culture, and social factors. Employing indirect strategies assists learners in coping with language learning difficulties. These strategies are categorized into the following:

1. Metacognitive strategies refer to approaches learners use to plan their learning, aiming for effective learning processes. Learners also use these types of strategies to evaluate their progress and spot errors in language learning. Metacognitive strategies are classified as follows:

1.1 Centering your learning: paying attention to the given tasks or listening attentively to get ready before speaking

1.2 Arranging and planning your learning: seeking effective learning techniques, creating a positive learning environment, setting goals for each task, or anticipating and planning for each given task
1.3 Evaluating your learning: self-monitoring and evaluating by detecting one’s own errors in understanding language use or assessing one’s own learning progress

2. Affective strategies are the strategies learners adopt to regulate their emotions and attitudes as well as to build self-confidence. Affective strategies include:

2.1 Lowering anxiety: doing progressive muscle relaxation, taking deep breaths, meditating, using music to reduce stress and anxiety, or watching comedy movies

2.2 Self-encouragement: practicing positive self-talk to reward oneself or taking calculated risks in speaking or writing, regardless of the possibility of making a mistake

2.3 Identifying your emotional and mental levels: using a checklist to explore one’s emotions, attitudes and motivation in language learning; writing a diary to express feelings, emotions and situations related to language learning; or discussing feelings about language learning with other persons, etc.

3. Social strategies are approaches learners employ when interacting with other people. Language is considered a social behavior as communication through language occurs between and among people. Social strategies enable learners to understand other people’s thoughts and feelings, which involve the following techniques.

3.1 Asking questions: asking for clarification, asking the speakers to paraphrase or repeat, or asking for correction

3.2 Cooperating with others: working with people who have expertise in the target language

3.3 Having empathy for other people: developing an understanding of different cultures and recognizing others’ feelings and thoughts

Language learners employ a range of strategies to achieve better communication (Scarcella & Oxford, 1992). Students implement these strategies to enhance their language acquisition and achieve more effective communication. Oxford (1999), an important
researcher in the field of language learning strategies, describes these strategies as being constructed of specific actions, behaviors, steps or techniques that learners use to increase their progress in the development of skills in a second or foreign language. It is believed that the primary function of language learning strategies is to help make the learning of a language easy, quick, pleasant, self-directed, effective, and transferable to novel situations (Oxford, 1990). Language learning strategies are essential components of several theoretical models of language proficiency (Bialystok, 1978; Canale and Swain, 1980; Ellis, 1985; Bachman and Palmer, 1996). These strategies facilitate autonomy in the language learning process, enabling learners to learn languages effectively and independently (Cabansag, 2013). The success of second language learning is dependent on a variety of factors related to learners, including cognitive, affective, demographic, motivational, and personality (Brown, 2000).

Wajasat (1990) conducted research on English the learning strategies of first-year students at Chulalongkorn University. Seven-hundred and ten participants enrolled in the “Foundation English I” course were divided into four groups based on the letter grade they obtained (A, B, C, and D). There were 107 participants in group A, 269 in group B, 309 in group C, and 25 in group D. Questionnaires were administered to the participants and the findings indicated that the guessing strategy was used the most. In addition, the participants employed the strategies of practicing the target language, finding their own ways of learning the language, learning from their mistakes, and using a variety of techniques to help with memory retention. Moreover, the strategy of using English to communicate with others was employed least by the participants. After comparing the learning strategies employed by the four groups, group A and group B were statistically significant at the .05 level in four out of seventy-one items: two of the items were answered with the use of the strategy of finding their own ways of learning the language; one with the strategy of using English to
communicate with others; and the other one with the strategy of making an educated guess. There was a statistically significant difference between group A and group C in the use of the educated guessing strategy and various techniques to help with memory retention, and between group A and group D in the use of the educated guessing strategy and participating in activities.

Other studies also supported the benefits of language learning strategies. Students with high English learning achievement used language learning strategies more than students with low English language achievement did (Magogwe & Oliver, 2007; Yang, 2007). Arslan, Rata, Yavuz, and Dragoescu (2012) determined that college students in Turkey used memory strategies most frequently, followed by metacognitive strategies, social strategies, compensation strategies, affective strategies and cognitive strategies. Tanthanis’s study (2014) compared the strategies employed by the participants with high learning achievement and low learning achievement. The results showed that the memorizing and metacognitive strategies were most frequently used and the affective strategy was least used among participants with high learning achievement, with the statistical significance level of .05. Similarly, the metacognitive strategy was most commonly employed in language learning by university students in Palestine (Shmais, 2003), university students in China (Liu, 2004), and students at Reading University in the United Kingdom (Li, 2007). The work of O’Malley and Chamot (1990) revealed that the memorizing strategy was most commonly used among Asian students due to the fact that rote learning is the most frequently used learning technique. Chang, Liu, and Lee (2007) concluded that tertiary-level students were also accustomed to employing rote memorization and translation of texts, and were more concerned about grammatical forms; therefore, students were not motivated to ask questions or interact with others in the English classroom.
Tandoc and Tandoc-Juan (2014) investigated the concept of personality traits and the choices involved with language learning strategies as significant factors in the acquisition of a second language. In particular, they examined the personality traits of university students and the language learning strategies they utilized when learning the English language. A sample of 230 college students participated in this research study. The research instrument employed for personality assessment was the Manchester Personality Questionnaire Version 14 (MPQ) and the Strategies Inventory of Language Learning for Second Language designed by Rebecca Oxford was used to analyze the English learning strategies. The data were computed and analyzed via descriptive statistics and Kendall's Tau-C. The study’s results are summarized as follows: (1) the main result of the study is that communicativeness and independence had similar scores and the highest means out of the fourteen personality scales, (2) the most preferred type of language learning strategies of the sample group was social strategies, (3) when grouped based on year of study, the dominant personality trait of first- and fourth-year students was independence and for the second- and third-year students it was communicativeness, (4) memory strategies were preferred by first-year students, second- and third-year students most often employed social strategies, and fourth-year students favored affective strategies when categorized according to year of study (5) a significant relationship between the dominant personality trait and the language learning strategies of the respondents was found.

It is important to note that no conclusions should be drawn about the utility of the aforementioned learning strategies - each strategy needs to be considered in the context of its use. A strategy can be considered effective to an individual if it “makes learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 1990, p. 8). In addition, all learning strategies can foster independence, autonomy, and lifelong learning in students (Allwright & Bailey, 1991). Nyikos and Oxford
(1993) found that students were often unaware of the benefits they would obtain from consciously using language learning strategies to promote more effective learning. However, their awareness of learning strategies can be developed with a skilled teacher’s guidance and assistance, enabling them to use a range of appropriate strategies (Oxford, 2003).

### 2.8 Learning Style

When students are given the opportunity to learn by applying their chosen leaning styles, they are likely to learn more and to retain such learning for a longer period. The optimal way for visual learners is by observation, for physical learners by hands-on projects, and for auditory learners by hearing. Whereas some students learn more quickly than others, some learn independently while others need assistance from a teacher. Although the majority of students at varying times show learning styles according to their situation, they still have a preference for one particular style (Green, 1999; Riding & Rayner, 1998, as cited in Moore & Hansen, 2011, p.43).

The much discussed VARK learning style paradigm which was advocated in 1992 by Neil Fleming is one means of classifying students by the way in which they absorb information. It categorizes people into the following groups: auditory (absorb information best when heard or spoken), visual (opting for the visual mode and obtaining much information from charts, graphs, maps and websites), read/write (enjoy learning from the written word) or kinesthetic learners (who opt to link learning with realistic experiences). Frequently, teachers regard these learning styles as methods of assisting them in making their lessons more efficient.

According to Dunn and Dunn (1993), learning styles indicate someone’s preferred option regarding the following four principal elements of the learning procedure: (1) emotional (preference in the degree of student persistence, responsibility, supervision and structure), (2) environmental (preference in physical room arrangement, sound, lighting and
temperature), (3) sociological (preferring being in either a large or small group, of being alone, or having adult help), and (4) physical (sensory mode preference; for example, auditory, visual, kinesthetic and tactile) learning as well as the requirement for movement, consumption of food and a particular time of day.

Student learning is profoundly influenced by the elements in these four areas; for instance, certain students favor bright lighting while others have a preference for a dimly-lit environment. Students often emphasize that noise level and room temperature are their preferred learning style environment. Since teachers have no knowledge of the environmental impacts on learning, they may perceive such communication as being no more than complaining. In fact, those teachers who are informed have reached the realization that each student learns in a unique way because each student is a unique person.

By attentive observation, it is occasionally possible for sensitive teachers to recognize students’ learning processes. Nevertheless, they could find precise identification of students’ learning styles to be problematic without some kind of instrumentation. Although certain attributes are basically unobservable, even to an accomplished teacher, there is a potential for teachers to misunderstand students’ behavioral symptoms. Interviews are an ideal way of enabling students to discuss their learning experiences and favored learning styles, and various preferences of students for learning styles may be included. Frequently, there are too many different learning styles for a teacher to include the style of every student. However, if teachers are amenable and prepared to test various methods, they will be able to provide the possibility of maximizing learning.

2.9 Summary

The review led to the conclusion that Graves’s (2000) framework was the most suitable for this study due to the inclusion of the distinct stage of “articulating beliefs” which pertains to the significant role of beliefs about learning, learners, and teaching in the
formation of teachers’ views on effective practices (Crandall, 2000). Another important point was that,

Based on the information obtained from the review, the approach was considered most suitable for the study. TBLT is a student-centered approach that research has shown to be an essential component in English language learning. A variety of studies have shown that language development was accelerated through the exposure and use of authentic language, as well as motivation during the completion of meaningful and interactive tasks. In addition, a focus on form played a part in achieving desirable outcome (Willis, 1996). Among several TBLT frameworks, the review led the researcher to conclude that Willis’s framework was most suitable for the study compared to the other TBLT frameworks due to its focus on the optimum conditions for language learning as well as the emphasis on form in the last stage rather than the preceding stages to encourage learners to use the language they know.

Based on the researcher’s preliminary research, there were a multitude of studies on the use of the task-based language teaching (TBLT) approach with the aim of enhancing English language skills at the primary and secondary levels. However, it was discovered that very little empirical research has been undertaken on the effectiveness of the TBLT approach in terms of enhancing the writing skills of university students, especially pre-service teachers. This gap in the research drew the researcher’s attention. Therefore, the present study is an attempt to investigate this aspect, specifically the effectiveness of a course incorporating the TBLT approach in terms of enhancing both the speaking and writing skills (productive skills) of pre-service English teachers. Narrative inquiry was employed in the study as an assessment tool to gain an understanding of participants’ experience. Finally, the review of the relevant literature led the researcher to the assume that learners’ personality traits, learning strategies and learning styles would have a significant impact on their performance of tasks during the task-based instruction in the study.
CHAPTER III

RESEARCH METHODOLOGY

This chapter introduces the research design (Section 3.1). The following sections include phase I: Needs Analysis (Section 3.2) and phase II: Course Implementation (Section 3.3) where participants, research settings, research instruments, data collection, and data analysis are respectively listed under each phase. In addition, this chapter also includes the topic of ethical considerations (Section 3.4) and concludes with a chapter summary (Section 3.5).

3.1 Research Design

The researcher conducted a single group design experiment to measure the effectiveness of the developed course. In the experiment, the participants were administered a treatment that was then measured using both quantitative (i.e., statistical analysis) and qualitative (i.e., focus-group interviews with participants) approaches. The quantitative approaches were used to measure the effect of the developed course in terms of whether it improved learners’ English productive skills and knowledge of TBLT based on statistical evidence. The researcher conducted objective measurements using statistical analysis of the data to describe the phenomenon being observed before generalizing it across groups of students. Meanwhile, the qualitative approaches were used to understand how the developed course helped learners in language learning, specifically in regard to determining to what extent the course was able to improve participants’ English productive skills and knowledge of TBLT.

The researcher used the qualitative approaches to explore how to develop a course that could improve students’ English productive skills (speaking and writing skills) and students’ knowledge of the task-based language teaching approach. Given that qualitative
approaches are typically employed with the aim at obtaining a deep understanding of specific events or organizations (Strang, 2015), they are suitable approaches for gaining a detailed understanding of learners’ needs and developing a course that corresponded to learners’ demands. To determine how to develop an effective course for language learners, the researcher first needed to gain insight into learners’ beliefs about how they learn and what they want from the course. Research has shown that insights into learners’ characteristics are instrumental in understanding several language learning issues, such as motivation, affect, learning styles and strategies (Murray, 2009). This valuable information helped the researchers to develop a course that fit learners’ needs. Therefore, qualitative approaches (i.e., semi-structured interviews and 12 group interviews) were deemed appropriate approaches for analyzing language learners’ needs and developing the course.

In summary, this research study consisted of the following two phases – Phase I: course design and Phase II: course implementation – as presented in the research methodology summary table and figure below.

Table 1
Summary of Research Methodology

| Phase       | Samples | Evaluation Instrument | Data Collection | Data Analysis |
|-------------|---------|-----------------------|------------------|--------------|--------------|
### Table 1

**Summary of Research Methodology**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Samples</th>
<th>Evaluation Instrument</th>
<th>Data Collection</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I: Needs Analysis</td>
<td>• 1 former teacher who taught the “Pre-Student Teaching Workshop in Teaching English” course</td>
<td>• Semi-structured interview</td>
<td>• Conducting semi-structured interview over the phone</td>
<td>• Content analysis</td>
</tr>
<tr>
<td></td>
<td>• 120 students who were enrolled in the “Pre-Student Teaching Workshop in Teaching English” course during the last three academic years (2014-2016).</td>
<td>• Group interview</td>
<td>• Administering 12 group interviews at Ramkhamhaeng University</td>
<td></td>
</tr>
<tr>
<td>Phase II: Course Implementation</td>
<td>38 participants who were taking the “Pre-Student Teaching Workshop in Teaching English” course</td>
<td>• Pre-test and post-test</td>
<td>• Administering pre-test before the intervention and post-test after the intervention</td>
<td>• Inferential statistics analysis of rubric scores (paired t-test)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Administering learning logs every session</td>
<td>• Administering learning logs every session</td>
<td>• Content analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Focus group</td>
<td>• Administering focus group biweekly</td>
<td></td>
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</tbody>
</table>
Interview 1 former teacher and 120 students

Design a course based on Graves’ framework and Willis’s Task-Based Language Teaching Approach

Pilot lesson plans and instruments (32 participants)

Implement the course (38 participants)
- Administer a pre-test in the first session
- Assign learning logs every session
- Conduct focus groups biweekly
- Administer a post-test in the last session

Figure 1. Research Design
3.2 Phase I: Needs Analysis

The needs analysis in Phase I was conducted to answer two research questions pertaining to how a course can be developed to improve learners’ productive English language skills (speaking and writing skills) (research objective one) as well as learners’ knowledge of the Task-Based Language Teaching (TBLT) approach (research objective two).

3.2.1 Participants

Two groups of participants including 1) a teacher who taught the course in past semesters, and 2) students who were enrolled in the course during the last three academic years (2014-2016) were selected through purposive sampling, which was determined to be the best method to help select a sample (individuals, groups, organizations, or behaviors) that would enable the researcher to answer the research questions (Creswell, 2009; Devers & Frankel, 2000). To select the participants for the study, selection criteria were developed to ensure that they possessed a list of specified characteristics.

3.2.2.1 Former Teacher

The criteria for selection of the former teacher were that he or she must have experience in teaching an English course for RU undergraduate students and have taught the “Pre-Student Teaching Workshop in Teaching English” course in the Faculty of Education, Ramkhamhaeng University (RU) over the past years. Opinions from individual(s) with extensive skills and knowledge in certain areas of studies were needed (Patton, 2002).

In the study, a former teacher was purposively selected as the participant due to the fact that she was the only one who had taught the required course. This teacher had taught at RU for over 30 years before retiring. She knew the nature of students taking courses at RU, the number of students taking this course over the past semesters, the content used in the course, students’ performance before, during and after taking the course, the modifications
made to improve the effectiveness and efficiency of the course, the context of the university and its expectations regarding RU students. Information received from the former teacher was a valuable resource that could be used to design a course appropriate for the RU context. To gather the information, the selected participant was interviewed in person and via telephone. She was assured that her identity would remain anonymous, ensuring that the data from the interview would not have a negative impact on her reputation or career.

3.2.2.2 Students

The criteria for the selection of the participants were that they must be Thai undergraduate students who were English majors in the Department of Curriculum and Instruction (Thai Program), Faculty of Education, Ramkhamhaeng University. Also, they were required to have taken the “Pre-Student Teaching Workshop in Teaching English” course during the last three academic years (2014-2016) because this would allow them to share their reflections on the course.

Purposive sampling was employed as the researcher selected participants that suited the purpose of the study (Etikan, Musa, & Alkasim, 2016). To be specific, the maximum variation or heterogeneous purposive sampling technique was selected. Heterogeneous purposive sampling refers to the selection of broad and diverse range of participants so that various opinions or views are included in a study (Trochim, 2000). The researcher wanted to conduct interviews and have conversations with as many different kinds of participants as possible in order to design a course that took into account a variety of perspectives (Patton, 2002). Each of the 197 registered students was contacted and asked if they were interested in participating in the study. They needed to be available and willing to join the focus group interviews in the study. Based on their availability and willingness, a total of 120 participants were selected to participate in the study. Participants’ demographic information is presented in Table 2.
**Table 2**

*Demographic Information of Participants for Needs Analysis*

<table>
<thead>
<tr>
<th>Total participant = 120</th>
<th>Number of participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 20</td>
<td>43</td>
<td>35.83</td>
</tr>
<tr>
<td>20-25</td>
<td>42</td>
<td>35.00</td>
</tr>
<tr>
<td>26-30</td>
<td>29</td>
<td>24.17</td>
</tr>
<tr>
<td>&gt; 30</td>
<td>6</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Level of English Proficiency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td>4</td>
<td>3.33</td>
</tr>
<tr>
<td>Good</td>
<td>49</td>
<td>40.83</td>
</tr>
<tr>
<td>Fair</td>
<td>52</td>
<td>43.33</td>
</tr>
<tr>
<td>Poor</td>
<td>15</td>
<td>12.50</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>23</td>
<td>19.17</td>
</tr>
<tr>
<td>Female</td>
<td>97</td>
<td>75.83</td>
</tr>
<tr>
<td><strong>Highest Degree</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s</td>
<td>2</td>
<td>1.67</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>8</td>
<td>6.67</td>
</tr>
<tr>
<td>High School</td>
<td>110</td>
<td>91.67</td>
</tr>
<tr>
<td><strong>Teaching Experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 5 years</td>
<td>1</td>
<td>0.83</td>
</tr>
<tr>
<td>6-10 years</td>
<td>2</td>
<td>1.67</td>
</tr>
<tr>
<td>No experience</td>
<td>117</td>
<td>97.50</td>
</tr>
</tbody>
</table>

The one-hundred twenty participants were native Thai speakers. The students were heterogeneous in age, gender, academic background, teaching experience, and English proficiency. Their ages ranged from 18 to 35 years old, but there was a distinct difference in the proportion of males and females as the latter far outnumbered the former in the English major at the Faculty of Education. Every student had earned a minimum of a high school diploma or a high school equivalency diploma with different tracks such as English-French, English-Chinese, Math-English, Science-Math, etc. Some students had completed a bachelor’s degree and/or master’s degree; moreover, some students had teaching experience. Students had different levels of English proficiency, including very good (the ability to communicate and understand very well), good (the ability to communicate very well without much difficulty but still make mistakes and misunderstand sometimes), fair (the ability to communicate simply and understand in familiar situations but with some difficulty with more
complex grammar and vocabulary), and poor (lacking the ability to use English or a limited ability to speak and understand what is communicated).

### 3.2.2 Research Setting

The research setting was Ramkhamhaeng University in Bangkok, Thailand. The major reasons for selecting the groups of participants were accessibility and the diversity of students. The university provides everyone with an equal opportunity to study. All applicants who apply for the program are accepted for admission to the university; therefore, the participants in the study were likely to be heterogeneous in regard to age, gender, prior knowledge, language proficiency level, personality, life experience, profession, etc.

### 3.2.3 Research Instruments

The research instruments employed in the course design phase were semi-structured interviews and focus groups wherein the researcher could collect useful information by speaking to informants in support of and prior to designing the course. In the study, the researcher conducted different types of interviews with two groups of participants: 1) a semi-structured interview with the former teacher who had taught the Pre-Student Teaching Workshop in Teaching English course in the past semesters, and 2) focused interviews with 120 students who had enrolled in the Pre-Student Teaching Workshop in Teaching English course during the last three academic years (2014-2016). The interview questions constructed in the study pertained to how a course could be developed using the task-based language teaching (TBLT) approach to enhance learners’ productive English language skills (research objective one) and knowledge of the TBLT approach (research objective two).
3.2.3.1 A Semi-Structured Interview

A semi-structured interview was utilized as the questions could be prepared ahead of time but the answers to the questions could be left open; therefore, questions could be changed or added during the interviews to allow the interviewees to explore particular responses further (Newton, 2010). The interview guidelines consisted of six main topics for the interview with the teacher who taught the Pre-Student Teaching Workshop in Teaching English course in the past semesters in order to obtain her experiences, attitudes, and opinions on the topic of the study. The interview topics were based on the theories of teaching productive English language skills, the Task-Based Language Teaching (TBLT) approach, and the course design, respectively.

According to the literature review in chapter two, many studies have revealed that productive skills are difficult for students to become proficient in. For instance, students are not able to produce the language, whether it be speaking or writing, due to the absence of meaningful tasks. The lack of opportunities for participation in class activities may influence their language development and attitudes towards language learning. It is important to note that when teaching productive skills, the teacher should be well-prepared regarding language use, be a good model and create interesting lessons and tasks that foster students’ interaction and participation. The theory of TBLT supports the aforementioned statements in that language learning is achieved through the use of the target language to accomplish a task; in other words, students must perform tasks in order to learn a language. The review of research on the subject informed the researcher’s expectations about the potential usefulness of a course incorporating the TBLT teaching method in terms of enhancing students’ productive skills.

With regard to Graves’ course design theory, people connected to the course should be asked about both objective and subjective needs so as to obtain information about
the learners and their needs. The interview topics used to obtain information about their objective needs pertained to learners’ backgrounds, including age, gender, profession, education, family, language proficiency, and their use of language in real-life situations. The interview topics included 1) students’ proficiency in speaking, listening, reading, and writing skills, 2) teaching methods, 3) students’ progress, 4) modifications that had been made, 5) the Task-Based Language Teaching approach, and 6) additional suggestions or comments. Each of the six topics contained a different number of questions aimed at answering the research questions about how the course could be developed to enhance learners’ productive skills and knowledge of the TBLT approach as shown in Table 3.

Table 3

<table>
<thead>
<tr>
<th>Interview Topic</th>
<th>Interview Questions</th>
</tr>
</thead>
</table>
| 1) Students’ proficiency in speaking, listening, reading, and writing skills | • How would you rate your students’ overall language skill proficiency - very good, good, fair, poor, or very poor?  
• How well did they understand the message when they listened and when they read? Why do you think so?  
• How well did they produce the language when they spoke and when you wrote? Why do you think so? |
| 2) Teaching methods | • Which teaching methods were employed in the course? Why did you select them? |
| 3) Students’ progress | • Considering students’ proficiency from the beginning to the end of the course, how much progress had your students made? |
| 4) Modifications that had been made | • What modifications did you make during the instruction, at the end of the session or at the end of the course? |
| 5) Task-Based Language Teaching approach | • What do you think about the TBLT approach in general?  
• What is your view on the use of the TBLT approach in the course? Do you think it would work/be able to improve students’ language skills? Do teachers need to have specific skills to use TBLT? Do you think they should have knowledge of TBLT as well? |
| 6) Additional suggestions | • Would you like to make any additional suggestions? |
3.2.3.2 Group Interviews with Students

The researcher conducted interviews with twelve groups of ten students. Following Graves’ course design framework, the interview topics focused on gathering information on both objective and subjective needs including 1) personal demographics, 2) students’ preferences with regard to use of language, 3) expectations from the course, 4) modifications that should be made, 5) the Task-Based Language Teaching approach, and 6) additional suggestions or comments. Under the six aforementioned topics, the participants were asked a series of questions with the aim of answering the research questions about how the course could be developed to enhance learners’ productive skills and knowledge of the TBLT approach as shown in Table 4.

Table 4
Interview Questions for 120 Students

<table>
<thead>
<tr>
<th>Interview Topic</th>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Personal demographics</td>
<td>- How old are you? What year are you in - freshmen, sophomore, third-year, junior or senior?</td>
</tr>
<tr>
<td></td>
<td>- How would you rate your overall language skill proficiency - very good, good, fair, poor, or very poor?</td>
</tr>
<tr>
<td></td>
<td>- Which skills are more difficult, receptive skills (listening and reading) or productive skills (speaking and writing)? Why do you think so?”</td>
</tr>
<tr>
<td></td>
<td>- Can you talk about your experience learning or using the language in any kind of setting? Have you ever lived abroad for a short or long period of time?</td>
</tr>
<tr>
<td></td>
<td>- Are you teaching or have you taught English in a school or tutoring center? How many years did you teach?</td>
</tr>
<tr>
<td>2) Students’ preference on use of language</td>
<td>- What language do you use most with your family? How do you feel? Provide reasons.</td>
</tr>
<tr>
<td></td>
<td>- What language do you use most with your friends? How do you feel? Provide reasons.</td>
</tr>
<tr>
<td>3) Expectations for the course</td>
<td>- What language do you use most with your family? How do you feel about this? Provide reasons.</td>
</tr>
<tr>
<td></td>
<td>- What language do you use most with your friends? How do you feel about this? Provide reasons.</td>
</tr>
<tr>
<td></td>
<td>- What were your expectations for this course? What did you want to get out of it in terms of the content, teacher’s teaching style, language used in class, the speed of a teacher’s oral delivery during instruction?</td>
</tr>
</tbody>
</table>
Table 4
*Interview Questions for 120 Students*

<table>
<thead>
<tr>
<th>Interview Topic</th>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) Modifications that should be made</td>
<td>● Based on your expectations for this course that you mentioned, what modifications or improvements are needed to help improve students’ language skills, especially productive skills?</td>
</tr>
</tbody>
</table>
| 5) Task-Based Language Teaching approach              | ● What do you know about the Task-Based Language Teaching (TBLT) approach? After participants were asked whether they knew the TBLT approach, they were requested to read the following characteristics of the Task-Based Language Teaching (TBLT) approach and then provide opinions. According to Ellis (2009), TBLT instruction includes:
   ✓ a focus on communicating and understanding meaning
   ✓ a requirement for the transfer of information, sharing of opinions, or inferences about meaning
   ✓ a dependence on students’ own linguistic and non-linguistic abilities to finish tasks
   ✓ a final outcome in addition to language use for which language is a means to reach a goal.
● After reading about the characteristics of TBLT, what do you think about using it in this class? |
| 6) Additional suggestions or comments                 | ● Would you like to make any additional suggestion?                                                                                                                                                                 |

3.2.3.3 Validation of Interview Questions

There were six main interview topics under which a different number of close- and open-ended questions were listed. Three experts were required to complete two sets of interview question evaluation forms — one set of questions for the semi-structured interview with the former teacher and another set of questions for the focused interviews with 120 students. On each form, the experts needed to indicate the extent of their agreement with each item, producing a numerical value (Likert, 1932). In the study, they were expected to indicate the degree of opinion using a five-point Likert scale ranging from “strongly agree (5)” to “strongly disagree (1).” After completion of the evaluation forms, the researcher analyzed the quantitative data and interpreted the findings by subtracting the highest value (5) from the
lowest value (1), and then dividing the resulting number (4) by the chosen number of classes (5), which yielded 0.80 (Kan, 2009). Accordingly, the following intervals were used in the study: 4.21–5.00 (strongly agree), 3.41 to 4.20 (agree), 2.61 to 3.40 (neither agree nor disagree), 1.81 to 2.60 (disagree), and 1.00 to 1.80 (strongly disagree).

The experts were then asked to indicate to what extent they agreed or disagreed that each interview question would yield useful responses, which would answer the following research questions: 1) How can a course be developed using the Task-Based Language Teaching approach to enhance learners’ productive English language skills?; and 2) How can a course be developed using the Task-Based Language Teaching approach to enhance learners’ knowledge of it? The experts were instructed to place a (√) checkmark in the box that corresponded to their answer. The numbers corresponded to the following: 5 – Strongly Agree, 4 – Agree, 3 – Neither agree nor disagree, 2 – Disagree, and 1 – Strongly disagree. After the experts completed the forms, the scores were calculated. The results revealed that the experts strongly agreed that each interview question could yield useful responses that would answer the aforementioned research questions. Therefore, no modifications were made.

### 3.2.4 Data Collection

This section presents the procedures used for collecting data from the semi-structured interview and group interview.

#### 3.2.4.1 Conducting Semi-Structured Interview

The former teacher was informed of the interview topics in advance so that she could prepare responses for the interview to be conducted the following day. The interview was conducted at her convenience via telephone and lasted for almost an hour and a half. During the phone interview, the speakerphone function was activated while the researcher took notes on her responses and recorded her voice with an MP3 player.
3.2.4.2 Administering Group Interviews

The interviews with the 12 groups (120 students) were carried out in 12 separate sessions in a classroom at Ramkhamhaeng University. Four groups were scheduled for the interview each day; therefore, the total duration of the interviews was three days. The interviews lasted a minimum of 15 minutes and a maximum of an hour and a half based on the amount of information they were able to and were willing to provide. The researcher moderated the interview sessions in a receptive and comfortable environment to draw information out of the participants. A circular seating arrangement was used so that participants faced towards the center, which optimized communication. Each of the 12 sessions began with a simple explanation about the interview. The participants were asked a series of questions in Thai, and they were expected to answer in Thai. However, giving responses in English was allowed as long as they were able to clearly provide their opinions and reflections.

The entire interview sessions were tape-recorded; the equipment were therefore prepared, tested and set up in advance of the start of the discussions. A mobile phone and two cameras were prepared due to their recording capacity, approximately two hours of time. The three aforementioned tools were prepared to ensure successful recordings of the interviews. First, the mobile phone was placed on the interviewer’s table to record the audio during the interviews. The benefit of using the mobile phone was its portability. The researcher could move the phone closer to the participant to record their voice clearly as some participants spoke softly. The phone was placed where it could record the voice rather than asking them to speak louder if they were unwilling to do so. In addition, the researcher was able to listen to the recorded interviews on the phone anywhere and anytime at her convenience. However, there were some limitations in terms of its capacity to store audio and the video, particularly, the latter, which took up more memory space. Moreover, the recordings could also be interrupted by incoming calls.
Second, before the participants arrived, one camera was placed on a tripod positioned on the floor close to the interview table in order to enhance the quality of the recordings of the interviews. However, the camera could be positioned farther from the participants if they did not feel comfortable in order to mitigate its intrusive influence. Another camera was kept in reserve in case the first one ran out of battery power or there were other unexpected situations. The primary benefit of recording the interviews with a camera was its capacity to record video containing both audio and visuals, enabling the researcher to see participants’ facial expressions and body language while listening to their responses; this non-verbal communication was of help to the researcher when interpreting the participants’ messages.

All equipment was checked and prepared thoroughly as the researcher was aware that the recorded information constituted verifiable evidence of the interviews. The researcher was able to play back and listen to the recorded interviews as many times as necessary during data analysis stage. Moreover, the researcher was able to detect information missed during the interviews.

3.2.5 Data Analysis

There were three stages in the analysis of the data: data organizing, data display, conclusion and interpretation (Miles & Huberman, 1994). First, the researcher compiled the information obtained from the recorded interviews and organized it so the required information could be found easily. Then, irrelevant data was removed or reduced to a minimum, ensuring that only necessary and meaningful data were kept for analysis. The organized data were connected and displayed in a descriptive manner. At the conclusion and interpretation stage, the researcher drew conclusions and made interpretations from the findings from the previous stage. Afterwards, the process of inter-coder reliability took place to establish the reliability of the interview data. In other words, after the interview data was
analyzed upon transcription, the researcher conducted a face-to-face discussion with another rater to discuss the data and interpretations until reaching 100 percent agreement (Kayapinar, 2014). The analyzed needs data were subsequently used to design the course based on the remaining steps of Graves’ framework, including defining the context, articulating beliefs, formulating goals and objectives, conceptualizing content, selecting and developing materials, organizing the course, and designing an assessment plan.

3.3 Phase II: Course Implementation

The course implementation phase was conducted to investigate the extent to which the course could enhance students’ productive English language skills (research objective three) as well as their knowledge of the task-based language teaching (TBLT) approach (research objective four).

3.3.1 Participants

To select participants for the main study, the researcher used the purposive sampling method. Participants were selected from a list of the students who were taking the Pre-Student Teaching Workshop in Teaching English class, in which the primary focus was to help learners develop their English listening, speaking, reading and writing skills, and their teaching knowledge prior to field practice. In addition, students were required to attend every class session. Based on the statistical data on class registration and the teacher’s observations over the past few years, an estimated 15 percent of students enrolled in class attended every class session. In every semester, nearly 200 students enrolled in this class, indicating that that about 30 students would participate in the study.

Forty-seven students agreed and signed a consent form to participate in the study; however, nine participants, who had already informed the researcher of the possibility of class withdrawal, withdrew from the course due to conflicts related to class time, the exam
date, or other personal issues. Consequently, a sample size of 38 Thai students, ranging in age from 18-35 years old, participated in the study as shown in Table 5.

Table 5
Demographic Information on Participants for the Main Study

<table>
<thead>
<tr>
<th>Total participants</th>
<th>Number of participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 20</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>20-25</td>
<td>23</td>
<td>60.53</td>
</tr>
<tr>
<td>26-30</td>
<td>11</td>
<td>28.95</td>
</tr>
<tr>
<td>&gt; 30</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>Level of English Proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>Good</td>
<td>9</td>
<td>23.68</td>
</tr>
<tr>
<td>Fair</td>
<td>18</td>
<td>47.37</td>
</tr>
<tr>
<td>Poor</td>
<td>9</td>
<td>23.68</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>84.21</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>15.79</td>
</tr>
<tr>
<td>Highest Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>High School</td>
<td>35</td>
<td>92.11</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10 years</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>1-5 years</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>No experience</td>
<td>35</td>
<td>92.11</td>
</tr>
</tbody>
</table>

Ninety percent of students taking the course were sophomores, third year or juniors because following the course sequences for the program were not mandatory. In fact, a pre-student workshop class was a required course in the third year; however, as mentioned previously, students were allowed to take the course in any sequence they preferred.

However, almost 60 percent of students followed the study plan and took courses in the sequential order suggested by the faculty advisors.

As mentioned previously, although the students were not required to attend class and many students were willing to follow the course sequence, their work schedules sometimes conflicted with class times. While this posed a threat to the research, the researcher coped with these issues by making sure that the selected participants would be able
to attend every session. In the past few years, over 30 of the selected participants had taken other courses taught by the researcher; thus, there was evidence of their reliable participation in the form of assignment submissions, class attendance sheets with their pictures, and grade records. Therefore, these students were requested to participate in the study. At the beginning of the study, the students were informed of the researcher’s desire to study their English instructional experiences as well as the procedures to be carried out. Furthermore, they were assured that the interviews would have no impact on their grades.

3.3.2 Research Setting

The research setting was the Pre-Student Teaching Workshop in Teaching English course at the Department of Curriculum and Instruction (Thai Program), Faculty of Education, Ramkhamhaeng University. The course description as stated in the curriculum 2013 is as follows: “Employ various techniques to enhance students’ English listening, speaking, reading and writing skill and an effective teaching of English, prior to field practice.” The class met in the afternoon for three hours, 15 sessions, for a total of 45 class hours over three months. The study began in the middle of April 2017 and ended in July 2017. In the study, the primary medium of instruction was English because the researcher asked participants before class about their preference with regard to the language used in class. Eighty-five percent of students preferred English as the main language for instruction, with the use of Thai language when requested, which was acceptable as “there is no explicit role for students’ native language” in TBLT (Larsen-Freeman and Anderson, 2011, p.157). The students were typically arranged in a manner that maximized the opportunities for practicing the target skills. Therefore, they were assigned to work in pairs, small groups, and individually depending on the task.
3.3.3 Research Instruments

Two types of research instruments were employed in this experimental study as follows: 1) experimental instruments (lesson plans and course materials), and 2) data-collection instruments (pretest and posttest, learning logs and focus groups).

3.3.3.1 Experimental Instrument

Lesson Plans and Course Materials

The lesson plans contained the research objectives, research questions, and details of each session including topics, learning objectives, steps of the Task-Based Language Teaching approach, and the tasks in each step. The study began with an orientation, the pretest and a lecture on TBLT on the first day. Lessons 2-10 were developed based on participants’ selection of the topics, which included motivation, differences between L1 and L2 learning, learner characteristics, presentation techniques, activities for language and skill development, and classroom management, respectively. To be noted, the topic of “Activity and Tasks for Language and Skills Development” was selected as the most interesting topic, and it was scheduled to be taught in four sessions. Sessions 11-14 were arranged to provide participants with the opportunity to practice the practical application of knowledge they learned from the first session through session 14. After 14 weeks of study, the participants were required to take a posttest in session 15 so that the researcher could make a determination of what extent the designed course was able to enhance their productive skills and knowledge of TBLT as these were the research objectives. The course outline is presented in Table 6 below.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Contents</th>
</tr>
</thead>
</table>

Table 6

Course Outline
Table 6

Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April 18, 2017</td>
<td>Lesson 1 Pre-test and interview</td>
</tr>
<tr>
<td>2</td>
<td>April 19, 2017</td>
<td>Lesson 2 Motivation</td>
</tr>
<tr>
<td>3</td>
<td>April 24, 2017</td>
<td>Lesson 3 L1 &amp; L2</td>
</tr>
<tr>
<td>4</td>
<td>May 1, 2017</td>
<td>Lesson 4 Learning Characteristic</td>
</tr>
<tr>
<td>5</td>
<td>May 8, 2017</td>
<td>Lesson 5 Presentation Techniques</td>
</tr>
<tr>
<td>6</td>
<td>May 15, 2017</td>
<td>Lesson 6 Activities (1)</td>
</tr>
<tr>
<td>7</td>
<td>May 22, 2017</td>
<td>Lesson 7 Activities (2)</td>
</tr>
<tr>
<td>8</td>
<td>May 29, 2017</td>
<td>Lesson 8 Activities (3)</td>
</tr>
<tr>
<td>9</td>
<td>June 5, 2017</td>
<td>Lesson 9 Activities (4)</td>
</tr>
<tr>
<td>10</td>
<td>June 12, 2017</td>
<td>Lesson 10 Classroom Management</td>
</tr>
<tr>
<td>11</td>
<td>June 19, 2017</td>
<td>Lesson 11 Student Practice</td>
</tr>
<tr>
<td>12</td>
<td>June 26, 2017</td>
<td>Lesson 12 Student Practice</td>
</tr>
<tr>
<td>13</td>
<td>July 3, 2017</td>
<td>Lesson 13 Student Practice</td>
</tr>
<tr>
<td>14</td>
<td>July 10, 2017</td>
<td>Lesson 14 Student Practice</td>
</tr>
<tr>
<td>15</td>
<td>July 17, 2017</td>
<td>Lesson 15 Post-Test</td>
</tr>
</tbody>
</table>

Validation of Lesson Plans and Course Materials

After the course was carefully and clearly written, with special attention paid to the organization, it was then checked for validity. Three documents including 1) a manual consisting of fifteen plans and course materials (Appendix A), 2) the Item-Objective Congruence (IOC) Index form (Appendix B), and 3) a course design evaluation form (Appendix C), were sent to the three experts (Appendix D). Modifications or changes to the course design were made based on the experts’ suggestions.

Item-Objective Congruence (IOC) Index Form

Three experts who had expertise in English teaching and/or course design were provided with an Item-Objective Congruence (IOC) Index form to fill out in order to verify whether the plans contained the necessary tasks and content to measure what they were intended to measure, which was the primary purpose of the IOC. On the IOC form, the relevance of 1) the rationale and teaching topics, 2) the learning objectives and teaching topics, 3) the instructions and course description, 4) the instructions and task-based language
teaching approach, 5) the tasks and learning objectives, 6) the tasks and allotted class time, 7) the content and learners’ needs, 8) the materials and tasks, 9) the assessment and the evaluation methods and learning objectives, and 10) the assessment and the evaluation methods and research objectives were examined.

Under each item to be measured, the experts indicated the degree to which they thought every plan was congruent with the research objectives it was written to measure. They needed to select one of the following three options: high degree of congruence (+1), low degree of congruence or uncertainty (0), or no congruence (-1). The expert selected (+1) when s/he agreed that the item clearly measured the objectives, (0) when s/he was not sure whether the item measured the objectives, and (-1) when s/he agreed that the item did not measure the objectives, and they were then asked to provide suggestions (Rovinelli & Hambleton, 1977). After all three experts returned the completed IOC form, the item – content validity index (I-CVI) scores were calculated by dividing the number of experts giving an index ranging from -1 to +1 by the total number of experts.

The scores revealed that all three experts completely agreed that seven of the 10 items clearly measured the objectives. Specifically, they agreed with the relevance of the rationale and teaching topics, of the learning objectives and teaching topics, of the instructions and the course description, of the instructions and the task-based language teaching approach, of the content and learners’ needs, of the materials and tasks, and of evaluation methods and learning objectives on the unit plans. On the other hand, items 4, 6 and 10 were rated as quite relevant by the experts with an I-CVI of 0.67 (I-CVI = 2/3 = 0.67). One expert was not sure whether the tasks were relevant to the learning objectives, whether tasks were relevant to the allotted class time and whether the assessment and the evaluation methods were relevant to the research objectives.
Overall, the IOC results revealed an average score of 0.9, indicating good content validity (Appendix E) (Turner, Mulvenon, Thomas, & Balkin, 2002). Additionally, one expert stated that the materials had been well designed, but advised that the researcher be careful with the implementation. Moreover, she suggested that the researcher control the duration of activities within the given class time.

**Evaluation of Lesson Plans and Course Materials**

Apart from verifying the relevance on the IOC form, the same three experts were requested to indicate the degree to which they agreed with the statements about other aspects included on aforementioned instruments. The form contained close- and open-ended question types, allowing the experts to provide additional suggestions from their perspectives. The Likert scales, the most widely used rating scales, were developed to measure the expert’s opinions using a fixed choice response format. All three experts were requested to respond to what extent they agreed or disagreed, ranging from “strongly agree (5)” to “strongly disagree (1)” with each statement on the form, and each response has a numerical value (Likert, 1932). The use of Likert scales enabled the experts to indicate the degree of their agreement, not simply answer yes or no; quantitative data could therefore be obtained, which the researcher could then analyze with ease (Bowling, 1997; Burns, & Grove, 1997).

The form consisted of seven main sections, including rationale, course content, instructional activities (Task-Based Language Teaching tasks), instructional materials, assessment and evaluation, and other suggestions or comments. A total of 18 items were listed: clearly stated the main idea of the lessons, clearly stated the intended outcomes of the instruction and subject matter relating to teaching knowledge, appropriate content, interesting content, appropriate organization and sequencing of course content, clearly stated the TBLT steps, included a variety of TBLT tasks, appropriate tasks in each step, appropriate organization and sequencing of tasks, learner participation was required, individual, pair and
group work, useful and meaningful materials, materials suitable for the learners, materials appropriate for the tasks, practical materials, assessment and evaluation appropriate for the objectives of each lesson, feedback from the teacher or peers, and other suggestions or comments.

The interpretation of the findings obtained from the experts’ evaluation was based on the class interval \( ((5-1)/5) = 0.80 \). Accordingly, the following intervals were used in the study: 4.21–5.00 (strongly agree), 3.41 to 4.20 (agree), 2.61 to 3.40 (neither agree nor disagree), 1.81 to 2.60 (disagree), and 1.00 to 1.80 (strongly disagree) (Kan, 2009). The results from the three revealed strong agreement with most of the statements (Appendix E). The highest mean score was awarded for statement 2, “Intended outcomes of instructions on the unit plans were clearly stated,” which gained a mean score of 4.67. In addition, statements that achieved the same mean score of 4 included the main idea of the lessons is clearly stated; subject matter relating to teaching knowledge is included; content is suitable for learners, motivates and maintains interest; the organization and sequencing of course contents is appropriate; TBLT steps are clearly stated; various TBLT techniques (tasks) are included as well as provides for learner participation; individual, pair and group work are included; materials are useful, meaningful and practical, materials are suitable for learners, and appropriate for the tasks; assessment and evaluation are appropriate for the objectives of each lesson; and feedback from the teacher or peers is provided.

The lowest mean score (4.00) was recorded for statements 9 and 10. In other words, the experts agreed that the tasks in each step and the organization and sequencing of tasks were appropriate. Overall, the experts strongly agreed with the course design quality, with a mean score of 4.31. They also mentioned that the course objectives, content, and materials had been well designed and constructed. However, they recommended that the researcher be strict with the time allotted for each activity, as some might take longer than the
set duration. Prior to the implementation, the researcher should also prepare participants for these types of tasks.

### 3.3.3.2 Data-Collection Instruments

#### Pre-Test and Post-Test

The researcher constructed a test with the primary purpose of measuring the participants’ mastery of productive English language skills and knowledge of TBLT before and after their participation in the study. The researcher studied the test construction processes of Hughes (2003) and Burden and Byrd (2003), as well as Brown’s (1996) general guidelines for creating a test and productive item formats. A test blueprint was then created as shown below.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Type of Instrument</th>
<th>Number of Test Items</th>
<th>Point Value</th>
<th>% Weight of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve writing skills</td>
<td>Essay</td>
<td>1</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>Improve speaking skills</td>
<td>Oral presentation</td>
<td>1</td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>Improve knowledge of task-based language teaching approach</td>
<td>Essay</td>
<td>1</td>
<td>16</td>
<td>30</td>
</tr>
</tbody>
</table>

Both the pretest and posttest contained the same three subjective test items: 1) an essay with the assigned topic of “Advantages and Disadvantages of Education in Thailand” (150-200 words) as well as a reflective paragraph on their personal experience (100-150 words) with the purpose of having the participants demonstrate their writing skills, 2) an oral presentation with the assigned topic of “Advantages and Disadvantages of English Teaching in Thailand” (10-15 minutes), with the aim of having participants demonstrate their speaking skills, and 3) an essay with a topic of “Task-Based Language Teaching Approach” (100-150 words).
words), with the aim of having participants demonstrate their knowledge of the TBLT approach. Since the participants had been introduced to the topic of education and English language teaching in past courses, the topics were suitable for use as the topics for the writing and speaking test. The TBLT task was a research objective, justifying its use as a question to examine their knowledge before and after the study. (Appendix F)

**Scoring Rubrics**

The rubrics were adapted from http://www.readwritethink.org (Readwritethink organization, International Literacy Association and National Council of Teachers of English), which is a credible website containing a variety of learning resources, including a rubric for English language teaching widely used in both EFL and ESL settings. Three rubrics, two for assessing two different essays and one for assessing an oral presentation, had the same scoring scales: 1 (Limited), 2 (Developing), 3 (Proficient) and 4 (Exemplary). However, they had a different number of criteria to assess performance. The rubrics for assessing the two essays had four criteria: content/subject knowledge, organization, vocabulary, and grammatical errors. The rubric for assessing the oral presentation had 10 criteria: eye contact, body language, poise, appearance, enthusiasm, voice, pronunciation, subject knowledge, organization, and grammatical errors. Thus, each of the two essays – “Advantages and Disadvantages of Education in Thailand” and the “Task-Based Language Teaching Approach” – was worth 16 points, and the oral presentation was worth 40 points. There was a statement under each criterion and a scoring scale indicating what the participants were expected to perform to receive the scores of 1-4. The same sets of rubrics were subsequently given to two assessors. (Appendix G)

**Narrative Inquiry (Learning Log and Focus Group)**

In the study, learning logs and interview were employed to gain understanding and inquiring into participants’ experience.
Learning Logs (Appendix H)

The purpose of the learning logs was to keep a record of students’ reflections about their understanding and learning of the content taught in the designed course over the semester. The questions included in the learning logs allowed the participants to describe their experiences and share their reflections on the content, tasks or course. To ensure effectiveness, the researcher added a limited number of items to the learning logs as follows: 1) their experience related to the topics, 2) their expectations from the lessons or tasks before the instruction began, 3) things they learned in this session (also asking them to state the TBLT approach), 4) their opinions and feelings about the topics, content and tasks, 5) what made the lessons difficult or easy, 6) their perceptions regarding their productive skill development and knowledge of the TBLT approach, 7) things they think should be improved or modified to promote their language learning and knowledge of the TBLT approach, and 8) their overall satisfaction. The aforementioned items were typed out and prepared in the form of a learning log template so that students did not have to memorize the items to be written in the logs. This allowed them to go directly to the provided space under each item and write their reflections. More importantly, the same template was used in every session to ensure consistency throughout the study.

Focus Groups

The focus group interview questions constructed for the study aimed to determine to what extent the TBLT course was able to enhance learners’ productive English language skills (research objective three) and knowledge of the TBLT approach (research objective four). The interview guidelines consisted of temporality (considering the past, present and future of people, places, things and events under study), 2) sociality (considering both personal conditions – feelings, hopes, desires, aesthetic reactions and moral dispositions; and
social conditions – culture, society, institution), and 3) place (considering the place(s) that events take place. Thus, the question that asked them how well they were able to complete the tasks allowed for the teacher to keep appraised of their perceptions of their own abilities, and to examine whether the perceptions of their performance corresponded to their actual performance. The responses increased the researcher’s awareness of what could be done to develop their language skills and knowledge of TBLT approach.

With regard to the usefulness of tasks, it was found that meaningful tasks and the opportunity to produce the language had a positive impact on the students’ language development. In addition, tasks carried out through teacher and student demonstrations were believed to be more effective than traditional teacher-led lectures. Therefore, the responses on the topics were expected to reveal that the usefulness of the tasks influenced their productive skills and knowledge of TBLT. The interviews could help clarify some unclear responses from participants in their learning logs or draw out in-depth information. Some follow-up questions were derived from the responses on the learning logs. The researcher then connected the responses to the research questions.

**Validation of Pre- and Post-Tests, Scoring Rubrics and Narrative Inquiry**

The pre-test and post-test, rubrics and narrative inquiry were given to each of the three experts to verify whether the assessments, learning objectives, and instructional strategies were in alignment. The same three experts were requested to complete two forms: 1) the Item-Objective Congruence (IOC) Index form (Appendix H) and 2) an evaluation of the assessments (Appendix J).

*Item-Objective Congruence (IOC) Index Form*

The aforementioned instruments were checked for whether they contained the necessary tasks and content to measure what they were intended to measure, which was the
primary purpose of the IOC. They were reviewed and checked for validity by the same three experts with expertise in English teaching and/or course design. The experts were requested to indicate the degree to which they thought the narrative inquiry, the test items and scoring rubrics were congruent with the research objectives they were written to measure. Under each of the seven following items in three main sections on the IOC form, the experts selected the degree of content validity, i.e., high degree of congruence (+1), low degree of congruence or uncertainty (0), or no congruence (-1), and then provided suggestions.

The first section was to verify whether narrative inquiry including the learning logs and interviews was relevant to the research objective, which aimed to investigate to what extent the course could improve learners’ productive English language skills and knowledge of Task-Based Language Teaching techniques (research question 3 and 4). The second section was to verify whether the essay with the topic of the “Advantages and Disadvantages of Education in Thailand” was relevant to the research objective, which aimed to investigate to what extent the course could improve learners’ productive English language skills; whether writing (RQ 3), the essay on the topic of “Task-Based Language Teaching Approach,” was relevant to the research objective, which aimed to investigate to what extent the course could improve learners’ knowledge of Task-Based Language Teaching techniques (RQ 4); and whether the oral presentation on the “Advantages and Disadvantages of English Teaching in Thailand” was relevant to the research objective, which aimed to investigate to what extent the course can improve learners’ Productive English language skills – speaking (RQ 3). The last section was to verify whether the criteria in the essay #1 rubric was relevant to test item #1, whether the criteria in the essay #2 rubric was relevant to test item #2, and whether the criteria in the oral presentation rubric was relevant to test item #3.

After the first validation, the instruments were corrected and adjusted based on the experts’ suggestions. For example, it was recommended that more details such as the number of words, writing style, etc. be added to the essay instructions. Regarding the essay rubric, the
description “Students made many grammatical errors” was not clear and should be more objective, so the researcher indicated the number or percent of grammatical errors. Afterwards, the improved instruments were sent back to the same experts to verify and complete the IOC form again. The results of Item-Objective Congruence (IOC) Index of instruments revealed that all three experts completely agreed that all the improved instruments for assessing the participants’ productive skills and knowledge of TBLT were valid, with the value of 1.0, which guaranteed that the tests assessed what they were supposed to be assessing as shown in Table 10 (Laosap et al., 2012).

**Evaluation of Pre-Test and Post-Tests, Scoring Rubrics and Narrative Inquiry**

The same three experts were requested to check the narrative inquiry, pretest and posttest, and scoring rubrics and indicate the degree to which they agreed with the statements about the appropriateness of the components included on the aforementioned assessment instruments. The form contained close- and open-ended question types, allowing the experts to provide additional suggestions based on their perspectives. Each statement was scored on a five-point Likert scale ranging from “strongly agree (5)” to “strongly disagree (1)” in order to express their level of agreement and disagreement with a particular statement.

The form consisted of three main sections with 14 items as follows: 1) the narrative inquiry primarily aims to determine students’ learning process, 2) the narrative inquiry can be used to determine students’ increased knowledge of task-based language teaching approach, 3) the narrative inquiry can be used to determine students’ productive skill enhancement, 4) the first test item (writing skills) is written in clear, precise language, 5) the second test item (knowledge of TBLT) is written in clear, precise language, 6) the third test item (speaking skills) is written in clear, precise language, 7) the scoring scale (1 Limited – 4 Exemplary) for assessing the pretest and posttest is appropriate, 8) a set of specific criteria on the rubric for the first essay can evaluate students’ writing performance, 9) there detailed descriptions of the characteristics for each level of performance (1-4) are clearly stated and
focus on the quality of students’ writing performance, 10) a set of specific criteria in the rubric for the second essay can evaluate students’ knowledge of the Task-Based Language Teaching approach, 11) detailed descriptions of the characteristics for each level of performance (1-4) are clearly stated and focus on the knowledge of TBLT, 12) a set of specific criteria stated in the oral presentation rubric could evaluate students’ speaking performance, and 13) detailed descriptions of the characteristics for each level of performance (1-4) are clearly stated and focused on the quality of students’ speaking performance, and 14) a set of specific criteria stated in the rubric can evaluate students’ performance during student practice sessions wherein they take on the role of the teacher using the assigned TBLT technique(s) to teach education-related content within 15-20 minutes.

Three experts indicated strong agreement (4.33) with most of the statements, including the aims of using narrative inquiry to determine students’ learning process and writing skill enhancement, (1-3) and the appropriateness of scoring scale for assessing the pretest and posttest items, the set of specific criteria that evaluates students’ writing and speaking performance, knowledge of the Task-Based Language Teaching Approach and student practice, and clearly stated descriptions of the characteristics for each level of performance (1-4) on all three rubrics. Only one statement, “The narrative inquiry can be used to determine students’ speaking skill enhancement” obtained a mean score of 4.00. Overall, the experts strongly agreed with the assessment instrument’s quality, with the mean score of 4.31. (Appendix L).

### 3.3.4 Data Collection

This section includes the details of piloting the research instruments, followed by presenting the procedures of collecting data from the pretest and posttest, and the narrative inquiry through the learning logs and focus groups.
3.3.4.1 Piloting Research Instruments

Teijlingen & Hundley (2001) suggest that conducting a pilot study aimed at planning for, and modification, of the main study provides researchers with advance warning of where a study could fail, where research protocols may not go as planned, and whether proposed approaches and instruments are suitable or too complicated. In this study, a pilot study, or feasibility study, was conducted prior to the main study with two primary purposes: 1) to identify potential deficiencies in the lessons and instruments that could possibly cause problems if proceeding to the main study, and 2) to adjust the lessons and instruments before the main study was set to begin.

The pilot study was conducted in the Pre-Student Teaching Workshop in Teaching English class in the beginning of April 2017. The pilot was two weeks long with each session three hours in length. The class met in the afternoon for three hours, three sessions, for a total of nine class hours. In the study, the primary medium of instruction was English, but with translations into Thai when necessary. English was used as students aimed to become English teachers in the future, necessitating that they practice their English as much as possible. However, Thai was used because some students could not understand the lessons, which might hinder their comprehension and learning process. The students were typically arranged in a manner that maximized opportunities to practice the target skills. Therefore, they were assigned to work in pairs, small groups, and individually depending on the task. After the researcher piloted the course, participants’ opinions and progress were measured by a pre-instruction and post-instruction assessment in order to determine the success of the proposed course development with the use of TBLT techniques for the purpose of productive English language improvement.

The researcher employed the purposive sampling technique to select thirty-two participants enrolled in the Pre-Student Teaching Workshop in Teaching English class in April 2017, and who had attended all class sessions and were willing and able to participate
in the pilot. The participants, ranging in age from 18-26 years old, were English majors in the Faculty of Education, Ramkhamhaeng University. They shared similar characteristics with the students who would be participating in the main study. One of the similarities was the variation in their levels of English proficiency. In addition, the majority of students who participated in the pilot had completed high school outside of Bangkok, and they were currently studying in their sophomore year, third year or junior year.

**Piloted Instruments**

**Lessons**

Given the fifteen lessons, the following three lessons were selected for the pilot study based on the experts’ comments.

1) Lesson 2 – Motivation: This lesson was selected because one expert pointed out that the tasks included in the lesson might exceed the three hours of allotted class time. Therefore, the researcher should make adjustments by removing some tasks that may take students too much time to complete.

2) Lesson 3 – Differences between L1 and L2: one expert mentioned there were too few tasks in the lesson; it should therefore be adjusted by adding one or more tasks depending on the length of time spent on the task the researcher planned to add.

3) Lesson 7 – Activities for Language and Skill Development (Sequencing): one expert mentioned there were too few tasks in the lesson, so one or more tasks should be added for the three-hour class.

**Pre-Test and Post-Test**

Apart from the three selected lessons, the pre-test and post-test were tested to ensure that the test items would accurately address the research questions. Participants’ responses on three items consisting of an essay with an assigned topic, an oral presentation with an assigned topic and an essay with a topic of TBLT approach required participants to write an essay with an assigned topic would demonstrate whether the developed TBLT
course could enhance their productive skills (writing and speaking skills), and knowledge of TBLT approach respectively.

**Scoring Rubrics**

Four-scale scoring rubrics were piloted to examine whether the criteria, scoring scales and expectation descriptions were practical in a real setting, and whether the scores obtained from the rubrics could serve as quantitative data to determine whether the developed TBLT course could enhance their productive skills (writing and speaking skills) and knowledge of the TBLT approach.

**Narrative Inquiry (Learning Log and Interview)**

Topics on the learning logs and for the interviews consisting of participants’ expectations from the lessons or tasks before the class began, knowledge learned in the sessions, their opinions and feelings about the topics, content and tasks, what made the lessons difficult or easy, aspects they thought should be improved or modified, their perceptions of their productive skills and knowledge of TBLT, and overall satisfaction were piloted to examine whether they were comprehensible, clearly understood and appropriate for the participants. The researcher should ensure that the results obtained could serve as qualitative data revealing the extent to which the course enhanced their productive skills and knowledge of the TBLT approach.

**Findings**

**Lesson 2: Motivation**

The results revealed that students’ unfamiliarity with the teacher and uncertainty regarding activity completion time had an impact on the allocated time. The lessons in the unit exceeded the three-hour class time, lasting almost four hours, from 1:30 to 5:15 p.m., which corresponded to an expert’s comment.
First, many participants were unfamiliar with the teaching style and her pronunciation, according to the participants, because it was the first time the researcher taught in English for the entire session. Moreover, it was the first session that required them to complete tasks on the topic of motivation. There were some unfamiliar words and a number of students were confused about what they were expected to do. Therefore, the researcher spent more time than planned.

“Today is like the first day of class that we really have to participate in real tasks. I believe a lot of students here don’t know what you are saying,” said Cooke.

“When you tell us you are going to speak English for the whole semester and we also have to speak English all the time in class, I was extremely nervous. After that, I get distracted by the fear of listening and speaking English,” said Rogers.

Many students preferred the teacher to speak in Thai only, or in English that is then translated into Thai. When they knew they were going to do everything in English, they panicked and felt nervous. Having to report and perform in front of the class was also a concern. Many students were intimidated even though they did not have to give a presentation, but only stand there, and signs of anxiety were noticeable.

Second, too much time was spent on Task 2 in which participants were asked to match classroom activities with the ten suggestions discussed in Task 1. Afterwards, they worked in groups to create one or more activities based on the assigned suggestions and then perform the teacher-student role in front of the class. During the task, participants in each group spent a great deal of time thinking of the activities, especially the language they would use when performing in front of the class. In addition, they needed to think of a clear direction for the activity they would conduct with other participants in class.

Lesson 3: Differences between L1 and L2 learning
The results during the language focus revealed students’ weakness in terms of linguistic aspects. Participants’ difficulty in pronouncing the voicing assimilation of the /s/ and /z/ phoneme when they appeared in the final position of words was evident.

“I can’t, I really can’t pronounce the /s/ and /z/ sounds at the end of words. It is confusing. I think I need more time to understand, memorize and practice, and I don’t know when I will be at the point that I can pronounce the sounds,” said Sack.

“I had no clue how to correctly pronounce the -s plural ending. Do we need the /z/ sound, not just the /s/ sound? I have never heard anyone saying “dogz” (the voiced sound with vocal cord vibration),” said Hess.

The researcher was under the assumption that this speaking practice task would not take too much time because most participants had taken linguistic courses prior to this class, but, in fact, it took over 30 minutes. The interview was conducted to obtain in-depth information on their learning process. Apart from that, the linguistic part during the language focus seemed to be difficult for both students who had already taken the linguistic course and those who had not taken the course. They claimed that because of a lack of knowledge and fossilization, it was difficult to pronounce the sounds in single words, and it became more difficult when pronouncing them in the sentence. However, although they found it difficult, they suggested the researcher retain the task as it was very useful and fun to see everyone trying to pronounce the sounds and laughing a lot in class. It created a fun and friendly atmosphere. In addition, the results also raised the teacher’s awareness with regard to instructional time; the lesson was too short as the expert pointed out.

Lesson 7: Activities for Language and Skill Development (Sequencing)

The results revealed that although the tasks in this session seemed fewer in number compared to the ones assigned in other sessions, the class lasted three hours. The role-play task took more time than expected because students needed to be provided
sufficient time to connect the story based on the scenes that each of the members drew and to create a dialog for the role-play. They found this task challenging because it involved note-taking skills during their peers’ role-play. Moreover, they spent time summarizing each group’s story on the CRSP chart (characters, relationships, setting and plot). They also had to pay attention, understand the story, and then elaborate on it.

**Piloted test and learning logs**

The test and learning logs were piloted, and the results showed that there were no discrepancies. The students reported they did not have any difficulty understanding the test directions and questions. Therefore, this meant that the instruments were able to assess the participants’ performance based on the research objectives.

**Revisions**

**Lesson 2: Motivation**

A slower pace of delivery was required to get students accustomed to the teacher’s pronunciation. The teacher’s directions or instructions need to be clear and concise as this was an important factor that promoted language learning and completion of the tasks. To complete some tasks, the teacher might need to explain twice or more as some students were not familiar with the kind of tasks they were required to complete.

**Lesson 3: Differences between L1 and L2 learning**

The teacher reviewed the linguistic aspects, such as articulation, manner of articulation, voicing assimilation, which students had learned in the linguistics class before having them practice. In addition, because the lesson was too short by about 30 minutes, the researcher added a task called ‘English loan words in Thai’. The students perceived that the added activity helped them recognize English words used in Thai, and the original meaning of some words was changed. They also used critical thinking to provide reasons why the words were used.

**Lesson 7: Activities for Language and Skill Development (Sequencing)**
The tasks in the lesson remained the way they were organized. No additional task was added to the lesson due to time constraints.

**Usefulness of the Pilot Study**

The pilot study played a critical role in the research process as it allowed the researcher to become aware of the factors that could cause a problem and provided the opportunity to improve the course design accordingly before implementing it in the main study. It is important to note that despite the consultation with experts who provided instrument validation, the researcher was better able to ascertain whether the modified lessons were practical and suitable for the participants in the real classroom setting. After obtaining the results, the researcher was able to make the necessary modifications ahead of time, allowing for more quality class time with the participants. More importantly, the pilot study made the researcher aware of the importance of having more than one fixed plan. In summary, the pilot study was useful in terms of helping the researcher adjust the course before conducting the main study.

### 3.3.3.2 Administering the Pre-Test and Post-Test

The pretest and posttest with the same three items including the two essays and one speaking task were employed to determine the improvement of participants’ productive skills and knowledge of the TBLT approach as shown in Table 8.

**Table 8**

*Test Administration*

<table>
<thead>
<tr>
<th>Phase II Course Implementation Instruments</th>
<th>Participants</th>
<th>Test Items</th>
<th>Time</th>
</tr>
</thead>
</table>
| Pre-test                                  | 38 participants who were taking the “Pre-Student Teaching Workshop in Teaching English” course | • Two essays  
• Oral presentation | First day of class |
| Post-test                                 | 38 participants who were taking the “Pre-Student Teaching Workshop in Teaching English” course | • Two essays  
• Oral presentation | Last day of class |
Pre-test and Post-test

Before the curriculum was utilized, the students were required to take a pretest on the first day of instruction in order to determine to what extent they possessed the necessary skills for learning. They were informed that the purpose of the pretest was to assess their writing and speaking proficiency and knowledge of the TBLT approach before taking the course. Comparing the pre-test and post-test scores enabled the teacher to plan and adapt the instruction based on students’ performance and measure their language development and knowledge of TBLT, with the primary purpose of investigating the enhancement of their English writing and speaking proficiency.

Both tests consisted of three test items – two essays and one oral presentation. With regard to the essay, before doing the test, a review was conducted on how to write an essay, which was also contained in the directions on the test. Students were suggested to have taken pre-requisite writing courses prior to taking the course, in which they were taught the three parts of an essay, including 1) the introduction, in which they needed to present a thesis statement and get the readers’ attention; 2) the essay body, in which a clear, focused point should be written in each paragraph; and 3) the conclusion, in which they needed to wrap up their thoughts. Afterwards, they were required to write an essay with the assigned topic of “Advantages and Disadvantages of Education in Thailand” (150-200 words) and finish with a reflective paragraph (100-150 words) on their personal experience. In addition, they were required to write an essay on the “Task-Based Language Teaching Approach” (100-150 words). The last item listed on the test required participants to give an oral presentation on the assigned topic of “Advantages and Disadvantages of English Teaching in Thailand” (10-15 minutes). They were provided a total of three hours and they had to manage their time to complete all three items on the test.
3.3.3.3 Scoring Rubrics

Three sets of analytical rubrics were employed to score each of the three aforementioned items on the pretest and posttest. The total score of each test item was calculated from the number of criteria on the rubrics and the four-point scoring scales. Therefore, both essays, one for assessing writing skills and one for assessing knowledge of the TBLT approach, were worth 16 points calculated from four criteria (content/subject knowledge, organization, vocabulary, and grammatical errors) and four-point scoring scales (1 Limited, 2 Developing, 3 Proficient, and 4 Exemplary). Each essay should have had a central idea directly related to the assigned topic and a clear and logical organization; moreover, students needed to avoid frequent or serious errors in grammar, mechanics, word choice, and sentence structure. The oral presentation was worth 40 points calculated from 10 criteria (eye contact, body language, poise, appearance, enthusiasm, voice, pronunciation, subject knowledge, organization, and grammatical errors) and four-point scoring scales (1 Limited, 2 Developing, 3 Proficient, and 4 Exemplary). All test items were assessed by two assessors, using the same rubrics. The researcher and another assessor arrived at consensus scores through discussion.

3.3.3.4 Narrative Inquiry

For the narrative inquiry shown in Table 13, participants were required to write learning logs to reflect on what they had learned in every session and the focus groups conducted biweekly.

Table 9
Narrative Inquiry Administration

<table>
<thead>
<tr>
<th>Phase II Course Implementation Instruments</th>
<th>Participants</th>
<th>Contents</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Inquiry</td>
<td>38 participants who were taking the “Pre-Student”</td>
<td>1) experiences related to the topics 2) expectations regarding the lessons or tasks before the instruction began</td>
<td>End of each session</td>
</tr>
</tbody>
</table>
Table 9
Narrative Inquiry Administration

<table>
<thead>
<tr>
<th>Phase II Course Implementation Instruments</th>
<th>Participants</th>
<th>Contents</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching Workshop in Teaching English” course</td>
<td>3) things you learned in this session (don’t forget to state the TBLT techniques) 4) opinions and feelings about the topic, content and tasks 5) what made the lessons difficult or easy 6) perceptions of productive skills development and knowledge of TBLT 7) aspects that should be improved or modified to promote students’ productive skill development and knowledge of TBLT 8) overall satisfaction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus groups of five participants</td>
<td>1) things learned from the lesson 2) how well they were able to complete the tasks 3) the usefulness of the tasks in terms of helping them enhance their productive skills and knowledge of TBLT 4) follow-up questions 5) other suggestions</td>
<td>Biweekly</td>
</tr>
</tbody>
</table>

Learning Logs

Learning logs were employed to keep a record of participants’ reflections about their understanding and learning of the content taught in the designed course over a semester. The participants were provided with 13 copies of templates for sessions 2-14, with the exception of session 1 (Orientation) and session 15 (Posttest). They were required to give responses under all eight items including their experiences related to the topic, expectations regarding the lessons or tasks before the instruction began, things they learned in this session, opinions and feelings about the topic, content and tasks, what made the lessons difficult or easy, perceptions of their productive skill development and knowledge of TBLT approach, aspects they think should be improved or modified to promote their language learning and knowledge of TBLT approach, and overall satisfaction.
For each learning log, the participants were instructed to complete the first two items, their experience related to the topic and their expectations, before the instruction began so that the researcher would be aware of their prior knowledge and what they expected to learn. Such information could be used for future course adaptation or supplementing other lessons. Other than that, they needed to participate in all the tasks before completing the additional six items at the end of session in the classroom, at home, or anywhere, with the restriction that they needed to finish and submit the learning log of each session immediately after the session or the following day at the researcher’s office.

Participants were encouraged to write in English, but writing in Thai was allowed as the aim of having them write the learning logs was to get them to reflect on what they learned in each session, not to measure their English ability. Therefore, writing in Thai possibly enabled them to convey their opinions more easily and accurately. However, the researcher informed them that the advantage of writing in English was that it gave them a chance to practice and improve their English; thus, writing in either English or Thai was permitted.

*Focus Group*

Students were interviewed biweekly in focus groups of five participants. The interviews lasted a minimum of five minutes and a maximum of fifteen minutes based on the amount of information they were able to or were willing to provide. The researcher as the interviewer moderated the interview sessions in a comfortable environment to draw information out of the participants. A circular seating arrangement was formed so that participants faced towards the center where the teacher was sitting. The researcher asked questions in Thai, and participants were expected to answer in Thai. The entire interview sessions were tape-recorded with a mobile phone and a camera on a tripod.
3.3.5 Data Analysis

The researcher employed mixed-method data analysis, which strengthened the research in terms of validity and reliability. In particular, the qualitative data supported the quantitative evidence in order to effectively answer the research questions. The present study analyzed the quantitative data through inferential statistics using SPSS’s paired samples $t$ test and the qualitative data through content analysis.

3.3.5.1 Quantitative Analysis of Pre-Test and Post-Test: Inferential analysis

Inferential analysis was employed to determine if there was a relationship between the intervention and the outcome. The scores on each analytic rubric for assessing the three different items were analyzed using SPSS’s paired samples $t$ test. A one sample $t$-test was employed to determine whether the means of the two data sets, the pretest and posttest, differed significantly. All tests used a significance level of 0.05. Therefore, the results of pretest and posttest provided the data the teacher needed to determine the extent to which the course could enhance learners’ productive skills and knowledge of the TBLT approach.

3.3.5.2 Qualitative Analysis of Narrative Inquiry: Content Analysis

Conceptual analysis was employed to analyze the data collected from the learning logs and focus groups. The researcher counted and compared the keywords and content, and then interpreted the underlying contexts. In addition, the researcher followed Miles and Huberman’s (1994) three stages: data organizing, data display, conclusion and interpretation. First, the researcher compiled the information obtained from the recorded interviews and written learning logs and organized them so that the required information could be found easily. Afterwards, data was removed or reduced to a smaller size, meaning that only necessary, meaningful data were retained for analysis. The organized data were connected and displayed in a descriptive manner. At the conclusion and interpretation stage, the researcher drew conclusions and made interpretations from the findings in the previous stage.
Coding was also used as a method to structure and organize the data from narrative inquiry including the interviews and learning logs. The researcher employed open coding by creating a set of themes to describe the phenomena and highlight important findings (Morse & Field, 1995). Patterns in the data were examined, labeled and grouped accordingly (Strauss, 1987). Given that one of the research objectives was to examine the extent to which the course could enhance learners’ productive skills, the qualitative data related to the aforementioned objective obtained through the interviews and learning logs were coded. The researcher employed the coded words to establish the themes.

Apart from the productive language skill development, the coding was employed to structure the qualitative data to support the findings of the other research objective, i.e., to examine the extent to which the course could enhance learners’ knowledge of TBLT approach. The theme that highlighted the findings from the learning logs and interviews with participants was demonstration, which could affect how much knowledge of the TBLT approach they had gained in the study. In addition, the data were analyzed using positive case and negative selection. The researcher discriminated between “highly-improved participants” who demonstrated major improvement and “least-improved participants” who demonstrated minor improvement based on the relative gain in scores after attending the designed TBLT course. The data were analyzed to examine what influenced such major and minor progress of the selected highly- and least-improved participants.

With regard to reliability, inter-coder reliability was employed to measure the agreement between the two raters with respect to data interpretation (Appendix J). In other words, after the interview data were analyzed upon transcription, the researcher and another rater looked at the data and assigned 0 (zero) for disagreement and 1 (one) for agreement. The researcher counted the number of rows in agreement using the percent agreement measure. The data were considered reliable when a consensus was reached on the same interpretation with a range of 75 percent to 90 percent, which indicated an acceptable level of
agreement. Therefore, the researcher set the minimum threshold at 75 percent to reach an agreement consensus. The researcher and the other coder arrived at consensus scores of 100% through face-to-face discussions.

### 3.3.4.3 Data Triangulation

After analyzing the data, the researcher checked the accuracy of data gathered using the triangulation method, which involves the use of a variety of methods to examine the data and establish trustworthiness (Denzin, 1978). The researcher validated the triangular data by considering the consistency and differences of the data obtained from the study, and then arrived at conclusions and made interpretations in a descriptive style based on the conceptual framework for enhancing the pre-service teachers’ productive English language skills and knowledge of TBLT. To be specific, methodological triangulation was employed by using different data collection methods to collect the same information. In the study, the findings from the posttest, written learning logs and interviews were compared to determine whether the same conclusions were found so as to establish validity. Apart from the methodological triangulation, investigator triangulation was employed as the researcher and other assessors used the same rubrics to score the pretest and posttest in order to assess the participants’ productive skill improvement and the increase in their knowledge of TBLT (Denzin, 1978; Patton, 1999).

### 3.4 Ethical Considerations

As the researcher conducted the research with humans, ethical considerations needed to taken into account. For studies using human participants including interviews, experiments and surveys, researchers must adhere to the “respect for person” ethic principle of the Belmont Report (1979). Respect for human dignity is at the core of ethical research with humans. It is a researcher’s moral responsibility to protect participants from harm, such as psychological harm (e.g., the use of impolite words in texts that may offend them), or
social harm (e.g., assignments in which a participant’s name appears, which may disclose their low language proficiency when they wanted this to be kept confidential).

In this study, the participants were provided with a consent form (Appendix K), which included sufficient information on the research title, the researcher’s background, the other assessors involved in the study, the research’s purpose, the research procedure, the potential risks and anticipated benefits of participating in the study, confidentiality, the right to refuse consent or withdraw from the research at any time, and the right to ask questions about this research study. In addition, they were provided with sufficient time to decide whether they were willing to volunteer as a research participant for this study. More importantly, they were informed that their work would be used for research purposes only, and that the decision not to participate in the study would not influence their grade or the relationship with the researcher, either now or in the future. The researcher emphasized the value of their responses for the study and ensured them that their comments would not affect their grade in any course they are currently taking with the researcher during the time of the interview.

With regard to data confidentiality, protection of personal data was a top priority. Every participant was informed that their work would be kept confidential and their identities would remain anonymous. More importantly, the researcher kept participants’ personal information confidential. In order to ensure that information was protected and confidential, a variety of security measures were employed. All paper documents such as consent forms, learning logs, writing assignments, tests, and scored rubrics were filed in a locked cabinet; meanwhile, all electronic files such as tapes, videos, and test results were stored in a hidden, password-protected folder. In addition, a secure password was created to protect the researcher’s computer and laptop used to store electronic files; therefore, no one was unable to log on to the password-protected computer, either locally or remotely.
3.5 Summary

This chapter described the research design and procedures. An experimental design was adopted in an effort to investigate the extent to which the developed course was able to enhance the participants’ productive English language skills and knowledge of the task-based language teaching (TBLT) approach. The study consisted of two phases. In phase I (course design), data were collected through a semi-structured interview with a teacher who had taught the course and through group interviews with 120 students enrolled in the course during the last three academic years (2014-2016), and then analyzed using the qualitative (content analysis) approach. In phase II (course implementation), data were collected through a pre-test and post-test and narrative inquiry (learning logs and focus groups), and then analyzed using both quantitative (inferential statistical analysis) and qualitative (content analysis) approaches to investigate the extent to which the designed course was able to enhance students’ productive English language skills and knowledge of the task-based language teaching approach.
CHAPTER IV
RESEARCH FINDINGS

This chapter presents the findings related to the four research objectives in the study, beginning with the first research objective: to develop a course that incorporates task-based language teaching approach to enhance learners’ productive English language skills (Section 4.1); followed by the second research objective: to develop a course that incorporates the task-based language teaching approach to enhance learners’ knowledge of it (Section 4.2). The first two objectives involve the use of Grave’s course development framework in which eight critical components are explained in detail. Next, the chapter also reports the findings related to the third research objective: to investigate to what extent the course can improve learners’ productive English language skills (Section 4.3); followed by the last research objective: to investigate to what extent the course can improve learners’ knowledge of the task-based language teaching approach (Section 4.4) The pretest and posttest scores were compared to measure participants’ progress and qualitative data from narrative inquiry (learning logs and focus groups) were described.

4.1 Research Objective 1: Findings

To present the findings relating to the development of the course aimed at enhancing productive English language skills, Grave’s framework of course development processes is presented. The critical components include defining the context, articulating beliefs, needs assessment, formulating goals and objectives, conceptualizing content, developing materials, organizing the course, and designing an assessment plan.
4.1.1 Defining Context

In this step, the challenges of the researcher’s situation affecting the study were defined so appropriate approaches could be used to cope with them. The researcher needed to define the context and take it into consideration. The principles of Ramkhamhaeng University (RU) were first taken into consideration. Given that everyone has an equal opportunity to study, anyone who applies to the program is accepted for admission. Consequently, the participants in the study were likely to be heterogeneous in regard to ages gender, prior knowledge, language proficiency level, personality, life experience, profession, etc. The researcher needed to be cognizant of this diversity and design a course to meet the multiplicity of needs, including content and tasks that would be beneficial and meaningful to every participant.

Moreover, since students are not required to attend class, the researcher searched the data on student registration for the course in which she planned to conduct the study in order to estimate the number of students who would withdraw, be absent, or attend all the class sessions. The nature of the students was another challenge as the majority were unwilling to ask questions in class owing to fear of the teacher, shyness, etc. In addition, they were not accustomed to performing hands-on or interactive tasks. Finally, time constraints could also influence students’ learning process as the length of time each individual needed to complete certain tasks inevitably varies. The researcher thus needed to observe, monitor, and give attention to everyone, especially those in need of assistance.

4.1.2 Articulating Belief

Based on the researcher’s beliefs, the course should be designed in such a manner that students are provided an opportunity to practice the language. A properly organized course facilitates language learning. It was believed that the learners would gain knowledge
and improve their language skills through the completion of various tasks in the TBLT course.

With the aim of improving learners’ productive skills, the role of the teacher at any given time can vary between task setter, facilitator, monitor, etc. The researcher needed to create a supportive and comfortable learning environment, one that would keep students engaged in the lessons or tasks and build a feeling of trust, as this would encourage them to provide their opinions, convey information and ask questions. In doing so, the students were likely to be more open to accepting the new teaching approach the teacher aimed to employ and tasks they were not familiar with, helping to maximize their own and one another’s learning. In addition, although each individual may take a different amount of time to acquire the language, it is possible all of them could become more proficient in the language so long as they devote their time and put forth the effort to study, understand and practice the language.

4.1.3 Assessing Needs

In the needs assessment step, information about the learners and their needs should be provided by people connected to the course; therefore, a former teacher who taught the course in the past semesters and the 120 students enrolled in the course during the last three academic years (2014-2016) were purposively selected.

First, the researcher contacted the former teacher via telephone to arrange a semi-structured interview. She was informed of the interview topics in advance to enable her to prepare responses for the interview scheduled for the following day. During the interview, the speakerphone function was activated while the researcher also took notes on her responses and recorded her voice with an MP3 player.

Second, the students were informed of the study via two approaches. The first approach was an oral announcement by the researcher in the researcher’s class and the classes
they were taking with other instructors. The second approach was a written announcement posted in public on a board in the Faculty of Education building. In both the oral and written announcement, the students were informed that if they were willing to participate in the study, they were required to write their names and contact information on a piece of paper provided in a folder located in front of the researcher’s office. After a one-week selection process, the selected participants were contacted and asked to participate in the interviews. In addition, a final written announcement containing the names of the selected participants and the interview schedule was posted on the board. Although most participants were able to participate on the scheduled date and time, some participants were not available and asked to reschedule the appointment. After the appointments were officially scheduled, the researcher conducted the face-to-face interviews.

During the interviews, the participants were asked questions that were constructed based on Graves’ theory focusing on gathering information related to both objective needs (factual information—learners’ background information, including age, gender, profession, education, family etc., their language proficiency, and their use of language in real-life situations) and subjective needs (their expectations of themselves or the course and attitudes towards something) as shown in Figure 1. The participants’ responses were written down in the researcher’s notebook and recorded using a camera and a mobile phone, and then stored in a storage device.
Interview topics to find out objective and subjective needs

- 1 Former Teacher
  - Level of Language Proficiency
    - Proficiency in speaking, listening, reading, and writing skills
    - Language difficulty
  - Teaching Method
    - Selected method(s) and reasons
  - Students’ Progress
    - Progress students had made
  - Modifications that had been made
    - Modifications made during the instruction, at the end of the session or of the course
  - Task-Based Language Teaching approach (TBLT)
    - Attitudes toward TBLT in general
    - Attitudes toward the plan to use TBLT in the course

- 120 Students
  - Background Information
    - Age
    - Profession
    - Grade level
    - Prior experience learning English
    - Language used with their family
    - Language used with their friends
    - Expectation on how and what they would be taught
    - Modifications that should be made during the instruction, at the end of the session or course
    - Task-Based Language Teaching approach (TBLT)
    - Attitudes toward TBLT
    - Attitudes toward the plan to use TBLT in the course

Figure 2. Assessing Needs
4.1.3.1 Results from the Semi-Structured Interview with the Former Teacher

It was important for the teacher to determine students’ language proficiency as this would have an influence on the selection of appropriate content, teaching methods, manner of instruction, pace of delivery, and the difficulty of the materials and activities. Since students at Ramkhamhaeng University are not required to attend classes, the number of students attending classes is smaller than the number of students who register for classes every semester. The former teacher stated that “Most Ramkhamhaeng students work part-time, so they usually miss class, but they try to contact me or usually ask friends to tell them what was going on in class to keep them on the same page.” Most students had a part-time job, meaning that they could attend only some of the class sessions and had to make an effort to catch up on what they missed while absent. However, many students who did not work or were able to manage their work-study time could attend every class session. Consequently, the teacher was able to gauge students’ overall language proficiency level based on their performance in class and/or from the scores on their final examinations. She pointed out that “I usually see two or three, not too many highly-proficient students who always do great in class and also on the exam. I can even count and remember their face.” Therefore, in each semester, there were typically a few advanced students who rarely had difficulty with any of the four language skills.

Most students in class performed at good or fair levels while some students showed a poor performance in all four language skills. She categorized students into beginning and intermediate English proficiency levels. Generally speaking, the beginning-level students were more confident when reading than listening, and they especially lacked confidence in the productive skills of writing and speaking. Similarly, most intermediate students displayed more confidence and also performed better in reading and listening. However, students who did not attend every class session often had a very poor or poor performance and failed the exams.
2) Teaching methods

As the students had various levels of English language proficiency, an appropriate teaching action plan needed to be devised. The participant mentioned that “The students here come from different backgrounds and have totally different level of English proficiency as you can see.” She added: “I have tried and tried looking for other ways of teaching to make the class more effective and at least they can improve their English, but some methods work this semester but when I use the same methods in the following semester they don’t work, so it really depends on the group of students in the specific semester too.” The participant emphasized that she needed to search for appropriate teaching strategies or methods to engage students from diverse backgrounds so that every student could enhance their English skills. Due to this diversity, she found it challenging to plan the lessons and conduct writing and speaking activities in class.

As a result of time constraints and students’ various levels of English proficiency, the teacher could not dedicate sufficient time for students to practice writing and speaking in class. Conducting writing activities was very challenging as each individual needed different amounts of time to create and write essays/stories. Likewise, speaking activities took a significant amount of time due to students’ concern about making mistakes when speaking English in front of the class, so she often ended up running short of time. As the teacher did not want to rush to finish, she often had students read a short text and then asked short questions so that they could at least speak.

As the shortage of class time was the main issue, a great way to practice productive skills was using drills. She stated that drills were commonly used to teach the speaking and writing skills as repetition helped them store the information they learned in their long-term memory. Furthermore, the students were usually assigned homework to practice writing outside of class. However, only some students were eager to complete their homework and submit it before the next session so that they could receive feedback from the
teacher and discuss it in class. The teacher stressed that motivating and encouraging students to do some out-of-class practice was critical, because they did not learn much only listening to instructors in class without practicing the language on their own. In addition, she mentioned that Thai language was the primary medium of instruction in class as she found that the students liked it and seemed to understand the lessons very well.

3) Students’ learning progress

According to the teacher, “Whether students made big or small progress, it meant their English has improved.” She had seen students’ learning progress from the beginning of the course to the end. According to her observations and the exam results, it was obvious that the students who put a lot of time and effort into practicing, submitted their assignments and received feedback made a lot of progress. These students often went above and beyond on assignments and were very eager to improve their English language skills. Regarding the students who attended class but made slow progress, the teacher affirmed that “Many students are slow learners, but I believe they can do it. I saw them practice with friends or review the lesson at ‘Lansara’ (the place where students usually study together).” She felt that every student had the ability to improve their English to a certain extent as long as they took responsibility for their own learning and put the effort into studying and practicing English. Seeing progress kept both the teacher and the students themselves motivated, which created a low-anxiety and supportive learning environment for the students.

4) Modifications that had been made

Because the teacher had taught English for so many years, she had seen many differences among students, including their learning styles, occupations, interests, passions, language proficiency, and various rates of progress. Over time, she realized what worked and did not work when teaching. Therefore, modifications or adjustments to the instruction were made to make her teaching more effective in order to enhance the students’ English skills.
In class, a combination of Thai and English was used as the medium of instruction. The teacher usually taught in English and translated into Thai or vice versa, as she wanted students to be exposed to English as much as possible. She pointed out that the “Pre-student workshop” class was considered a pre-requisite course that preceded a required course called “Teaching Behavior 1.” To take the class, students needed to have achieved a minimum level of proficiency, which they were required to demonstrate by creating a lesson plan and teaching during the student teaching exam. The teacher found that most of the students were not able to pass the exam, as they could not produce the necessary language. Passing the class is mandatory before proceeding to the clinical teaching practice in a real school setting during a practicum in year five.

As mentioned previously, the students felt intimidated when speaking English in front of the class; hence, she assigned students to do speaking practice in pairs or small groups, which helped to reduce their anxiety. She had students work in the same group until they felt confident and were ready to change groups. In addition, she used a variety of group assignments to be completed individually, in pairs and in groups to ensure that each student had mastered the lesson and was able to use the language without assistance. “As I see it, group work or any tasks that the students can do together is effective. Students like to work together as they can ask questions and explain the content one another.” Moreover, assigning students to work in pairs and groups helped them build collaborative skills, as they learned to contribute as well as receive help from others. They needed to learn to work in teams and be aware of being a good team member.

Additionally, she mentioned that the students invariably used electronic dictionaries to look up words during writing practice, which slowed down the learning process. She suggested that the students use the words that they think are appropriate for the contexts, and then consult with friends or the teacher before looking up the words in the dictionary. After that, they can read it over again to review the accuracy of their work.
5) The Task-Based Language Teaching (TBLT) approach

The teacher and the researcher discussed a variety of English teaching methods. However, the participant agreed with the use of the TBLT approach in the course as she felt it could promote communicative skills and provide students with the opportunity to practice using the language. “We use grammar translation most of the time, and we so get used to it. Some teachers are afraid to change the methods or don’t want to for their own reason. But I think it is always a good idea to try something else. TBLT has potential for communicative skills. I attended a conference last year, and I remember the tasks assigned in the workshop. They were quite interesting. You can create these kinds of tasks and do them with our students. And, let me know how it works. I believe it will make a difference.” Additionally, she viewed that the various types of tasks in TBLT would enable the researcher to create a language-rich environment for the students, which would possibly motivate them to learn the language. The participant pointed out that the tasks for each session should be carefully planned in advance and tried out with the students before the implementation so that the lessons or difficulty level of the content could be adjusted according to the learners’ proficiency. Moreover, the directions for each task should be clearly stated to avoid confusion because this could cause students to disengage from the learning tasks. In some tasks, linguistic features such as sound linkage, difficult consonant sounds, and the manner of articulation should be also included because it is necessary that the students know how to pronounce words correctly. The teacher stressed that the students should be good models for their future students.

6) Other suggestions

The teacher suggested that the researcher use content related to teaching knowledge in the course with the aim of preparing them to be teachers in the future. She emphasized that drills were commonly used to teach productive skills; therefore, the researcher should consider the use of teaching methods that promote communicative skills
and provide students with the opportunity to practice using the language. More importantly, a lot of effort should be put toward to making students’ language development a success.

4.1.3.2 Results from the group interviews with the students who were enrolled in the course during the last three academic years (2014-2016)

1) Students’ preferences and proficiency in the four language skills

The participants were asked whether they preferred using Thai or English with their family and/or friends. Nearly 30 percent of students wanted to practice English with their friends or family members, but it was not easy as they thought. The majority of students (about 60%) preferred Thai to English, as it was easier to communicate or express their ideas with no particular concern about making mistakes when speaking or writing, which could lead to misunderstandings. “Thai, of course. When I speak English with friends, we laugh a lot because we don’t understand each other. Then we quit.” However, although students preferred Thai language when communicating with friends, they were aware that they should practice English and doing it in class was a great opportunity.

With regard to the perceptions of their English language proficiency in general, 90 percent of students agreed that productive skills were difficult to develop. Given five proficiency levels including very good, good, fair, poor, and very poor, they rated their speaking and writing skills at the poor and fair levels, causing the researcher to follow up by asking them to explain why they answered this way. Their answers varied; for example, one student said “I can speak very short sentences, especially when I answer with a simple yes or no response or give a short answer without providing further explanations. I feel safe, with no fear of making mistakes” Additionally, when writing, they expressed that they had difficulty constructing sentences due to a lack of vocabulary knowledge and with making connections between sentences within a paragraph. They also pointed out the importance of feedback. “I sometimes want to practice English outside of class, but I think I
don’t have anyone to take a look at it or check it for me. So how can I know my mistakes? I used to ask my friends to check my work, but I feel that I would bother her because my work is full of errors.” When they practiced English skills, they needed feedback so they could become aware of their mistakes and then correct them. However, it was difficult to find someone to check their work or, in some cases, they did not want to bother anyone.

3) Student’s expectations for the course

Students were asked what they expected from the course. Their answers mentioned the content taught in class, their feelings towards the lessons, activities or tasks, assignments they were expected to complete, the teacher’s lectures or teaching styles, feedback they wanted to receive, and the language used as the medium of instruction. Follow-up questions were asked during the interviews based on the students’ answers.

The participants expected to improve their language skills, especially the productive skills, as much and as quickly as possible. However, they realized that learning English takes time and requires a lot of practice. “If possible, I want to be able to fluently use English. My reading is OK because I read a lot and try to use the dictionary. But for speaking or especially writing, I really want to improve these two skills so I can communicate or write papers well.” “We know it takes time to be fluent.” Moreover, they suggested a variety of ways in which groups are formed. Pair and group work helped them make new friends and learn how to work with others. “I know the teacher may want us to work alone sometimes so that we can do it by ourselves but working with friends is good. It is kind of fun, and we don’t feel very stressed out although some assigned work are difficult.” “We can also get to know our friends more, their thoughts, their personality, when we work together.” The students wanted to obtain knowledge as well improve their collaborative skills. In other words, group work enabled them to build social skills and interpersonal skills, which are very necessary in work settings. They thought it was better to have a team to support them, to help them solve problems, to encourage them when they felt exhausted or unmotivated, to cheer
them up when they made too many mistakes, and to push them to succeed. “We can see that people are different. Some are so serious, some are relaxed, some are very good at solving problems.” However, some students felt frustrated when working in groups with higher proficiency students who took on a dominant role. In these cases, the lower proficiency students did not have to think or do anything to complete the tasks, and their opinions were likely to be ignored.

With regard to the content, the participants mentioned that it had an influence on students’ interest. If the content was too difficult, they would feel quite discouraged and intimidated, believing that they could not succeed in learning the language. The majority of participants agreed with the former teacher’s suggestion of using teaching knowledge as content in the course; nevertheless, they suggested the researcher include other kinds of content as well. Afterwards, they were provided with the table of contents from the book entitled “The Teaching Knowledge Test (TKT) Course” (Appendix L), written in 2005 by Spratt, M., Pulverness, A., and Williams, M. The TKT course book was selected due to its emphasis on the core professional knowledge that native and non-native English language teachers should possess in order to teach primary, secondary or adult learners effectively and efficiently. The primary purposes were to increase the teachers’ confidence in their core teaching knowledge and enhance their career prospects. The knowledge in the book covers three primary topics: 1) language and background to language learning and teaching, 2) lesson planning and use of resources for language teaching, and 3) managing the teaching and learning process.

They were required to select 15 topics they perceived to be interesting and mark one of the selected topics as the most interesting topic that needed to be included in the course. Although different topics were selected by the pool of students, the top six in terms of the number of students who chose them were included in the course as shown in Table 10 below.
Table 10  
Selection of Topics

<table>
<thead>
<tr>
<th>Rank</th>
<th>Topic</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Activities for Language and Skill Development</td>
<td>102</td>
</tr>
<tr>
<td>2</td>
<td>Presentation Techniques</td>
<td>88</td>
</tr>
<tr>
<td>3</td>
<td>Motivation</td>
<td>79</td>
</tr>
<tr>
<td>4</td>
<td>Differences between L1 and L2 Learning</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>Learner Characteristics</td>
<td>71</td>
</tr>
<tr>
<td>6</td>
<td>Classroom Management</td>
<td>63</td>
</tr>
</tbody>
</table>

4) Modifications that should be made

Gaps or limitations of the course in the previous semesters were important information that could be used to make improvements in the instruction. Any factors that had an influence on students’ learning were taken consideration so that the researcher could design a course that would boost students’ performance.

The participants mentioned that they wanted the teacher to be aware of the students’ proficiency level and each individual’s background. In fact, the teacher’s expectations have a major influence on students’ performance. At the same time, having high expectations for all students might have a negative impact on weaker students, meaning that low expectations were sometimes needed. “We know all the teachers here want us to succeed, but many of the students here are different. Some have very low language proficiency but want to be a teacher so badly. Some may see the teacher’s expectations as very productive and driving us to succeed, but others may feel that they can’t do as the teacher expects, which causes depression.” If possible, at every opportunity students need to be encouraged and informed about their progress in language learning. It is useful if the teacher points out to them the areas in which they are making progress and improvement.

While they found constructive feedback to be very useful and meaningful, some students were very sensitive when being corrected.
With regard to teaching methods, the participants liked the drill exercises in which they could repeat the sentences over and over again, and they thought that this would cause their pronunciation to become native-like. However, they would like to have a chance to use authentic target language and complete meaningful tasks. They realized that communicative task-based instruction would be time-consuming, but 90 percent of participants believed that spending more time in class with the teacher would be worth it because the students could do the tasks, ask questions, ask for peer or teacher assistance, and get instant feedback.

5) The Task-Based Language Teaching (TBLT) approach

After discussing teaching methods, the researcher and the former teacher agreed that the study should incorporate an approach that promotes communicative skills and gives students opportunities to use the language. Therefore, the students were taught the basic aspects of TBLT. The results revealed that the participants did not possess prior knowledge of the TBLT approach, but they could guess what it involved from its name. They inferred that the focus of the instruction was the use of tasks, and that the researcher would be assigning students many tasks in order to have them practice the language. However, they did not know what kinds of task they would be requested to complete. Some students seemed concerned about the difficulty of the tasks. If the tasks were beyond the students’ capacity, they would not be able to complete the tasks, resulting in failing the exam. After they read the characteristics of TBLT, most students found it interesting and wanted to learn more about it. Most agreed that the approach would enable the students to practice their language skills.

6) Additional suggestions or comments

Clear instructions on what students were expected to do in each task were suggested. Additionally, the teacher should teach in English so that students can pick up vocabulary or learn about sentence structure when the teacher speaks English. However, Thai language should not be ignored. The teacher should also translate into Thai because some
students are slow learners, have low listening proficiency and are not familiar with the teacher’s pronunciation.

To conclude, the course was designed based upon the results received from the respondents: the teacher who used to teach the course and students who had taken the course before. Teaching-related content as well as other kinds of content were included in the course. Regarding the decisions on content, topics in the “The TKT Course” book were selected based on students’ interest. Eighty percent of the students chose the same topics but in different orders; however, 90% of students ranked “Activities and tasks for language and skill development” as the most interesting topic. With regard to the use of teaching methods, as the TBLT approach promotes communicative skills and provides students with the opportunity to practice using the language, the researcher deemed it to be the most suitable approach for the study.

4.1.4 Formulating Goals and Objectives

The goal and terminal objective established to represent the destination was to enhance the pre-service teachers’ productive English language skills, which, based on the findings from needs analysis, was the aspect that students needed to improve the most. The study thus aimed to get students to practice and improve their speaking and writing skills. Before taking the pre-student workshop class, students were required to pass speaking and writing courses in which they were taught essay writing. In the pre-student workshop course, they were expected to use the language as much as possible in the tasks and lessons the teacher employed.

To move the students toward the established goal, a set of clear objectives was formulated using the ABCD terminology (audience, behavior, conditions, and degree of performance). Clear, well-stated objectives would enable the researcher to decide on the
appropriate content and activities for the designed course. The objectives formulated for each teaching session are shown in Table 11.

**Table 11**
*Objectives Formulated for Each Session*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Writing skills</th>
<th>Speaking skills</th>
</tr>
</thead>
</table>
| Motivation                                 | • After ranking Dornyei and Csizer’s ten suggestions used to motivate language learners, the student will be able to write at least five reasons to support the selection of the first-ranked suggestion.  
  • Given one of Dornyei and Csizer’s ten suggestions, the student will be able to design at least one appropriate classroom activity.  
  • After watching each group’s role-play and selecting the best group, the student will be able to write at least five reasons to support the selection.  
  • Given ten words taught in the session, the student will be able to compose a 70-word dialog about motivation. | • After ranking Dornyei and Csizer’s ten suggestions, the students will be able to discuss the differences in ranking with at least two people.  
  • After designing a classroom activity, the student will be able to conduct the activity in the role of the teacher within 15 minutes.  
  • After completing the tasks, the student will be able to present work at least one time. |
| Differences between L1 and L2 Learning     | • Given a Venn diagram, the student will be able to compare and contrast their native language (L1) with English language (L2), listing at least five similarities and five differences.  
  • Given the question “How can L1 affect L2 learning?”, the student will be able to write at least five sentences.  
  • After listing factors affecting L2 learning, the student will be able to write at least five reasons to support the answer.  
  • Given a humorous story about an angry Thai wife, the student will be able to rewrite the story to make it as understandable as possible. | • After rewriting the joke, the student will be able to discuss the use of language in the story.  
  • After rewriting the humorous story, the student will be able to discuss at least three strategies used to make the story understandable.  
  • After completing the tasks, the student will be able to present work at least one time.  
  • Given ten words containing difficult English sounds, the students will be able to pronounce at least seven words correctly.  
  • Given difficult English sounds, the student will be able to name at least three words that contain each sound. |
<table>
<thead>
<tr>
<th><strong>Topic</strong></th>
<th><strong>Objectives</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner Characteristics</strong></td>
<td><strong>Writing skills</strong></td>
<td><strong>Speaking skills</strong></td>
</tr>
<tr>
<td>Given a learner’s description, the student will be able to write a 70-word paragraph on how characteristics influence English language learning.</td>
<td>After completing self-reflection on multiple intelligences, the student will be able to discuss the results with at least two people.</td>
<td></td>
</tr>
<tr>
<td>Given a learner’s description, the student will be able to design a mini-lesson and an activity suitable for the particular characteristics.</td>
<td>After designing a classroom activity, the student will be able to conduct the activity in the role of the teacher within 15 minutes.</td>
<td></td>
</tr>
<tr>
<td>After listening to other students’ characteristics, the student will be able to summarize a significant amount of information.</td>
<td>After writing their own learner characteristics, the student will be able to retell the information to three students within the allotted time (three, two and one minute).</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation Techniques</strong></td>
<td>After watching five presenters’ characters, the student will be able to express their opinions in a 50-word paragraph for each presenter.</td>
<td>After reading different pieces of information in the expert group, the student will be able to tell the information to other members in the home group with at least 60% accuracy.</td>
</tr>
<tr>
<td>After selecting the presenter they liked best and least, the student will be able to write at least five reasons to support the selection.</td>
<td>After completing the tasks, the student will be able to present work at least one time.</td>
<td></td>
</tr>
<tr>
<td>After gathering different pieces of information from each member, the student will be able to summarize the whole story with at least 60% accuracy based on a scoring rubric.</td>
<td>Given a passage, the student will be able to pronounce linked sounds with at least 60% accuracy.</td>
<td></td>
</tr>
<tr>
<td><strong>Activities for Language and Skill Development (Get to know more about me)</strong></td>
<td>Given a topic of their most embarrassing or interesting experience, the student will be able to write about the experience using at least 120 words.</td>
<td>After reading another student’s work and guessing who it belongs to, the student will be able to orally explain at least five reasons to support the answer.</td>
</tr>
<tr>
<td>Given a nine-sentence dictation, the student will be able to write at least seven sentences correctly.</td>
<td>After selecting two names on the “get to know you” paper, the student will be able to ask each person at least ten questions.</td>
<td></td>
</tr>
<tr>
<td>After completing the dictation, the student will be able to create at least seven questions correctly.</td>
<td>After completing the tasks, the student will be able to present work at least one time.</td>
<td></td>
</tr>
<tr>
<td>After asking two people many questions, the student will be able to summarize each person’s information in a paragraph.</td>
<td>Given a close friend’s work, the student will be able to orally provide feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td><strong>Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td><strong>Writing skills</strong></td>
<td><strong>Speaking skills</strong></td>
<td></td>
</tr>
<tr>
<td>Activities for Language and Skill Development (Sequence)</td>
<td>Given a set of pictures, the student will be able to create a 200-word dialog based on the rearranged scenes.</td>
<td>After creating dialogs, the student will be able to perform a role-play.</td>
</tr>
<tr>
<td></td>
<td>After watching each group’s role-play, the student will be able to analyze the story in character, relationship, setting and plot with 70% accuracy based on a scoring rubric.</td>
<td>After receiving feedback from the teacher, the student will be able to discuss the importance of organization clues in writing.</td>
</tr>
<tr>
<td></td>
<td>Given organization clue practice, the student will be able to write a story using at least seven sequence words.</td>
<td>After completing the tasks, the student will be able to present work at least one time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Given a close friend’s work, the student will be able to orally provide feedback.</td>
</tr>
<tr>
<td>Activities for Language and Skill Development (Email Writing)</td>
<td>Given different copies of inappropriate email, the student will be able to write their opinion about the email with at least 50 words.</td>
<td>Given a scenario about a place for a student field trip, the student will be able to discuss three places in order of preference.</td>
</tr>
<tr>
<td></td>
<td>Given different copies of inappropriate email, the student will be able to rewrite the email with appropriate language and format.</td>
<td>After listing three places for the field trip, the student will be able to orally explain at least five reasons to persuade others to agree with the selection.</td>
</tr>
<tr>
<td></td>
<td>After making a decision on the place for a student field trip, the student will be able to write an email to the principal with appropriate language and format.</td>
<td>After completing the tasks, the student will be able to present work at least one time.</td>
</tr>
<tr>
<td></td>
<td>Given a do’s and don’ts chart, the student will be able to categorize what is or is not appropriate when writing an email.</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Objectives</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Activities for Language and Skill Development (Morality)** | • After discussing a passage about crime, the student will be able to summarize popular crime news that occurred in the past or recently.  
• Given a set of morality-related story elements, the student will be able to compose a story by combining the selected elements with at least 70% accuracy based on a scoring rubric.  
• Given another pair’s story, the student will be able to provide written feedback.  
• Given a proverb and 15 words taught in class, the student will be able to write a 100-word moral story.  
• After watching a scene of a movie, the student will be able to discuss the morality and social conscience found in the movie.  
• Given a short passage about crime and a list of ten questions, the student will be able to answer at least eight questions correctly.  
• After summarizing crime news, the student will be able to critique the punishment.  
• After completing the tasks, the student will be able to present work at least one time.  
| **Classroom Management**                                    | • Given a list of conflict types, the student will be able to compose a 100-word story including all the conflicts.  
• After indicating the type of conflicts presented in the passage each group creates, the student will be able to write at least two solutions for each conflict.  
• Given a different type of bullying, the student will be able to compose a 50-word conversation dialog.  
• Given 20 words, the student will be able to compose a 120-word essay.  
• After indicating the type of conflicts presented in a passage the teacher provides, the student will be able to provide at least two solutions for each conflict.  
• Given the word “bully,” the student will be able to discuss its meaning and current situations or news related to it.  
• After listening to a passage about bullying, the student will be able to orally classify four types of bullying.  
• Given students’ unanswered questions in the W column, the student will be able to discuss at least two possible answers by recalling prior knowledge or searching the website.  
| **Student Practice**                                         | For students participating in other students’ teaching demonstration session  
• Given the writing tasks, the student will be able to demonstrate writing skills.  
| For students participating in other students’ teaching demonstration session  
• Given the speaking tasks, the student will be able to demonstrate speaking skills.  

4.1.5 Conceptualizing Contents

After the beginning point (the analysis of learners) and the ending point (objectives) of the instruction were completed, the following step was the “conceptualizing content” process, including making a decision on what would be included, emphasized, and integrated in the course based on how well it matched with learners’ needs and achieved the stated instructional objectives. Several dimensions are categorized in the syllabus grid in Figure 2.

<table>
<thead>
<tr>
<th>Functions</th>
<th>Tasks</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening skills</td>
<td>Speaking skills</td>
<td>Reading skills</td>
</tr>
<tr>
<td>Grammar</td>
<td>Vocabulary</td>
<td>Pronunciation</td>
</tr>
</tbody>
</table>

*Figure 4. Syllabus Grid*

Based on the data from needs analysis, the researcher placed an emphasis on writing and speaking skills; however, the other two skills (reading and listening) were integrated as students should practice a combination of the four skills. Therefore, all four skills were included in the syllabus. Another primary focus or objective in the study was knowledge of the TBLT approach and it was thus added to the grid. In addition, as the participants were pre-service teachers preparing to become English teachers, topics and content related to teaching knowledge were also integrated into the course. The last three dimensions at the bottom of the grid were grammar, vocabulary, and pronunciation. These aspects appeared in the grid as language form was highlighted in the stage of language focus in the TBLT approach.
4.1.6 Selecting and Developing Materials and Activities

The emphasis in this step was on how and with what to teach in the course. First, the researcher made a final decision on the teaching method based on the needs of the students. The TBLT approach was selected due to its suitability as a teaching method. The findings of the needs analysis indicated that students should be provided with opportunities to practice writing and speaking skills, and the selected method required students to use the language through assigned tasks. However, the other two skills (reading and listening) were also integrated, as students should practice a combination of the four skills described in the curriculum course description that the researcher had to follow.

In general, it is important to note that media used must be appropriate for the learners and the course objectives. The media employed in the study included texts, visuals, and video, which were expected to gain participants’ attention and foster their participation in tasks and activities. First, the appropriateness of the language appearing in the text, a commonly used medium, was checked and modified as necessary. The worksheets also needed to have clear instructions so that the students could understand what they were expected to complete. Second, visuals including images and charts, another commonly used medium, were checked for clarity. Lastly, the researcher selected videos in copyrighted DVD to ensure clarity of the sound and visuals.

To be specific, given that the primary goal was to enhance students’ productive skills, the materials and activities were selected and developed primarily to serve that purpose. In the study, available materials related to the field of teaching were selected and included in many sessions due to the fact that the former teacher suggested the integration of education-related content and the students showed agreement with her suggestion. They realized that they were pre-service teachers in the teaching program and would need to prepare themselves to become English teachers in the future. Moreover, to improve their productive skills, the researcher employed three TBLT steps, i.e., pre-task, task cycle and
language focus, while employing a variety of TBLT task types such as listing, ranking, sequencing, discussing, brainstorming, sharing personal experiences, summarizing, comparing, matching, role-playing, reasoning, problem-solving, predicting, visualizing, classifying, diagramming, note-taking, discriminating, self-evaluating, reflecting, fact-finding, persuading, etc.

The researcher made decisions on selecting, modifying, and designing the materials as shown in Table 12 below.

<table>
<thead>
<tr>
<th></th>
<th>Keep original materials</th>
<th>Modify materials</th>
<th>Design new material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differences between L1 and L2 learning</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation techniques</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities for language and skill development (Get to know more)</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Activities for language and skill development (Sequence)</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Activities for language and skill development (Email writing)</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Activities for language and skill development (Morality)</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Classroom management</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

**Session 1: Motivation**

The researcher selected available materials from the book entitled “The TKT Course.” This included Dornyei and Csizer’s ten suggestions regarding what teachers should do to motivate their learners and an exercise sheet that required students to match classroom activities with the ten suggestions.
### Session 2: Differences between L1 and L2 learning

The researcher modified existing material from a website, which was a humorous story about an angry Thai wife. The original version contained impolite expressions; therefore, they were changed or removed as illustrated below.

<table>
<thead>
<tr>
<th>An American husband has an argument with his Thai wife, then he runs her out of the room. She rushes down the stairs to the front of the apartment and yells at him. You know me a little go. You go far far feet me. <strong>You a little crocodile.</strong> If you come down face look. Which wood do you come with me. <strong>Mother!</strong> Come down beautiful sure. You know me good, I not fear. I garden back.</th>
</tr>
</thead>
<tbody>
<tr>
<td>An American husband has an argument with his Thai wife, then he runs her out of the room. She rushes down the stairs to the front of the apartment and yells at him. You know me a little go. You go far far. <strong>You a little crocodile.</strong> If you come down face look. Which wood do you come with me. <strong>Mother!</strong> Come down beautiful sure. You know me good. I not fear. I garden back.</td>
</tr>
</tbody>
</table>

The first sentence that was changed was “You go far far feet me” which gave the meaning of “Stay away from me.” Although the word “feet” represented a part of body called “tao” in Thai, it could be called “teen” with an unaspirated [t], which is considered profanity in some situations. Therefore, the sentence was changed to “You go far far go,” which sounded casual in the conversational context. The next expression “You a little crocodile” was removed because it means “hia” in Thai. Although the word literally means a type of lizard living in a swamppy environment, it is considered profane when used in a derogatory sense. The last expression “Mother come down beautiful sure” contained the word “mother,” which did not convey the literal meaning of “a female parent” as defined in the Cambridge and Merriam-Webster dictionaries. It can be said that this word served two different purposes in the context. First, it is used as vulgar slang to insult someone. Second, it is used as an interjection to express disappointment or dissatisfaction with a situation or someone when it
is pronounced as “maeng” in the mid tone, which is a contraction of “mae mueng.” Therefore, the word “mother” was removed.

**Session 3: Learner characteristics**

A one-paragraph text about students’ ways of learning from *The TKT Course* book, and another paragraph about multiple intelligence theory from *Effective Strategies for Teaching in K-8 Classrooms* (Moore & Hansen, 2011) were selected for teaching and encouraging discussion. In addition, a self-assessment on multiple intelligences (MI) was also selected so as to help learners enhance their self-perception and create their own learning styles.

**Session 4: Presentation techniques**

An article containing different topics regarding presentations, such as planning, rehearsing and setting up, anxiety and eye contact, delivery and voice from the *Instructional Technology and Media for Learning* book written by Smaldino, Lowther, and Russell (2012) was provided so as to foster the students’ awareness of the importance of a well-prepared and organized presentation.

**Session 5: Activities for language and skill development (Get to know more)**

Given that the topic of activities for language and skill development was the top-ranked topic selected by participants during the needs analysis, it was divided into four sessions with different titles. First, new materials including an embarrassing story from the teacher and stories that occurred in the past, present and future time were created for the “Get to know more about me” session.

**Session 6: Activities for language and skill development (Sequence)**

The materials used in the “Sequence” session were the steps in the KSP licensing process retrieved from the website of the Teachers’ Council of Thailand (KSP) at http://site.ksp.or.th/. Participants were expected to find the material useful in the completion of the tasks as they are basic steps they should know in order to get a teaching licence.
Session 7: Activities for language and skill development (Email writing)

In the “Email writing” activity session, participants were provided with new materials designed by the researcher. Learners were given copies of emails between a teacher and students in the scenario of a school setting.

Session 8: Activities for language and skill development (Morality)

Short passages, conscience-related visuals and morality-related videos were selected. The pictures from websites needed to be clear on the computer screen at any size. In addition, the selected video contained appropriate language, and it was of good quality in the DVD format. Only a ten-minute segment on morality was presented. As the researcher was aware of the copyright issue, she was not willing to modify the video. Instead, she took note of the scene times, and then played, paused and replayed as necessary.

Session 9: Classroom management

Six types of conflicts including person-self, person-person, person-technology, person-society, person-nature, person-supernatural were discussed and explained. Two different passages about classroom management were taken from two textbooks (Borich, 2010; Orange, 2005). Participants were expected to gain knowledge about classroom management and apply their critical thinking skills to examine the conflicts that appeared in the passages. A passage about bullying was chosen due to the fact that it was one of the classroom management aspects, and it is presently an important issue in many countries. Participants were expected to become aware that there is a chance that any student could be bullied. The passage provided valuable tips on the prevention of bullying to keep their learning environment safe and supportive. For the four sessions of student practice at the end of the semester, participants were encouraged to use education-related materials from any learning resource. Nevertheless, this was not a requirement and they could choose any type of materials. After selecting the materials, they were required to submit them to the researcher for approval.
In selecting and developing the materials, the researcher perceived her role as 1) the teacher who is charged with selecting appropriate materials for the diverse group of students participating in the study, 2) a task setter who sets a variety of tasks requiring the participants to use and practice the language so that they could activate and increase their knowledge, and improve their language skills, 3) a monitor who observes and records students’ behavior and performance, and 4) a facilitator who helps any student in need of assistance and answers any question. The roles of the students were to perform the tasks, direct their own learning, monitor themselves and others, employ internal control and set the tasks as well. As Das (1988: 8) states, “the function of materials is primarily to provide opportunity for learning through interaction.” The aforementioned materials were carefully selected, modified or designed for the TBLT course with the primary purpose of enhancing students’ productive skills as shown in Table 13 below.

Table 13
*Developing and Selecting Activities*

<table>
<thead>
<tr>
<th>Materials</th>
<th>Activities</th>
<th>Speaking skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MOTIVATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Dornyei and Csizer’s ten suggestions</td>
<td>• provide reasons to support the selection</td>
<td>• discuss word meanings</td>
</tr>
<tr>
<td>• exercise sheet from the TKT Course book</td>
<td>• creates classroom activities</td>
<td>• talk about their experience</td>
</tr>
<tr>
<td></td>
<td>• create a dialog</td>
<td>• summarize their partner’s experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• report on work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• act out the role of teacher</td>
</tr>
<tr>
<td><strong>DIFFERENCES BETWEEN L1 AND L2 LEARNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• a humorous story about an angry Thai wife from a website</td>
<td>• write the similarities and differences between two things</td>
<td>• discuss statements</td>
</tr>
<tr>
<td></td>
<td>• list factors that affect L2 learning</td>
<td>• discuss the use of language and strategies</td>
</tr>
<tr>
<td></td>
<td>• provide reasons to support the selection</td>
<td>• report on work</td>
</tr>
<tr>
<td></td>
<td>• rewrite the story to make it understandable</td>
<td>• pronounce words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• name words</td>
</tr>
</tbody>
</table>
### Table 14
**Developing and Selecting Activities**

<table>
<thead>
<tr>
<th>Materials</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td><strong>Writing skills</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNER CHARACTERISTICS</td>
<td>• write about the influence of personal characteristics on English language learning and how successful they are at learning English</td>
</tr>
<tr>
<td></td>
<td>• design a lesson and an activity</td>
</tr>
<tr>
<td></td>
<td>• summarize information</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• students’ ways of learning from The TKT Course book</td>
</tr>
<tr>
<td></td>
<td>• multiple intelligence theory from Effective Strategies for Teaching in K-8 Classrooms</td>
</tr>
<tr>
<td></td>
<td>• complete a self-assessment on multiple intelligences (MI)</td>
</tr>
<tr>
<td>PRESENTATION TECHNIQUES</td>
<td>• categorize items into appropriate columns</td>
</tr>
<tr>
<td></td>
<td>• provide reasons to support their selection</td>
</tr>
<tr>
<td></td>
<td>• write their opinion</td>
</tr>
<tr>
<td></td>
<td>• summarize information</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT (GET TO KNOW MORE ABOUT ME)</td>
<td>• analyze the story</td>
</tr>
<tr>
<td></td>
<td>• write about personal experience</td>
</tr>
<tr>
<td></td>
<td>• write sentences using appropriate tenses</td>
</tr>
<tr>
<td></td>
<td>• formulate questions</td>
</tr>
<tr>
<td></td>
<td>• gather information</td>
</tr>
<tr>
<td></td>
<td>• provide feedback on another student’s work</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 15

*Developing and Selecting Activities*

<table>
<thead>
<tr>
<th>Materials</th>
<th>Writing skills</th>
<th>Speaking skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT (SEQUENCE)</strong></td>
<td>• write a story</td>
<td>• do a role-play</td>
</tr>
<tr>
<td>• KSP licensing process from the website</td>
<td>• create a dialog</td>
<td>• discuss the given topic</td>
</tr>
<tr>
<td></td>
<td>• elaborate on the story</td>
<td>• report on work</td>
</tr>
<tr>
<td></td>
<td>• provide feedback on another student’s work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• create a story</td>
<td></td>
</tr>
</tbody>
</table>

| **ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT (EMAIL AND REPORT WRITING)** | • demonstrate prior knowledge | • discuss their email and report writing experiences |
| • copies of email | • correct an email | • discuss the given scenario |
| | • write an email | • give reasons to support their selection |
| | • categorize items into appropriate columns | • persuade others to agree with their selection |
| | | • report on work to the class |

| **ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT (MORALITY)** | • create a mind map | • discuss the given topic |
| • social conscience pictures and short passages | • write about news | • exchange information |
| • a scene from “A Bug’s Life” movie | • make a judgment | • reflect on the pictures and passages |
| • a passage about crime | • create a story | • answer the teacher’s questions |
| • proverbs | • provide written feedback on another pair’s work | • discuss a scene from the movie |
| • morality-related elements for “Jumbled Story” activity | | • provide feedback on another pair’s work |
| | | • report on work |
Table 16
*Developing and Selecting Activities*

<table>
<thead>
<tr>
<th>Materials</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing skills</strong></td>
<td><strong>Speaking skill</strong></td>
</tr>
<tr>
<td>• six types of conflict</td>
<td>• discuss the given topic</td>
</tr>
<tr>
<td>• two classroom management” passages</td>
<td>• identify types of conflict</td>
</tr>
<tr>
<td></td>
<td>• use problem-solving skills</td>
</tr>
<tr>
<td><strong>STUDENT PRACTICE (4 SESSIONS)</strong></td>
<td>• report on work</td>
</tr>
<tr>
<td>• materials from students with the teacher’s</td>
<td>For students participating in other students’</td>
</tr>
<tr>
<td>(researcher’s) approval</td>
<td>teaching demonstration sessions</td>
</tr>
<tr>
<td></td>
<td>• perform writing tasks assigned by students</td>
</tr>
<tr>
<td></td>
<td>who were teaching</td>
</tr>
<tr>
<td></td>
<td>For students teaching in one of the four</td>
</tr>
<tr>
<td></td>
<td>scheduled sessions</td>
</tr>
<tr>
<td></td>
<td>• complete self-evaluation</td>
</tr>
<tr>
<td></td>
<td>For students participating in other students’</td>
</tr>
<tr>
<td></td>
<td>teaching demonstration sessions</td>
</tr>
<tr>
<td></td>
<td>• perform speaking tasks assigned by students</td>
</tr>
<tr>
<td></td>
<td>who were teaching</td>
</tr>
<tr>
<td></td>
<td>For students teaching in one of the four</td>
</tr>
<tr>
<td></td>
<td>scheduled sessions</td>
</tr>
<tr>
<td></td>
<td>• complete self-evaluation</td>
</tr>
</tbody>
</table>

4.1.7 Organizing the course

After the materials and activities were selected, they were organized in an appropriate sequence. On the course level, the sequence of topics was arranged in the original sequence as presented in the book titled “The TKT Course” written by Spratt, M., Pulverness, A. and Williams, M. (2005). Moreover, given that the topic of “Activities for Language and Skill Development” was chosen as the most interesting topic, four sessions with different activity-related topics were developed to meet their needs. On the lesson level, activities or tasks were organized in the three steps of Task-based Language Teaching approach. The time spent on each task varied, depending upon the details of the tasks and student’s familiarity with the topic learned in the session. For instance, the role-play activity required a tremendous amount of time as every group member needed to rehearse the dialogs, and each group needed to be given an opportunity to perform. At the final step of language focus, the
linguistic features were emphasized. Moreover, the researcher provided feedback during the first half of the study; the participants learned how to give feedback by virtue of the teacher’s feedback, and then began providing feedback later in the study. There were 15 sessions in which the developed tasks were systematically organized as follows:

**Session 1: Orientation, Pre-Test and Focus Group**

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Every participant was informed that their work would be used for research purposes and be kept confidential. Their identity would remain anonymous and they were required to sign a consent form for their participation. Moreover, the researcher emphasized the value of their responses for the study and made sure that they realized their comments would not affect their grade in any course with the researcher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>Participants were required to take a pre-test, which consisted of writing task on the assigned topic, an oral presentation on the assigned topic, and knowledge of the TBLT approach, in order to determine how many of the necessary skills students possessed in order to learn. The participants were informed that the purpose of the pre-test was to determine their English writing proficiency before taking the course. This would also enable the teacher to plan and adapt the instruction based on students’ performance.</td>
</tr>
<tr>
<td>Focus Group</td>
<td>Interviews were conducted with focus groups of five participants. The interview framework covered the topics of language skills, expectations related to the course, TBLT tasks and additional suggestions. The entire interview session was tape-recorded and then analyzed using content analysis.</td>
</tr>
</tbody>
</table>
Session 2: Motivation

<table>
<thead>
<tr>
<th>Step 1: Pre-Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants discussed the meaning of “motivation,” shared their experience with their partner on what motivated them to do something in life and then summarized their partner’s story.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Task Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td><strong>Task 1</strong></td>
</tr>
<tr>
<td>After reading Dornyei and Csizer’s ten suggestions to motivate students’ language learning from the book entitled “Teaching Knowledge Test,” the participants ranked 10 suggestions in order from 1 (most necessary) to 10 (least necessary) and provided reasons for the first-ranked selection. Afterwards, they were asked to find at least two classmates that had different top two items on the list and then share their opinion.</td>
</tr>
</tbody>
</table>

| **Task 2** | | |
| Participants individually matched classroom activities with the ten suggestions and checked their answers with friends. Afterwards, the researcher assigned them to work in groups. They were told to pick one suggestion from the list and create one or more classroom activities based on the assigned suggestion. | Having created the activity, each group prepared to perform in front of class. | Each group performed the classroom activity they created in the role of teacher. After that, participants individually decided which group was the best, and wrote the reasons. |

<table>
<thead>
<tr>
<th>Step 3: Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher provided feedback on their work and focused on new words learned in class. Participants individually created a conversation about motivation using the given words.</td>
</tr>
</tbody>
</table>
### Session 3: Differences between L1 and L2 learning

#### Step 1: Pre-Task
Participants interpreted the meaning of two statements about learning the target language, discussed whether they agreed or disagreed and provided reasons.

#### Step 2: Task Cycle

<table>
<thead>
<tr>
<th>Task</th>
<th>Planning</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1</strong></td>
<td>Having brainstormed their opinions, each pair prepared to report on the effect of the first language on English language learning, and one factor that affected their language learning most with supporting reasons.</td>
<td>Each group reported to the whole class.</td>
</tr>
<tr>
<td><strong>Task 2</strong></td>
<td>Having shared their opinions, each pair prepared to report on the use of language in the story and their strategies to correct the sentences.</td>
<td>Pairs were randomly selected to report briefly to the whole class.</td>
</tr>
</tbody>
</table>

#### Step 3: Language Focus
The teacher provided feedback on their work and focused on the difficult English sounds most students had difficulty pronouncing. After that, participants practiced pronouncing the words and thought of other words containing those sounds.
Session 4: Learner Characteristics

### Step 1: Pre-Task
Participants discussed the learner characteristics that the researcher reviewed as well as two statements about learner characteristics by relating the statements to their experience.

### Step 2: Task Cycle

<table>
<thead>
<tr>
<th>Task</th>
<th>Planning</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1</strong></td>
<td>Participants prepared to report on the MI results.</td>
<td>Participants were randomly selected to report on their work to the whole class.</td>
</tr>
<tr>
<td>Participants completed a self-assessment on multiple intelligences (MI) and discussed the results with other students,</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Task 2</strong></td>
<td>Each pair prepared their lesson and activity.</td>
<td>Pairs were randomly selected to report on the activity to the whole class.</td>
</tr>
<tr>
<td>After reading the given descriptions of a learner, participants needed to write how the person’s characteristics might influence how they learn and how successful they were at learning English. Each participant individually created a lesson and activity suitable for the person. After that, each learned paired up with another student and took turns conducting the activity in the role of teacher.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Step 3: Language Focus
The researcher provided feedback on their work and focused on the new language. To practice, participants talked about their own learner characteristics using the 3/2/1 activity. Each participant summarized what they heard and was randomly called on to present in front of class. The researcher focused on the sentence structure that each student presented in each stage (3, 2 and 1), respectively.
Session 5: Presentation Techniques

### Step 1: Pre-Task
Participants discussed their presentation experience and the importance of presentations in teaching. They were assigned to work in groups to search the Internet for what they should and not do when preparing for a presentation and classify the techniques into “Do’s” and “Don’ts” categories. Afterward, they were asked to select one technique from the “Do’s” list that they thought was the most important and one “Don’t” that was the most inappropriate. Then, they needed to write the reasons to support their selections.

### Step 2: Task Cycle

<table>
<thead>
<tr>
<th>Task 1</th>
<th>Planning</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five students were assigned different characters and then gave a presentation based on the assigned characters in front of class. After each presentation, participants were asked to write their opinions about each presenter.</td>
<td>Participants prepared to report on their opinions about each presenter.</td>
<td>Pairs were randomly selected to give a report on whom they liked most and least and provide reasons to the whole class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task 2</th>
<th>Planning</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>The second task was “Jigsaw” in which participants were divided in five groups, and members in each group were assigned to read different pieces of information about presentation techniques. After gaining knowledge about what they read, they shared the information with other group members, worked together to summarize the content, and gave a summary of the presentation technique to class.</td>
<td>Having shared their opinions, each pair prepared to report on the comparisons.</td>
<td>Pairs were randomly selected to report briefly to the whole class.</td>
</tr>
</tbody>
</table>

### Step 3: Language Focus
The teacher focused on sound linkage presented in Task 1 and provided feedback. Additionally, they practiced sound linkage heard in Task 2.
Session 6 - 9: Activities for Language and Skill Development

There were four different activities – “Get to know more about me” in Unit 6, “Sequence” in Unit 7, “Email and Report Writing” in Unit 8, and “Morality” in Unit 9.

Session 6 “Get to know more about me”

<table>
<thead>
<tr>
<th>Step 1: Pre-Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants discussed their feelings about the use of activities in the English classroom and their influence on language and skill development. In the activity called “Get to know more about me”, participants listened to an embarrassing story from the teacher, discussed in groups whether they believed the story was the researcher’s real-life situation and provided reasons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Task Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td>Task 1</td>
</tr>
<tr>
<td>Task 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants checked each other’s work and provided feedback with the teacher’s assistance. Afterwards, they practiced three tenses in a “Number” activity, in which one number represented life in the past, one in the present, and one in the future.</td>
</tr>
</tbody>
</table>
### Session 7 “Sequence”

#### Step 1: Pre-Task
Participants wrote a story based on three sequential scenes their partner drew to illustrate what they did on the previous day.

#### Step 2: Task Cycle

<table>
<thead>
<tr>
<th>Task</th>
<th>Planning</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants worked in groups to arrange the given pictures in any order they preferred or made sense to them, created their own conversations and role-played the story in front of class. Students individually elaborated each group’s story in CRSP (Character, Relationship, Setting and Plot).</td>
<td>Participants prepared to role-play the conversation.</td>
<td>Participants were selected to role-play the conversation. The participants voted and chose the best role-play.</td>
</tr>
<tr>
<td><strong>Task 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After finishing the first task, the researcher moved to the second “sequencing” task in which participants visited the website of the Teachers’ Council of Thailand (KSP) and summarized the steps of KSP licensing process.</td>
<td>Participants prepared to report the summary of KSP licensing process.</td>
<td>Participants were randomly selected to report briefly to the whole class.</td>
</tr>
</tbody>
</table>

#### Step 3: Language Focus
Participants worked in pairs to check each other’s task 1 and task 2 and then provided feedback with the researcher’s assistance. As the “sequencing” task was the focus of this unit, participants were directed to organization clues and discussed their importance in writing. Lastly, to have them practice using organization clues, the researcher conducted a “Connect the Story” activity.
### Session 8 “Email and Report Writing”

<table>
<thead>
<tr>
<th>Step 1: Pre-Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants discussed their email and report writing experiences and wrote what they knew about the language used in email and reports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Task Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td>Task 1</td>
</tr>
</tbody>
</table>

| Task 2 | The researcher moved to the second task called the “Report” task. Before reaching the final step of writing a report to the school principal, participants discussed in pairs the given scenario about finding a place for a student field trip and listed three places they liked. After that, they discussed with other pairs about their three choices, persuaded them that their selection was the best and made a decision on choosing only one place for the trip. | Having shared their opinions, each pair prepared to report on the comparisons. | Pairs were randomly selected to report briefly to the whole class. |

<table>
<thead>
<tr>
<th>Step 3: Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher provided feedback on language used in each group’s email and report. Then, participants individually completed a Do’s and Don’ts chart.</td>
</tr>
</tbody>
</table>
Session 9 “Morality”

Step 1: Pre-Task
Participants were first asked to define morality and explain how we decide what is right and wrong. Then, learners were asked to reflect on what they saw in each social conscience picture and then discussed a scene from “A Bug’s Life” that they had watched.

Step 2: Task Cycle

<table>
<thead>
<tr>
<th>Task</th>
<th>Planning</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants were given a short passage about crime to read individually, answered the researcher’s questions and created a mind map based on their comprehension of the passage. After the individual work, they were assigned to work in groups to write about popular crime news, including the punishment the person received, write down information about the punishments for crimes they searched on the Internet, discuss the punishment the criminal received, provide an alternative punishment and give reasons.</td>
<td>Having shared and searched information about popular crime news, participants prepared to report on their work.</td>
<td>Groups were randomly selected to report their information about popular crime news.</td>
</tr>
</tbody>
</table>

| **Task 2** | | |
| The second task called “Jumble story” required participants to create a story based on the given morality-related elements. | Each pair prepared to report their story. | Pairs were randomly selected to report briefly to the whole class. |

Step 3: Language Focus

Each pair reviewed another pair’s jumbled story and provided feedback with the researcher’s assistance. Afterwards, the researcher focused on new vocabulary taught in task 1 and 2, and then asked participants to individually create a 100-word story using the given 15 words based on the assigned proverb.

At the end of the four aforementioned sessions (6, 7, 8, and 9), the researcher opened discussion to the entire class and encouraged participants to give responses related to the things they learned in the previous units, such as learner characteristics, motivation, presentations, etc. The questions included for whom the tasks were most appropriate (grade level and proficiency level), when the task should be conducted (first day of class, at the
Session 10: Classroom Management

**Step 1: Pre-Task**
The researcher started the session with an introduction to the KWL-A strategy chart and “Classroom Management” topic. After participants understood how to use the chart, they individually completed the first two columns (K and W) using complete sentences and discussed the things they wrote in both columns.

**Step 2: Task Cycle**

<table>
<thead>
<tr>
<th>Task</th>
<th>Planning</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>- The researcher introduced six types of conflicts and provided an example of each one. Participants were divided into two sides, A and B, to individually read two different passages about classroom management, indicate the type of conflict presented in the passage and provide solutions for each one. Afterwards, they worked in pairs to create a “classroom management” short story that included all six conflicts.</td>
<td>- Having created the conflict story, participants prepared to read their story to class.</td>
</tr>
<tr>
<td>Task 2</td>
<td>- In the classroom management passage, bullying was mentioned as one of the problems that occurred in classrooms. Therefore, the researcher continued with the discussion on the word “bully” in the second task. Afterwards, participants listened to a passage on bullying, worked in groups to classify four types of bullying, i.e., physical, verbal, social, and cyber bullying, and then wrote a dialog based on the assigned types of bullying. Additionally, other groups identified the types of bullying included in the written dialog and provided solutions. At this point, participants individually wrote what they learned from task 1 and 2 in the L column, chose one of the unanswered questions in the “W” column and found out the answer. After getting the answer, they wrote it in the “A” column so the KWL-A chart was complete.</td>
<td>- Participants prepared to report their KWL chart.</td>
</tr>
</tbody>
</table>
Step 3: Language Focus

The researcher provided feedback on participants’ work and focused on the new vocabulary taught in task 1 and 2. The students individually selected 20 words from both tasks and completed a part of speech (POS) table. After that, they created a 120-word essay using 10 words the researcher provided and another 10 words from their own POS table.

Unit 11 – 14: Student Practice

Each student was required to teach a mini lesson in English for 15-20 minutes. During the instruction, they were required to conduct real tasks in class with their friends acting as the students. Therefore, in these four sessions of student practice, they would need to practice their productive skills while completing the assigned tasks.

Unit 15: Posttest

Students were required to take a post-test that was identical to the pretest consisting of two essays and an oral presentation. The results were collected and analyzed in order to determine the extent to which the course was able to enhance their productive skills as well as their knowledge of TBLT techniques. The pretests and posttests were compared to measure the changes in scores, which determined the students’ performance progress over the 15-week instructional period.

4.1.8 Designing the Assessment Plan

The assessment plan was designed to assess to what extent the course was able to enhance students’ productive skills. Quantitative (pre-test and post-test) and qualitative (narrative inquiry - learning logs and focus groups) assessment were employed.
4.1.8.1 Qualitative Assessment

In the study, learning logs and focus groups were employed with the aim of keeping a record of students’ reflections about their understanding and learning in the designed course over the semester.

**Learning Logs**

Participants were requested to complete learning logs every session. In every learning log, they needed to write their experience related to the topic and their expectations regarding the lessons or tasks before the instruction started. In addition, at the end of each session, they needed to reflect on things they learned in the session, their opinions and feelings about the topics, content and tasks, what made the lessons difficult or easy, aspects that should be improved or modified to promote their language learning, perceptions of their productive skill development and knowledge of TBLT after each session, and their overall satisfaction. They could write in Thai because the primary purpose was to have them reflect on what they learned, not to measure their language proficiency. However, they were also allowed to write in English.

**Focus Groups**

Focus groups of three to five participants were conducted biweekly for five to fifteen minutes at the end of each session. The questions focused on what students learned from the lesson, how well they were able to complete the tasks, how they rated the tasks, the usefulness of the tasks in terms of helping them to enhance their productive skills, follow-up questions, and other suggestions. These questions were constructed in a manner that the responses could be triangulated with the data from the learning logs. Some other follow-up questions were derived from the responses in the learning logs to clarify some unclear responses or draw out in-depth information.
4.1.8.2 Quantitative Assessment

Pre-test and Post-test

To assess students’ productive language development, a subjective test was employed. The pretest conducted on the first day of instruction and the posttest given on the last day contained the same three questions, which consisted of an essay with an assigned topic to assess their writing skills worth 16 points and an oral presentation on an assigned topic worth 40 points. The total score of each test item was calculated from the number of criteria on the rubrics and the four-point scoring scales. The participants had an hour to write the essay on the provided topic. They were allowed to decide whether they preferred taking the oral presentation test before the writing part. While the students were taking the speaking test with the teacher as the researcher, two staff members monitored the students taking the written exam. The results were collected and analyzed using the descriptive statistical analysis of the pre- and post-test scores in order to determine the extent to which the course enhanced their productive skills.

Scoring Rubrics

Two rubrics, one for assessing writing skills (essay) and another one for assessing speaking skills, were adapted from a credible website (http://www.readwritethink.org). Both rubrics had the same scoring scales: 1 (Limited), 2 (Developing), 3 (Proficient) and 4 (Exemplary). However, they had a different number of criteria for assessing the performance. Four criteria including content, organization, vocabulary, and errors were used to assess the essay worth 16 points. Meanwhile, ten criteria including eye contact, body language, poise, appearance, enthusiasm, voice, pronunciation, subject knowledge, organization, and errors were used to assess the speaking skills or oral presentation, which was worth 40 points. All test items were assessed by two assessors, using the same rubrics. The researcher and another assessor arrived at consensus scores through discussion.
4.2 Research Objective 2: Findings

To present the findings relating to the course developed to enhance knowledge of the task-based language teaching (TBLT) approach, Grave’s framework of course development processes was presented. The critical components include defining the context, articulating beliefs, needs assessment, formulating goals and objectives, conceptualizing content, developing materials, organizing the course, and designing an assessment plan.

4.2.1 Defining the Context

At Ramkhamhaeng University (RU), instructors have a great deal of autonomy in choosing and designing their own teaching materials and selecting teaching methods suitable for their students. In most classes in the English teaching program, students’ native language was employed as the medium of instruction due to the fact that it is not an international program where courses are taught entirely in English. However, in some courses, instructors taught partly in English, enabling them to stay in their comfort zone and reduce their anxiety. In some courses, Thai language was kept at a minimum and students were encouraged to step outside their comfort zones to learn something new, to gain knowledge and have new experiences. The teaching styles and methods of each instructor varied. Although traditional stand-and-deliver lectures are the primary mode of instruction, instructors often employ more stimulating approaches to enhance students’ engagement in class.

4.2.2 Articulating Belief

The researcher firmly believes in the utility of student-centric classes. Language learners are developing language skills in order that they can accomplish their goals, such as communicating with friends, customers and colleagues, studying in class, getting a degree, and having a desired career. The fact that English and Thai differ in terms of grammar, structure, pronunciation, etc. makes it difficult for learners to become proficient in English. However, as long as the learners realize the importance of learning the language, they will
make an effort to study. More importantly, learners with the goal of becoming English teachers realize how important English language is. It is mandatory that they learn English in order to understand about the language and have the ability to use it, as this enables them to become a model for their prospective students and effectively pass on their knowledge as an English teacher.

With the belief that everyone can learn new things, the new teaching method can be incorporated with the aim of improving students’ knowledge of teaching methods. That being said, traditional lectures should not be eschewed as learners can gain valuable information from this method of delivering knowledge. However, based on experience, the researcher believes that emphasizing teacher demonstrations is more productive as this can help learners gain a clear picture of a method, learn how to apply it in an authentic teaching setting, and adapt it to suit their own style.

4.2.3 Assessing Needs

Similar to the needs analysis for research question one, a former teacher who taught the course in the past semesters and the 120 students enrolled in the course during the last three academic years (2014-2016) were purposively selected for interviews. The former teacher was asked about the teaching method employed in the course. In addition, both the former teacher and students were asked a question regarding the Task-Based Language Teaching approach (TBLT) succeeded by follow-up questions based on the responses.

4.2.3.1 Results from the Semi-Structured Interview with the Former Teacher

Due to the time constraints and students’ different levels of English proficiency, the instruction was aimed at improving their language skills rather than any specific teaching method. However, the teacher realized that knowledge of teaching methods was necessary for the students. In addition, students should be able to demonstrate complete understanding by applying it in their teaching when reaching their junior year. After discussions on many
English teaching methods, the participant agreed with the use of TBLT approach in the course. In light of the aim to prepare the students to be English teachers in the future, the researcher needed to carefully plan the delivery of TBLT instruction. The students should gain knowledge from the lectures, but teacher demonstrations were essential. In addition, the researcher should be aware that repeated demonstration of how to apply teaching methods may be needed as some students might be focused on language improvement rather than the teaching methods the researcher employed.

4.2.3.2 Results from the focused interview with the students who were enrolled in the course during the last three academic years (2014-2016)

A small number of Ramkhamhaeng students study full time. Although most students work part time or full time, many can schedule time to attend classes, but they need to be informed of the class schedule in advance. The students typically found attending classes necessary for reaching their goal of becoming an English teacher. Students who were currently tutoring or teaching at private or public schools or had teaching experience agreed that it would be useful for them to gain knowledge of teaching methods while improving their language skills. Students experienced in teaching thought that applying the teaching method would not be too difficult for them or anyone who had teaching experience; on the other hand, students who did not have any teaching experience would likely need time to understand the method and practice using it.

To be effective, the researcher needed to prepare interesting lessons, make students realize the importance of learning the teaching method and build every student’s confidence, regardless of their teaching experience. Practice provided in class with the teacher’s assistance would make them feel secure and more comfortable. They believed that if the researcher presented organized, well-structured lessons with the use of TBLT, the students would have a clear picture of how the method should be employed in teaching. In
addition, their responses regarding the lectures on the method were similar. A majority of the students agreed that the teacher’s demonstrations were much more important than the lectures on theory. However, some students mentioned that a lecture before the class began would be helpful.

4.2.4 Formulating Goals and Objectives

Apart from the goal of enhancing the pre-service teachers’ productive English language skills, another goal in the study was to enhance their knowledge of the Task-Based Language Teaching (TBLT) approach. Based on the findings from the needs analysis, the students were studying in an English language teaching program, so they were required to possess teaching skills. In the study, they would gain knowledge of the TBLT through the researcher’s demonstrations in class and during student practice sessions where each individual could apply the TBLT strategy to teach English. To achieve the goal, objectives for each teaching session were formulated (Table 17).

To move the students toward the established goals, a set of clear objectives, “a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve (Mager, 1997, p. 3),” were formulated. The ABCD terminology including audience, behavior, conditions, and degree was employed. The first letter A stands for audience, referring to the students taking the course, participating in the study or performing the action. B stands for behavior, referring to measurable and observable behaviors that learners are expected to perform. C stands for conditions, referring to tools provided to participants or situations under which the student’s performance will occur. Last, D stands for degree, referring to the desired level of student performance. (Table 14)

Table 17

Knowledge of TBLT: Objectives Formulated for Each Session

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Task-Based Language Teaching</td>
<td>• Given a handout, a lecture on the task-based language teaching (TBLT) approach and an exercise, the student will be able to answer</td>
</tr>
</tbody>
</table>
### Table 17

**Knowledge of TBLT: Objectives Formulated for Each Session**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>(TBLT) Approach</td>
<td></td>
</tr>
<tr>
<td>Lesson 2: Motivation</td>
<td>- After completing all the tasks, the student will be able to identify the TBLT steps with at least 50% accuracy.</td>
</tr>
<tr>
<td>Lesson 3: Differences between L1 and L2 Learning</td>
<td>- Being asked about the TBLT steps, the student will be able to describe each step with at least 50% accuracy.</td>
</tr>
<tr>
<td>Lesson 4: Learner Characteristics</td>
<td>- After completing the tasks, the student will be able to indicate the task types used in the session with at least 50% accuracy.</td>
</tr>
<tr>
<td>Lesson 5: Presentation Techniques</td>
<td>- Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with at least 50% accuracy.</td>
</tr>
<tr>
<td>Lesson 6: Get to Know More about Me</td>
<td></td>
</tr>
<tr>
<td>Lesson 7: Sequence</td>
<td>- After completing all the tasks, the student will be able to identify the TBLT steps with at least 60% accuracy.</td>
</tr>
<tr>
<td>Lesson 8: Email Writing</td>
<td>- Being asked about the TBLT steps, the student will be able to describe each step with at least 60% accuracy.</td>
</tr>
<tr>
<td>Lesson 9: Morality</td>
<td>- After completing the tasks, the student will be able to indicate the task types used in the session with at least 60% accuracy.</td>
</tr>
<tr>
<td>Lesson 10: Classroom Management</td>
<td>- Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with at least 60% accuracy.</td>
</tr>
</tbody>
</table>
| Lesson 11-14 Student Practice | For students who are teaching in one of the four scheduled sessions  
- During the teaching practice, the student will be able to demonstrate three steps of TBLT and apply TBLT task types with 70% accuracy on a scoring rubric.  
For students who are participating in other students’ teaching demonstration session  
- After completing all the tasks, the student will be able to identify the TBLT steps with at least 70% accuracy.  
- Being asked about the TBLT steps, the student will be able to describe each step with at least 70% accuracy.  
- After completing the tasks, the student will be able to indicate the task types used in the session with 70% accuracy.  
- Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with at least 70% accuracy. |
Table 17
Knowledge of TBLT: Objectives Formulated for Each Session

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>be able to describe the tasks based on the task type with at least 70% accuracy.</td>
<td></td>
</tr>
</tbody>
</table>

4.2.5 Conceptualizing Contents

Given that the Task-Based Language Teaching approach was incorporated in the course, the researcher delivered a lecture on the first day of class after the pretest was conducted. In other sessions, the tasks were structured in the three steps of TBTL and conducted through teacher’s demonstrations, followed by discussion at the end of each session. An outline is shown in Table 15.

Table 18
Course Outline (Research Objective Two)

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Hour</th>
<th>Knowledge of TBLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation, pre-test and lecture</td>
<td>3</td>
<td>• pre-test to assess knowledge of TBLT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• lecture on the TBLT approach</td>
</tr>
<tr>
<td>2</td>
<td>Motivation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Differences between L1 and L2 learning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Learner characteristics</td>
<td>3</td>
<td>• demonstration presented by teacher</td>
</tr>
<tr>
<td>5</td>
<td>Presentation techniques</td>
<td>3</td>
<td>• assigned tasks</td>
</tr>
<tr>
<td>6</td>
<td>Activities for language and skill</td>
<td>3</td>
<td>• discussion</td>
</tr>
<tr>
<td>7</td>
<td>Activities for language and skill</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Activities for language and skill</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Activities for language and skill</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Classroom management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Student practice (10 participants)</td>
<td>3</td>
<td>• demonstration presented by students</td>
</tr>
<tr>
<td>12</td>
<td>Student practice (10 participants)</td>
<td>3</td>
<td>• assigned tasks</td>
</tr>
<tr>
<td>13</td>
<td>Student practice (9 participants)</td>
<td>3</td>
<td>• discussion</td>
</tr>
<tr>
<td>14</td>
<td>Student practice (9 participants)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Post-test and focus group</td>
<td>3</td>
<td>• post-test to assess knowledge of the TBLT approach</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total 45 hours</td>
</tr>
</tbody>
</table>
4.2.6 Selecting and Developing Materials and Activities

The emphasis of this step was on how and with what to teach the course. Given that the goal was to enhance students’ knowledge of TBLT, the materials and activities were primarily selected and developed to serve that purpose. Available materials were selected from the textbook, which was used to describe the basic aspects of TBLT. Based on the findings on students’ needs, they realized they were studying in a teaching program and had the same goal of becoming an English teacher in the future. Apart from the lecture on the TBLT approach, they preferred demonstrations presented by the teacher so that they could connect the theory to actual practice and be able to understand the application of the theory. Therefore, the researcher employed three TBLT steps starting from pre-task, task cycle and language focus while developing a variety of TBLT task types.

The various task types included but were not limited to making a list of things, arranging things in a particular position, talking about personal experience or something else with others, exchanging ideas or opinions, finding a solution to a problem, gathering ideas contributed by other members to find a solution or conclusion for a particular issue, giving the main points of something in a clear and concise form, examining the differences or similarities between two or more people or things, making a relationship or a connection between two things, acting out roles, justifying with reasons, indicating in advance something or some situation that may happen in the future, forming or producing a mental image, arranging things into groups based on similarities, explaining things in the form of charts, taking notes, recognizing differences, evaluating their own performance or skills and others’, finding facts, and persuading others to believe or do something by arguing the pros and cons or giving reasons.

When selecting and developing the materials and tasks, the researcher, with the aim of enhancing students’ knowledge of TBLT, took on the role of a task setter who set a variety of tasks so they could increase their knowledge of TBLT. In session 11-14, the
students assumed the role of task setter and prepared for a teaching demonstration. Although the students were on their own when creating the TBLT lessons using various task types learned through the lecture and demonstrations presented by the researcher, the researcher took on the role of a facilitator. She helped the students when they requested assistance and answered questions. Moreover, she also needed to assume the role of a monitor to check whether the students encountered any difficulty in creating a TBLT lesson; even though they did not initiate interactions with the researcher, it was not assumed that they did not need assistance or suggestions.

The aforementioned materials and TBLT task types were carefully selected, modified or designed to be incorporated into the TBLT course with the primary purpose of enhancing students’ knowledge of TBLT as shown in Table 16 below.

Table 19
*Developing and Selecting Materials and TBLT Task Types*

<table>
<thead>
<tr>
<th>Materials</th>
<th>TBLT Task Types</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MOTIVATION</strong></td>
<td></td>
</tr>
<tr>
<td>● Dornyei and Csizer’s ten suggestions</td>
<td>● ranking</td>
</tr>
<tr>
<td>● exercise sheet</td>
<td>● discussing</td>
</tr>
<tr>
<td></td>
<td>● brainstorming</td>
</tr>
<tr>
<td></td>
<td>● sharing personal experience</td>
</tr>
<tr>
<td></td>
<td>● comparing</td>
</tr>
<tr>
<td></td>
<td>● matching</td>
</tr>
<tr>
<td></td>
<td>● role-playing</td>
</tr>
<tr>
<td></td>
<td>● using creativity</td>
</tr>
<tr>
<td><strong>DIFFERENCES BETWEEN L1 AND L2 LEARNING</strong></td>
<td></td>
</tr>
<tr>
<td>● a humorous story about an angry Thai wife from a website</td>
<td>● discussing</td>
</tr>
<tr>
<td></td>
<td>● comparing</td>
</tr>
<tr>
<td></td>
<td>● contrasting</td>
</tr>
<tr>
<td></td>
<td>● diagramming</td>
</tr>
<tr>
<td></td>
<td>● reasoning</td>
</tr>
<tr>
<td></td>
<td>● discriminating</td>
</tr>
<tr>
<td></td>
<td>● classifying</td>
</tr>
<tr>
<td></td>
<td>● problem-solving</td>
</tr>
</tbody>
</table>
### Table 20
**Developing and Selecting Materials and TBLT Task Types**

<table>
<thead>
<tr>
<th>Materials</th>
<th>TBLT Task Types</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNER CHARACTERISTICS</strong></td>
<td></td>
</tr>
<tr>
<td>• students’ ways of learning</td>
<td>• sharing personal experience</td>
</tr>
<tr>
<td>• multiple intelligence theory from Effective Strategies for Teaching in</td>
<td>• matching</td>
</tr>
<tr>
<td>K-8 classrooms</td>
<td>• discussing</td>
</tr>
<tr>
<td>• a self-assessment on multiple intelligences (MI)</td>
<td>• reflecting</td>
</tr>
<tr>
<td>• comparing</td>
<td>• comparing</td>
</tr>
<tr>
<td>• brainstorming</td>
<td>• brainstorming</td>
</tr>
<tr>
<td>• ranking</td>
<td>• ranking</td>
</tr>
<tr>
<td>• role-playing</td>
<td>• role-playing</td>
</tr>
<tr>
<td>• sharing personal experience</td>
<td>• personalizing</td>
</tr>
<tr>
<td>• brainstorming</td>
<td>• summarizing</td>
</tr>
<tr>
<td>• summarizing</td>
<td></td>
</tr>
<tr>
<td><strong>PRESENTATION TECHNIQUES</strong></td>
<td></td>
</tr>
<tr>
<td>• presentation technique passage</td>
<td>• sharing personal experience</td>
</tr>
<tr>
<td>• discussing</td>
<td>• discussing</td>
</tr>
<tr>
<td>• reasoning</td>
<td>• reasoning</td>
</tr>
<tr>
<td>• role-playing</td>
<td>• role-playing</td>
</tr>
<tr>
<td>• personalizing</td>
<td>• personalizing</td>
</tr>
<tr>
<td>• summarizing</td>
<td>• summarizing</td>
</tr>
<tr>
<td>• jigsaw</td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>(GET TO KNOW MORE ABOUT ME)</td>
<td></td>
</tr>
<tr>
<td>• embarrassing story</td>
<td>• sharing personal experiences</td>
</tr>
<tr>
<td>• discussing</td>
<td>• discussing</td>
</tr>
<tr>
<td>• fact-finding</td>
<td>• fact-finding</td>
</tr>
<tr>
<td>• reasoning</td>
<td>• reasoning</td>
</tr>
<tr>
<td>• making inferences</td>
<td>• making inferences</td>
</tr>
<tr>
<td>• inducing</td>
<td>• inducing</td>
</tr>
<tr>
<td>• note-taking</td>
<td>• note-taking</td>
</tr>
<tr>
<td>• summarizing</td>
<td>• summarizing</td>
</tr>
<tr>
<td>• predicting</td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>(SEQUENCE)</td>
<td></td>
</tr>
<tr>
<td>• KSP licensing process</td>
<td>• visualizing</td>
</tr>
<tr>
<td>• sequencing</td>
<td>• sequencing</td>
</tr>
<tr>
<td>• role-playing</td>
<td>• role-playing</td>
</tr>
<tr>
<td>• note-taking</td>
<td>• note-taking</td>
</tr>
<tr>
<td>• summarizing</td>
<td>• summarizing</td>
</tr>
<tr>
<td>• discussing</td>
<td>• discussing</td>
</tr>
<tr>
<td>• predicting</td>
<td>• predicting</td>
</tr>
<tr>
<td>Materials</td>
<td>TBLT Task Types</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT (EMAIL AND REPORT WRITING)</strong></td>
<td></td>
</tr>
<tr>
<td>• copies of email how to write email</td>
<td>• sharing personal experiences</td>
</tr>
<tr>
<td></td>
<td>• personalizing</td>
</tr>
<tr>
<td></td>
<td>• brainstorming</td>
</tr>
<tr>
<td></td>
<td>• listing</td>
</tr>
<tr>
<td></td>
<td>• ranking</td>
</tr>
<tr>
<td></td>
<td>• persuading</td>
</tr>
<tr>
<td></td>
<td>• problem-solving</td>
</tr>
<tr>
<td></td>
<td>• decision-making</td>
</tr>
<tr>
<td></td>
<td>• classifying</td>
</tr>
<tr>
<td><strong>ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT (MORALITY)</strong></td>
<td></td>
</tr>
<tr>
<td>• “Social Conscience” pictures and short passages</td>
<td>• discussing</td>
</tr>
<tr>
<td>• a scene from “A Bug’s Life” movie</td>
<td>• reflecting</td>
</tr>
<tr>
<td>• a passage about crime</td>
<td>• concept-mapping</td>
</tr>
<tr>
<td>• proverbs</td>
<td>• brainstorming</td>
</tr>
<tr>
<td>• morality-related elements for “Jumbled Story” activity</td>
<td>• decision-making</td>
</tr>
<tr>
<td></td>
<td>• reasoning</td>
</tr>
<tr>
<td></td>
<td>• using creativity</td>
</tr>
<tr>
<td><strong>CLASSROOM MANAGEMENT</strong></td>
<td></td>
</tr>
<tr>
<td>• six types of conflict</td>
<td>• discussing</td>
</tr>
<tr>
<td>• two “Classroom Management” passages</td>
<td>• classifying</td>
</tr>
<tr>
<td></td>
<td>• role-playing</td>
</tr>
<tr>
<td></td>
<td>• conflict and problem-solving</td>
</tr>
<tr>
<td></td>
<td>• summarizing</td>
</tr>
<tr>
<td></td>
<td>• inducing</td>
</tr>
<tr>
<td></td>
<td>• using creativity</td>
</tr>
<tr>
<td><strong>STUDENT PRACTICE (4 SESSIONS)</strong></td>
<td></td>
</tr>
<tr>
<td>• materials from students with the teacher’s (researcher’s) approval</td>
<td>• task types vary.</td>
</tr>
</tbody>
</table>

Table 22
Developing and Selecting Materials and TBLT Task Types

<table>
<thead>
<tr>
<th>Materials</th>
<th>TBLT Task Types</th>
</tr>
</thead>
</table>
4.2.7 Organizing the Course

After the materials and activities were selected and developed, they were organized in an appropriate sequence. A lecture on the Task-Based Language Teaching (TBLT) approach was given by the researcher on the first day of class after the pretest so that their responses on the test reflected their knowledge of TBLT. In teaching through demonstrations in other sessions, the researcher ensured that the tasks in each TBLT step were meaningful and well organized in a manner that could enhance their knowledge of TBLT.

Considering the researcher was the model, she was the primary medium that affected students’ learning. The researcher made an effort to employ effective vocal delivery and non-verbal communication, and used transition words when moving from the pre-task step to another step or from one task to another. “Moving the entire class from one activity to another in a timely and orderly manner can be a major undertaking” (Borich, 2004, 382). The researcher prepared for this by paying special attention to the tasks and their sequence. In addition, during practice before the implementation, a tape recorder was used for the purpose of monitoring the delivery of lessons so the researcher could ensure that the words and sentences were understandable to the students. Adjustments to the script or phrasing were made to enhance the effectiveness of the delivery.

Apart from the knowledge of TBLT that participants gained through the demonstrations presented by the teacher, they also gained knowledge through student practice between session 11 and 14, and the discussions and conclusion at the end of each session. The TBLT steps and task types presented in each session were identified and discussed. The researcher and participants also shared the disadvantages and advantages of TBLT according to the tasks they had completed or the delivery of lessons. On the last day, they were required to complete a posttest containing an essay question about the TBLT approach. They were
required to describe the basic aspects of the TBLT approach and provide example lessons to
demonstrate the knowledge they had gained throughout the time of study.

4.2.8 Designing Assessment Plan

The assessment plan was designed to assess to what extent the course could enhance students’ productive skills. Quantitative (pre-test and post-test) and qualitative (narrative inquiry - learning logs and focus groups) assessments were employed.

4.2.8.1 Qualitative Assessment: Learning Logs and Focus Groups

In the study, narrative inquiry including learning logs and focus groups was employed with an aim of keeping a record of students’ reflections about their understanding and learning in the designed course over the semester.

Learning Logs

On the first day of class, the students were informed of what they were expected to state or express in the logs. With regard to the knowledge of TBLT, the participants were required to base their reflections on the provided topics. Specifically, they were required to write their expectation regarding the lessons or tasks before the class started. After each session, they needed to reflect on things they learned in the session, their opinions and feelings about the topic, content and tasks, what made the lessons difficult or easy, things they thought should be improved or modified to promote their knowledge of TBLT, perceptions of their knowledge of TBLT, and overall satisfaction. The first ten minutes of the second and third sessions were spent on discussing the learning logs with the participants. Some participants’ logs were selected as an example with their permission so that every participant had a better understanding of how to write in them. The researcher always checked the logs before the following session began so that she could prepare interview questions. She also requested an individual discussion with some participants in cases where they did not mention anything related to their knowledge of TBLT.
Focus Groups

Focus groups of 3-5 participants were conducted biweekly for 5-15 minutes at the end of sessions. The questions focused on what students learned from the lesson including the knowledge of TBLT, how they rated the tasks, the usefulness of tasks in terms of helping them enhance their knowledge of TBLT, follow-up questions, and other suggestions that would help increase their knowledge of TBLT.

4.2.8.2 Quantitative Assessment: Pre-Test and Post-Test

Pre-Test and Post-Test

To assess their knowledge of TBLT, a subjective test was employed. The pretest conducted on the first day of instruction and the posttest conducted on the last day contained an essay on the provided topics to assess their knowledge of the TBLT approach, worth 16 points. The aforementioned total score of the test item was calculated from the four criteria on the analytical rubrics and the four-point scoring scales. In a three-hour period, they were required to give responses on three test items; therefore, they needed to manage their time for each item. The results were collected and analyzed using descriptive statistical analysis of the pre- and post-test scores in order to determine the extent to which the course was able to enhance their knowledge of the TBLT approach.

Scoring Rubrics

To assess the participants’ knowledge of TBLT, a four-scale rubric with four criteria of subject knowledge, organization, vocabulary, and errors was adapted from a credible website (http://www.readwritethink.org). The scoring scale was as follows: 1 (Limited), 2 (Developing), 3 (Proficient) and 4 (Exemplary), for a total of 16 points. The same rubric was used by two assessors to assess the test item. The researcher and another assessor arrived at consensus scores through discussion.
4.3 Research Objective 3: Findings

This section presents the findings related to the extent to which the course was able to enhance the learner’s productive skills (writing and speaking). The study was conducted using both qualitative and quantitative data. Numerical data were collected, and statistical analysis of results was undertaken to obtain the findings from the pretest conducted before the intervention and posttest conducted after the intervention. Specifically, since the data were in pairs, a before-and-after (pre and post) analysis was employed using a paired samples t-test. In addition, qualitative data from the learning logs and bi-weekly interviews were interpreted, analyzed and presented.

4.3.1 Quantitative Results: Productive Skills

This section starts with the quantitative results of speaking skills assessed using the rubric for evaluation of the oral presentation on the advantages and disadvantages of English Teaching in Thailand. In addition, the section continues with the results analyzed from the rubric of the first essay on the advantages and disadvantages of education in Thailand, designed to assess participants’ writing ability. A summary of the assessment instruments used for data analysis is illustrated in Table 17 below.
Table 23
Research Objective 3: Summary of Assessment Instruments for Data Analysis

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Test Type</th>
<th>Test Item</th>
<th>Rubric for Evaluation</th>
</tr>
</thead>
</table>
| Research objective 3 To investigate the extent to what the course can enhance learners’ productive English language skills? (Speaking skill) | Subjective test: oral presentation | Give a presentation on “Advantages and Disadvantages of English Language Teaching in Thailand” (10-15 minutes). | Criteria:  
Non-Verbal  
1. Eye contact  
2. Body language  
3. Poise  
4. Appearance  
Verbal  
5. Enthusiasm  
6. Voice  
7. Pronunciation  
Content  
8. Subject knowledge  
9. Organization  
10. Errors  
Total 40 points |
| Research objective 3 To investigate the extent to what the course can enhance learners’ productive English language skills? (Writing skill) | Subjective test: essay | Write a narrative essay on “Advantages and Disadvantages of Education in Thailand” (150-200 words) and finish with a reflective paragraph (100-150 words) on your personal experience. | Criteria:  
1. Content  
2. Organization  
3. Vocabulary  
4. Errors  
Total 16 points |

4.3.1.1 Pre- and Post-Test Results: Speaking Skills

Thirty-eight participants were required to give an oral presentation in English during the pretest and posttest. A paired samples t-test was used to compare the pre-test and post-test data to determine the extent to which students’ speaking skill had improved after they participated in the task-based instruction. The results revealed that the participants performed better on the posttest in terms of all three criteria including non-verbal skills, verbal skills, and content (See Figure 5).
The results of the paired-samples T-Test (Table 18) showed that:

1) The post test scores on non-verbal skills (M = 3.13, SD = 0.57) were significantly higher than the pre test scores (M = 2.66, SD = 0.63), t(37) = 10.29, p < 0.05;

2) The post test scores on verbal skills (M = 3.09, SD = 0.52) were significantly higher than the pre test scores (M = 2.80, SD = 0.61), t(37) = 5.13, p < 0.05;

3) The post test scores on content (M = 2.78, SD = 0.56) were significantly higher than the pre test scores (M = 2.34, SD = 0.57), t(37) = 7.59, p < 0.05;

4) Overall, the post test scores (M = 3.00, SD = 0.50) were significantly higher than the pre test scores (M = 2.60, SD = 0.55), t(37) = 9.74, p < 0.05.
4.3.1.2 Pre- and Post-Test Result: Writing Skills

Thirty-eight participants were required to write an essay during the pretest and posttest. A paired samples t-test was used to compare the pre-test and post-test data to determine the extent to which students’ writing skills had improved after they participated in the task-based instruction. The results revealed that participants performed better on the posttest in terms of all four criteria including content, organization, vocabulary, and errors (See Figure 5).

Figure 6. Bar Chart Illustrating Comparison of Pre- and Post- Test Scores in Writing skills

<table>
<thead>
<tr>
<th>Writing Skills Criteria</th>
<th>Pre-Test M</th>
<th>Pre-Test SD</th>
<th>Post-Test M</th>
<th>Post-Test SD</th>
<th>t</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>1.87</td>
<td>0.78</td>
<td>2.84</td>
<td>0.79</td>
<td>2.67</td>
<td>37</td>
<td>.000*</td>
</tr>
<tr>
<td>Organization</td>
<td>1.84</td>
<td>0.82</td>
<td>2.76</td>
<td>0.88</td>
<td>2.02</td>
<td>37</td>
<td>.000*</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>1.87</td>
<td>0.74</td>
<td>2.58</td>
<td>0.72</td>
<td>1.65</td>
<td>37</td>
<td>.000*</td>
</tr>
<tr>
<td>Error</td>
<td>1.53</td>
<td>0.69</td>
<td>2.29</td>
<td>0.61</td>
<td>2.21</td>
<td>37</td>
<td>.000*</td>
</tr>
<tr>
<td>Overall</td>
<td>1.78</td>
<td>0.70</td>
<td>2.62</td>
<td>0.68</td>
<td>2.37</td>
<td>37</td>
<td>.000*</td>
</tr>
</tbody>
</table>

* p< 0.05
The results of the paired-samples T-Test (Table 19) showed that

1) The post test scores on content (M = 2.84, SD = 0.79) were significantly higher than the pre test scores (M = 1.87, SD = 0.78), t(37) = 2.67, p < 0.05;

2) The post test scores on organization (M = 2.76, SD = 0.88) were significantly higher than the pre test scores (M = 1.84, SD = 0.82), t(37) = 2.02, p < 0.05;

3) The post test scores on vocabulary (M = 2.58, SD = 0.72) were significantly higher than the pre test scores (M = 1.87, SD = 0.74), t(37) = 1.65, p < 0.05;

4) The post test scores on error (M = 2.29, SD = 0.61) were significantly higher than the pre test scores (M = 1.53, SD = 0.69), t(37) = 2.22, p < 0.05; and

5) Overall, the post test scores (M = 2.62, SD = 0.68) were significantly higher than the pre test scores (M = 1.78, SD = 0.70), t(37) = 2.37, p < 0.05.

4.3.2 Qualitative Results

This section includes the qualitative results analyzed from the learning logs and focus groups. The detailed results were categorized into two main themes - feedback and language mastery strategy. Two sub-themes of teacher feedback and peer feedback were listed under feedback, and two sub-themes of personality traits and learning strategies were listed under language mastery strategy as shown in Table 20.

<table>
<thead>
<tr>
<th>Theme I: Feedback</th>
<th>Theme II: Language Mastery Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Feedback</td>
<td>Personality Traits</td>
</tr>
<tr>
<td>Peer Feedback</td>
<td>Learning Strategies</td>
</tr>
</tbody>
</table>

Table 26
Factors Influencing Productive Language Skill Development
Backgrounds of Selected Participants

The top three participants in terms of the relative gain in their scores were selected. The results of top three participants who demonstrated high improvement (writing improvement scores of 92%, 80%, 75% and speaking improvement scores of 83%, 75%, 63%) and the three who demonstrated the least improvement (writing improvement scores of 10%, 8%, 8% and speaking improvement scores of 6%, 4%, 4%) were reported on and are discussed explicitly under each of the aforementioned four sub-themes. These sub-themes were critical factors influencing the extent to which participants’ productive English language skills were enhanced in the course. In the narratives and excerpts, the identities of participants were protected. All participants were given pseudonyms to ensure anonymity.

The selected highly-improved participants were Betty, Ron and Olivia. All three participants were Thai natives, with ages ranging from 20-21. Two were Buddhist, and the other one was Muslim. They all came from big cities. The parents and guardians of the students, especially in the cases of Betty and Ron, were involved in their children’s educations. However, they had no opportunity to speak English at home due to their parents’ limited knowledge of English. Nevertheless, they supplied them with all the learning materials they needed for studying and encouraged them to take extra English classes to improve their English; however, the students were reluctant to spend their parents’ money because they realized that they did not earn high salaries. The three participants believed that attending classes at school could help them gain more knowledge and improve their English skills. In addition, there were other learning resources available at the library and online that they could access. They were well behaved as evidenced by the fact that they listened attentively in class, focused on the material, actively participated in activities and class discussions, and diligently progressed through seatwork at a steady pace. More importantly, they were confident to use the language when they had the chance to communicate with the
teacher and classmates. These students have a good grasp of grammar but made occasional errors in the most complex structures.

The selected participants who showed the least improvement were Gene, Lan and Patricia. The ages of these participants ranged from 20 to 35 years. All of these participants had attained a secondary and undergraduate-level education. Lan and Patricia seemed to have lower proficiency than Gene, a student of higher socioeconomic status. Whatever the case, the goal of the university was to provide all students with a high-quality education and prepare them for careers or higher education. They were literate in their native language; however, they seemed to be novice-level English speakers, defined by the American Council on the Teaching of Foreign Languages as someone who could “communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech” (American Council on the Teaching of Foreign Languages Proficiency Guidelines, 2012).

4.3.2.1 Theme I: Feedback Influencing Productive Language Development

In the designed course incorporating the TBLT approach, all assigned tasks provided participants opportunities to demonstrate their abilities and performance. This provided the researcher with valuable output, which was very useful for assessing their language proficiency, giving appropriate feedback, and adjusting the instruction or way of teaching to better suit the participants. Specifically, feedback plays a critical role in language acquisition. Not only did the students receive feedback about the content of their work during the first two steps, pre-task and task cycle, but the instruction always ended with a language focus step in which participants received feedback focusing on linguistic features, such as sound linkage problematic English sounds that most participants had difficulty pronouncing,
or on new language such as vocabulary taught in the sessions. Moreover, after each presentation, the researcher usually provided feedback, and participants were allowed and encouraged to provide suggestions or comments. Feedback from the teacher was provided and feedback from peers was also welcome, so that they could learn from one another’s mistakes, gain new language, and also practice how to provide feedback.

Figure 7. Flowchart Illustrating an Effect of Feedback in TBLT Course on Enhancing Productive English Language Skills

**Teacher Feedback**

In the field of second language learning, teachers provide input and elicit output. When looking at students’ output, the teacher needs to decide how they should respond to it. If they observe student errors, they provide feedback, which can occur in both oral and written productive settings. In this study, both written and oral feedback of productive English language skills was discussed.

Participants realized it was difficult for the teacher to recognize each individual’s feedback preference. Some participants preferred direct corrective feedback, which refers to correcting errors directly. On the contrary, some participants needed indirect feedback, which refers to giving hints on the location and types of errors or how they should be corrected (Hyland, 2013). Therefore, when indirect feedback was provided to participants who preferred direct feedback, problems in correcting the language often arose. For some errors, students did not know why it was wrong and did not know how to correct them. On the contrary, when participants with a preference for indirect feedback received direct feedback, they felt unhappy and unchallenged in their learning. Additionally, both positive and negative
results from requiring students to play an active role in the writing process by engaging them in peer review were found. Nevertheless, feedback from both the teacher and peers was a cause for concern for some, but not everyone.

**Highly-Improved Participants**

With regard to the feedback the teacher provided in the TBLT course, the highly-improved participants found it critical and helpful for their language development. The first participant, Olivia, mentioned the effect of feedback on her language development as presented in her responses below.

“I do love feedback. Whenever I submitted my tasks, I was excited and wanted to see comments. For learners like me who don’t have any foreign friends to practice English with, we don’t have much chance to use the language. And that means we don’t know if the language we use is correct. Therefore, I would say all types of feedback from the teacher are very helpful.”

“Without feedback, I would not be able to recognize my mistakes and would repeatedly misuse words, tenses or any other English aspects.”

“I sometimes puzzled with the underlined errors or the hint such as ‘vocab’ at the end of the sentence. Or, when error correction was directly provided, it rang a bell most of the time, but it sometimes didn’t. My curiosity is activated. I feel very active. I then hurry to find out the answer by asking peers or making a request for more explanations. My curiosity helps increase my knowledge.”

“Through feedback we communicate more with the teacher. The more we communicate with the teacher through feedback, the more comfortable we feel. It takes students some time to be familiar with the teacher’s teaching style or characters. However, once we realize that we can ask questions without being
blamed for not knowing, we feel relaxed and become more open to demonstrate the knowledge we possess, regardless of how much.”

The responses of the second participant, Ron, also confirmed that the feedback had a positive influence on his language skills.

“My excitement has been overflowing as I have received feedback before, during and after each session. It’s enjoyable, and I feel motivated. By the way, my friends and I really wonder whether you don’t feel tired. Reading and correcting everyone’s papers that contain a lot of mistakes is a tough job. That makes me want to study harder and improve my English.”

Ron also pointed that how feedback helped foster learner autonomy, which involved awareness of the learning process and lifelong learning skills.

“With the feedback on the tasks I complete, not only can I see how well I have done and how much my English skills have improved so far, but I also recognize my weaknesses — what I have to work on or practice more to improve my English. I become aware of the same mistakes I make after the teacher underlines or circles errors, indicates an error type using a code or gives hints, and sometimes writes the corrections. For example, if I were Teacher Kimoro, I would answer students’ questions.”

However, Ron ended his statement by pointing out that he preferred the first two ways of providing feedback as it was more challenging and exciting. The teacher underlined errors and/or indicated an error type using a code shown in the example below.

\[ T \quad \text{countable? who? Montri?} \]

“I receive many informations from her yesterday.”
In the example, the code “T” represented tense, and the hints “countable” and “who” aimed to activate the student’s knowledge of language. The teacher wanted him to think whether the word “informations” was a countable noun. When he could figure this out, he needed to check the word “many,” which is a quantifier placed before a noun to indicate the amount of a noun. In addition, the teacher wanted him to think what the pronoun “her” referred to because in his essay he mentioned his cousin named “Montri,” and no female names appeared. Therefore, the teacher was not sure whether he had referred to Montri or another lady that he forgot to mention.

After receiving the indirect feedback he preferred, he could figure out some mistakes and correct them as shown in the following sentence. “I received much information from him yesterday.” First, he was able to recognize the mistake related to tense. Signal words or time words indicate the past simple time; he, therefore, changed ‘receive’ to ‘received’ as in the past simple form. Second, he also realized that ‘information’ was a mass/uncountable noun, and always considered to be singular; the grammatical ending ‘s’ indicating the plural form was therefore removed. His correction from ‘many’ to ‘much’ presented his knowledge of using ‘much’ for uncountable nouns. However, the teacher assumed, based on the context, that it sounded positive; therefore, the determiner (quantifier) ‘much’ was still incorrect. Last, the pronoun ‘her’ was corrected to ‘him’ as it referred to its antecedent (Montri). He realized that a pronoun must agree with the word it is referring to (its antecedent).

The following feedback was sent back to Ron, “I received much information from him yesterday.” He approached the teacher and requested explanations and examples. The teacher consequently guided him to tell her which determiner served as the quantifier and could be used with the uncountable noun. He made another attempt with ‘a lot of,’ which means a large amount, and this was correct as he knew that it could be used with both countable and uncountable nouns. It would be most suitable based on the context.
then explained that another alternative would be ‘many pieces of information.’ When forming a question, he could say “How much information do you want?” To make comparisons, he could say “Please find out as much information as you can.” After receiving the feedback on the same mistakes a couple of times, the participant used ‘a lot of information’ frequently in his essay as well as speech.

The third highly-improved participant, Betty, supported the opinions of Olivia and Ron about the positive influence on her language development.

“I can’t agree more regarding whether the teacher is not tired reading and correcting our work. I mean both feeling tired like running out of energy and being sick of (bored) seeing the same mistakes over and over again. When I see you work hard for us, I really want to impress you, making progress. Motivating.”

Apart from the perception of the teacher’s conscientiousness based on the way she provided feedback on the completed tasks, Betty also expressed her opinion about the types of feedback that helped her improve her language. Similar to Ron, her statements showed that she was in favor of indirect error feedback, irrespective of whether error location was indicated directly or indirectly.

“I love all types of feedback, but I prefer the one with error hints. The teacher indicates where we need to correct, then we should do the rest.”

It could be implied that the feedback allowed her to think and take charge of her own learning. She became more aware of what she had to do next. After that, she continued with the example she received, ‘I unable to attend class last week because I was sick.’ A circle with the letters ‘V+T’ added between words allowed her to think, then recognize that
the main verb (V) was missing. She also had to think of the verb tense (T). She corrected the all the mistakes as shown in the following sentence, ‘I was unable to attend class last week because I was sick.’ She realized that the word ‘unable’ was an adjective and the verb that should have come with it was the verb ‘to be.’ In addition, she knew that with the pronoun ‘I’ and the signal word ‘last week’ indicating past simple time, she had to add ‘was’ for subject-verb agreement in the past simple form.

While actively and attentively listening to her friends’ perspectives and nodding her head occasionally, Betty added her point of view on effect of feedback on communication and relationship building, which promoted language development.

“In fact, I sometimes cannot find out the answer based on the teacher’s feedback. I asked my friends or the teacher. And that helps promote communication and build relationships, then we learn more. It benefited both the student who asked and the ones who answered.”

Betty was one of the students who had not taken any classes with the researcher in previous semesters, so it was possible that she needed time to become acquainted with the teacher. Fortunately, as time went by, she grew accustomed to the teacher’s teaching style and personality, and the following statement indicated the absence of fear, which was a good sign of an increase in motivation and the possibility for language development.

“This fear begins to vanish when we realize that the teacher is approachable and happy to answer our questions, and that consequently benefits students’ learning and increases motivation.”
Least-Improved Participants

As opposed to the highly-proficient participants, receiving feedback from the teacher and the type of feedback given was of great concern to the least-improved participants. However, they realized the feedback helped them improve their English skills even though it constituted minor progress. The first participant, Patricia, mentioned feedback as shown below.

“When I get feedback, I feel so blue most of the time. It’s not because of the teacher but my bad work. I have always done my best but I still made a lot of mistakes. But I do see that without the feedback my English won’t be improved at all or even get worse.”

In addition, after Patricia gave responses regarding feedback on writing tasks, she raised the topic of feedback on her speaking. She mentioned that she practiced speaking with minimum effort when being assigned a task. She found it embarrassing that she did not speak much in class. Therefore, the possibility she would receive feedback on her speaking skills was low, which was very surprising. She spoke only when the teacher asked and most of the time it was a one-word response. Regarding her background, she was in her late 30s. She believed in her ability to learn but claimed that age might affect her ability to acquire English language,

“I am almost 40. I like English and want to be a teacher, but I have found speaking so hard to improve through my life. I rarely speak English even in class. Therefore, it was hard for the teacher to improve my speaking skills as not much feedback is given. However, I did speak out sometimes during group work. At the end of class, the teacher pointed out the things I said, and it made me realize my mistakes. I still remember that.”
Another least-improved participant, Lan, mentioned the type of feedback that affected his language development.

“I want to know my mistakes but it’s hard when the teacher writes something like ‘work on grammar here’ or circles the errors. I still don’t know how to fix it. I would need to go to the teacher to ask anyway.”

Lan also raised an interesting point pertaining to change in meaning. When mistakes in writing were corrected, the meaning also changed from what they expected or wanted to convey. The basis of the problem could be a lack of understanding between the student and the instructor.

“I feel that it is my fault not being able to fix the error. The teacher always tries to help by asking if it is what I mean in English and translates into Thai. And, then I find out that’s not what I mean both in writing and orally. Then I realize I have to organize my thoughts better.”

Similar to Lan, Gene also raised a point about correcting mistakes on his own and expressed a feeling of frustration. He also mentioned the change in meaning as Lan did.

“I like to get feedback from the teacher. Nevertheless, although the teacher tries to give hints in class, I still don’t get it or I can find out answers an hour later. It takes time, so it’s sometimes frustrating. I believe others may feel the same way. But when the teacher tells me the correct version, I feel good and remember what I should work on next time.”

“My writing is so bad that the teacher cannot understand what I want to say. The teacher did her best to correct my paper; however, I am not quite sure if the corrected
version keeps the original meaning. But talking with the teacher about the feedback I get really helps.”

**Peer Feedback**

In this section, both receiving feedback from peers and providing peer suggestions are discussed, respectively.

**Receiving feedback from peers**

**Highly-Improved Participants**

In the perspective of the highly-improved participants, although they realized that a lot of the feedback they received from peers was incorrect, they still found it beneficial in that it could promote one another’s language development and positive interdependence. The first highly-improved participant, Betty, talked about peer feedback in a positive way. Betty found the feedback from the low-proficiency students beneficial as she could learn from their comments or corrections as well.

“I really like my friend giving me feedback, whether that feedback is right or wrong. I love the way we help each other. He helps me and I help him, and also getting a chance to work with different people is nice. That way I can have more friends.”

“Most of the feedback I got is not quite right. However, if their correction is wrong, I need to recheck it by asking other students with higher proficiency and the teacher. More importantly, I will know that the person may need some help, so I can offer my help. That way it will help everyone practice their English too.”
The statements of the second participant, Olivia, confirmed the positive impact of peer feedback on language learning.

“When looking at my friends’ comments, most of the time I am sure that the corrections are wrong at my first glance. However, I am sometimes not sure if it is right or wrong. If it turns out to be wrong, it is not a big deal. I can just go to my friends and ask ‘Can I sit with you to find out the answers together?’ We will help one another to learn and improve.”

“It depends on how we look at the feedback from the weaker students. I find it useful. We are here to learn, and it is like a real classroom where we are going to teach both weak and talented students in the future. Through the feedback they provide, we can see which part they need help.”

The following sentence is an example of peer feedback on Olivia’s work.

“Dana is 38 year old.” Olivia admitted that she forgot to add the plural ending ‘s’ at the end of the word ‘year.’ Therefore, the feedback this student provided was correct.

“I do not know how much it costs.” The student provided feedback by underlining the clause “how much it costs” as she perceived it was wrong. However, the whole sentence was already correct. Olivia realized that the person did not understand the difference in word order between questions and subordinate clauses. She learned from her friend’s incorrect feedback that the subordinate clauses posed problems and created confusion for language learners. The clauses starting with the ‘wh-’ and ‘h-’ question words such as ‘how much’ in the example were misleading. It cannot be denied that it looked like a question. Her friend would need help with this.
In addition, there were other mistakes that Olivia made, but her friend did not provide feedback on. For example, “She ask me to stop to talk.” This sentence had two mistakes, which were ‘ask’ and ‘stop to talk.’ The first mistake was ‘ask.’ Olivia realized that it was wrong while she admitted that she forgot to add an ‘ed’ at the end of the verb to indicate the past time as she was writing about her brother’s embarrassing experience. The second mistake was ‘stop to ask.’ Olivia was not aware of the difference in meanings between verb + to v.infinitive (stop to talk) and verb + v.ing (stop talking). She mistakenly believed that it was similar to the verb ‘start,’ start + to v.infinitive and start + v.ing, which meant the same thing. Verb patterns that control the form of the following verb seem difficult for English learners to understand and remember. Based on the context in Olivia’s essay, she and her brother were talking during a film, so the lady in the theater asked her to stop. Instead of using “stop to talk,” the correction would be “She asked me to stop talking.” The incorrect sentence meant Olivia was doing something else (watching a movie, eating popcorn, etc.), and that she needed to take a break or stop what she was doing in order to talk. The correct version indicated that Olivia was talking and then the lady asked her to stop her action (talking) for some reason (disturbing the lady or others, etc.)

From the given example, the student who provided feedback was able to correct some of Olivia’s mistakes, although some were inaccurate or unnoticed. Olivia added:

“It could be a good start to help our friends to improve their language skills.”

They needed to repeatedly check and review their work. This way they could improve their English skills as well. In addition, they could provide them with additional assistance when they had a chance.”

Lastly, Ron also added that he liked peer feedback just as Betty and Olivia did because it created a low stress environment, which was beneficial for language learning.
“I really like my friends giving me feedback, whether that feedback is right or wrong. I love the way we help each other. He helps me, and I help him, and also getting a chance to work with different people is nice. That way I can have more friends.”

**Least-Improved Participants**

As opposed to the highly-improved participants, all three least-improved participants totally agreed with one another that they preferred receiving feedback over providing feedback. They liked the feedback they received from friends. Patricia discussed the advantages of receiving feedback.

“I love feedback from friends. It helps me realize my strengths and weaknesses. Most of the time, my friends’ comments are very productive and motivating.”

“I sometimes get to see errors in comments, then I feel that I am not that stupid. It helps me recall the grammar I learned in class and try to check it again.”

Lan also cited a benefit of peer feedback.

“When I get feedback from friends, it is very interesting. We are almost the same. I mean the knowledge of grammar and things about English. It is like we need to help one another learn and that is good.”

Another participant, Gene, seemed relaxed while saying he made decisions on whether he would accept the feedback or not depending on who gave the comments. He demonstrated his carefulness in discerning right from wrong.

“When I get feedback, I look at the name of feedback giver. I tend to accept feedback from highly-proficient classmates. However, it doesn’t mean that I
ignore comments from less proficient classmates. I look and recheck whether it’s right.”

**Providing peer feedback**

With regard to providing feedback on peers’ writing, the highly-improved participants and least-improved participants had totally different perspectives and attitudes, which influenced the extent to which they could improve their productive skills as reported below.

**Highly-Improved Participants**

The highly-improved participants evinced passion for providing their friends with a lot of suggestions. They were eager and willing to do their best, with the main purpose of helping their friends. They all believed that everyone’s career aspiration to become an English teacher would boost their motivation, leading them to put forth their best effort and take responsibility for improving themselves and reaching their goal. In addition, the self-motivation that resulted from feedback was a primary factor leading to success.

Betty raised the topic of self-motivation as she believed it was the first step for moving the self into action.

“I want to pass this course and step up to higher-level courses, and so does everyone. That is my expectation and hope. We need to practice English a lot to improve ourselves and providing feedback in the tasks the teacher asks us to do helps us focus on language development.”

Despite the benefits that participants received from providing friends with feedback, they sometimes had difficulties. Many participants, including these three participants, also stated in their learning logs that they intentionally overlooked mistakes in
their classmates’ writing during the activity. This made them feel uneasy and guilty, so they decided to correct their friends’ work even though it was perceived to be difficult or unpleasant.

“I need to carefully decide what I should or shouldn’t say about their mistakes. I don’t want to hurt my friends’ feeling. But, if I don’t tell them, I will regret it because it means I am not trying to help them improve their language. If they make the same mistakes over again, it is my fault,” mentioned Betty.

Olivia’s response about providing feedback in her learning log supports the statements of Betty and Ron that peer feedback could promote language improvement.

“I love giving feedback. I want my friends to not make the same mistakes they have made over time. Major or minor improvement is great.”

Olivia also set a clear goal to improve her English skills and others’ as well. She would spend every moment in class assisting others, gaining knowledge, and strengthening her skills as much as possible through lessons, tasks and feedback. She no doubt will become an effective English teacher in the future. Olivia also pointed out that everyone has the potential to improve themselves.

“I saw the same mistakes most of the time, which helped enhance my language skills. Also, I felt so proud that I could be part of my friends’ language improvement.”

Ron also discussed the challenge and usefulness of providing feedback. He believed that the practice of providing feedback was important to every student because they were going to be teachers, and that was a teacher’s responsibility.
“Their aspiration to become English teachers could motivate them to acknowledge their strengths and weaknesses. Providing feedback is one of a teacher’s responsibilities. Everyone needs to practice that, which can improve our language skills.”

“I feel that checking my friends’ paper is challenging. When checking, I need to recall what I have learned and also think of what I wrote on my paper too. I take this as a good opportunity to practice my language skills because when I see something I am not sure is right, I have to find out the answers. This helps both my friends and I gain knowledge.”

Nevertheless, Ron’s following statement showed that he felt exactly the same way Betty did.

“The feedback from peer to peer could be unpleasant or harmful as some students don’t want to show their weaknesses to others, except the teacher. But I think it is a good and right time for everyone to not only practice their own language but also build their social skills, which can help us improve the language.”

Ron also pointed out that everyone should be open to suggestions from others.

“We should try to be positive. Others are trying to help us to improve our language skills and build a healthy friendship as well.”

**Least-Improved Participants**

The least-improved participants encountered difficulty in terms of providing accurate feedback to their peers, which might affect language learning and development. However, they acknowledged the advantages of peer feedback even though they found it
challenging to provide. Patricia talked about her intimidation and awareness with regard to feedback.

“I feel intimidated to provide feedback because I think others are more knowledgeable than I am. But, it does not mean that it is very bad. Giving friends some feedback is good like last time I did it on Peter’s (pseudonym) work. He is so friendly and even helped me correct it.”

“I don’t want to change from right to wrong. In previous sessions, my friend trusted me; he believed my feedback, and later I found out that what he wrote was correct. Because of my limited knowledge, I could make others’ language become worse. But he is nice and cheers me up.”

Lan, another of the least-improved participants, also supported Betty’s statement.

“I do feel the same way. I don’t like to comment anyone’s work because I think I am not capable of. But when I do it, it is not that bad.”

“Correcting others’ paper is way too hard. If you are asking us why we thought that way, I am quite sure everyone would say that we are not confident in our language skills, so how can we correct others’ paper?”

Another one of the least-improved participants named Gene did not deny that providing feedback was problematic to low-proficiency participants; however, he described the correction tasks as “fun, challenging tasks that trigger laughter.” Gene also mentioned that others knew what they would get from him. It was most likely that he would give wrong comments, and he always ended his feedback with the words such as “Don’t believe me. I think my corrections are wrong” or “I am not sure. Ask other people or a teacher again and please tell me too.” This could imply that he acknowledged both his deficiencies and abilities.
More importantly, he wrote these words as a caution to anyone who received his feedback. It showed that he cared and was afraid that others would learn the wrong things from him. In addition, after his classmates told him that he was wrong, he laughed because he knew it.

Gene also stated that he would keep practicing, while he admitted that he rarely took notes as he thought he could remember. Additionally, sometimes things went too fast that there was not sufficient time to jot things down as he had to keep up with what was going on in class. Patricia and Lan also mentioned this in their learning logs, which means these three participants coincidentally encountered the same issues. It turns out that they could remember some content but not everything they were supposed to learn from the teacher and friends.

**Conclusion**

In the TBLT course, the researcher conducted a variety of TBLT tasks, which provided participants with opportunities to demonstrate their abilities and performance. Upon completion of the tasks, the researcher provided feedback, which had a major influence on their productive language skill development. All of the highly-improved participants concurred that making mistakes was not a major problem leading to frustration or discouragement as long as they received feedback from the teacher. They acknowledged the value and importance of the feedback they received from the teacher and perceived this as an opportunity to enhance their language as well as self-confidence and self-esteem.

The highly-improved participants benefitted from both direct and indirect feedback but preferred the latter type, which made it both challenging and motivating, and fostered learner autonomy. Teacher feedback had a positive influence on their perceptions regarding the teacher’s conscientiousness and her commitment to the teaching profession. This encouraged them to make their best effort to correct their work, resulting in language improvement and learning achievement. Similarly, feedback was also beneficial to the least-
improved participants; however, they preferred the direct type of feedback to indirect feedback. In addition, age and misunderstandings between the student and the instructor might affect their language acquisition, limiting their progress with language skill development.

With regard to peer feedback, the highly-improved participants realized that both providing and receiving feedback could promote language development and positive interdependence. On the contrary, the least-improved participants encountered difficulty in providing accurate feedback due to their perception of their own limitations and lack of confidence. Encouragement or reinforcement from the teacher as well as friends was needed in order to change the person’s attitude and create the expectation of achievement.

**4.3.2.2 Theme II: Language Mastery Strategy Applied in Learning English**

Beginning with short activities to introduce the topic to be taught was described by Willis (1998) as a pre-task step in the TBLT approach. The pre-tasks were designed to stimulate learners’ prior knowledge or schema by assigning students to work in pairs, groups, or individually. When it came to working in groups or pairs, cooperative or collaborative learning approaches were often implemented because many researchers have found that group work or pair work helps develop language skills as well as social skills.

More importantly, having students work groups, pairs or on their own can be done not only in the pre-task step as mentioned previously but also in the task cycle and language focus steps. Based on the qualitative data analysis, the results revealed that the two factors of personality traits and learning strategies also had major influence on the extent of participants’ productive language improvement in many aspects as discussed in detail below.
Personality Traits

With the TBLT approach, working on the task becomes learning by process. The task is not the goal, but the means to the goal, which is language learning. In the study, individual, pair and group tasks were used to perform this function. In light of the importance of social interaction in cognition as well as motivation in learning language, participants’ personality traits with a focus on extroversion and introversion were a primary topic of interest as these have an impact on language development.

Jung (1923) states that extroverts are people who are happy to interact with a large group of people. Therefore, it is not surprising that extroverts are often defined in terms of liking to interact with others. On the other hand, introverts are reserved, feel awkward in a big group, and more comfortable when working alone. Based on research on these two personality types, extroverts work or study better in pairs or groups, and they prefer working with others to working alone. These findings are supported by the results in this study. In this section, two personality traits (extroverts and introverts) are emphasized.

Highly-Improved Participants

All the highly-improved participants identified themselves as “extroverts” who enjoyed working with others. In other words, they loved to socialize, interact with others, and engage in discussions on the topic of study with others. Given the three-hour period of
interaction during the activity, it was evident that participation in the interactive tasks correlated with improved scores on the posttest. The highly-improved participants loved to contribute and collaborate with others to learn from one another and achieve success together. Additionally, working together required them to utilize teamwork skills.

Betty revealed her positive feeling towards collaborative learning and its benefit.

“Creative writing tasks involving students working together were great fun and enjoyable. Interaction helps facilitate language development.”

“The tasks assigned in class made class discussion more exciting and encouraged me to speak. It helps improve my language over time.”

“What I get from working with others is not only knowledge but also friendship, which makes me feel comfortable and motivates me to learn the language.”

Helping one another to succeed made Betty feel a genuine sense of satisfaction and pride, which provided intrinsic rewards or motivation to improve her language skills.

“Being an extrovert is not just being there in a group and working with others to complete the assigned tasks. Setting goals and making your best effort to achieve them together is a key to success in learning.”

Olivia also discussed how group discussion affected her learning and feelings. Her statements indicated her eagerness to know or learn more about things she was discussing with others during the completion of tasks. The findings revealed that group work triggered her curiosity, which influenced her language improvement.

“Discussing the topic in each session with friends and the teacher makes class more interesting and exciting.”
“My curiosity is usually heightened during group discussions and task completion. This inspires me to find out answers by discussing with friends, or asking for the teacher’s advice, and that really helps me learn more and avoid boredom as well.”

“What I like about this course is that everyone gains knowledge from one another and the task itself. More importantly, we learn about cooperation and respect. We learn to contribute in positive ways and compromise or be open to different opinions. That helps us learn.”

Ron also realized that with the structure and organization of the TBLT lessons, the formation of pairs and groups could build positive interdependence among students, which enhances students’ language skills.

“Whenever I am assigned to work in groups or pairs in both writing and speaking tasks, I feel that to accomplish the assigned tasks, everyone in the group needs to contribute. That means all of us needs to have a sense of interdependence as well as individual and group accountability.”

Ron’s responses during the interview supported Betty’s point that a safe and comfortable environment was important in learning the language. He believed that a comfortable environment was a part of the whole, influencing language development and the motivation to learn the language.

“Many students may feel intimidated when speaking with others in English, which is not their native language. And, of course, when we don’t have any negative feelings, I mean “intimidation,” we can ignore the fear of making mistakes in English. That will enable us to succeed in language learning.”
Ron also wrote about his expectations and goals, indicating his aim to work with others to maximize his own as well as others’ learning.

“I usually ask myself whether my goals (gaining knowledge, understanding the lessons, improving my language as well as others’, building trust and friendship) are met when I make my best effort, dedicate and commit myself to my learning.”

**Least-Improved Participants**

Two of the least-improved participants also classified themselves as “extroverts” who enjoyed working with others and felt that studying to complete work alone was difficult. One participant classified himself as an “introvert” who loved learning alone and avoided social contact. Based on the findings, the introverted participants enjoyed writing tasks rather than speaking tasks.

Extroverted learners often benefit more from introductory activities such as interacting with classmates than introverted learners. The results from this study showed a correlation between the level of social preference and peer interaction, leading to the development of language proficiency. This indicates that personality type affects language development and that personality traits influence students’ preferences regarding the assignment of tasks.

The extraverted least-improved participants pointed out that they prefer social activities rather than doing their own thing. They liked tasks that involved others even if they lasted only five or ten minutes. They felt happy when interacting with others, which included sharing their experiences, formulating and asking questions, listening to others talk, giving
suggestions, telling stories, doing role-plays, etc. Additionally, while approaching and talking with others they did not know could be challenging, it was easy for them to do.

Patricia’s statement showed how she felt when working with friends and how important relationships were to them.

“Interacting with others helps me improve my language as I can become aware of my mistakes. If I work alone, how can I improve my language skills, especially speaking? No interaction, no practice, no improvement.”

Gene’s statement indicated the importance of emotions during instructional interactions, which helps improve his language.

“Finishing assigned tasks with friends is fun. Although we sometimes have different opinions, we learn more about each other. I have made a lot of new friends from this class and that is what I want. We help one another maximize our learning.”

“When I work alone, it is so quiet. It isn’t fun at all. Learning English is difficult enough. I believe most students need fun tasks they could do with their friends to make them relaxed and have fun learning the language.”

The introverted participant who was among the least improved, Lan, wrote in his learning logs that he preferred working alone. He also added when working in groups, his friends usually thought his English was right and copied the structure. Then, when it turned out that their English was correct, he was disappointed.

“The speaking tasks or group work to complete any writing task really stressed me out. In real life, I have a few close friends and it is hard to accept someone else in a short period of time. It takes me some time to get to know that person
and see if s/he understands the way I am. However, I can’t deny that group work sometimes helps me with the language and also social relationships.”

“I feel guilty that they change from right to wrong because of me, but they are nice and do not blame me. So I can say that I benefit from working with others, and I realize that my language has improved”

“Although I like to work alone, I care about how much and how well I can contribute to the group to accomplish the tasks. Through this, I unconsciously improve my language.”

To conclude, the instructor needed to be aware of personality trait differences and create appropriate activities for both types of learners to promote their strengths and help them overcome their weaknesses. Therefore, consideration of personality types in the selection of classroom activities is necessary when designing and preparing instruction. Group work aims to build positive interdependence among students. Based on the findings, this aim was met, resulting in a positive atmosphere that facilitated learning.

**Learning Strategies**

The preferences of individuals in regard to learning strategies vary. In addition, they can apply as many learning strategies as they need in order to acquire and enhance their English skills. However, it is important to help them recognize which strategies work best for them in each learning situation. The teacher is charged with creating a learning environment or setting that allows learners to apply their preferred strategies.
Highly-Improved Participants

The responses of Ron, Betty and Olivia on the topic of the learning strategies used in learning English were similar. They all mentioned that they tried to find out the most effective learning strategy and determine which way could best help them understand and remember aspects of English. They never stopped seeking new ways to improve their language skills. These highly-improved participants used visualization, the construction of mental images with a sense of the actual event. In other words, they created mental images of a text as a way to understand processes or events that the characters in the story were encountering during reading.

Betty mentioned her use of the visualization strategy, which helped foster her learning process.

“I usually visualize scenes described in a story. Creating meaningful visual images of the information I listen to or read helps me comprehend the story and remember vocabulary.”

Betty also employed memorization. She pointed out that she loves to keep a list of English words, about 7-10 words each day. She looked up the words in dictionaries and also memorized the spelling. She found memorizing words and their meanings worthwhile because her hard work was rewarded. Therefore, she received motivation and had a good attitude toward English

“When I know word meanings, I understand the story. I do not have difficulty understanding the story at all because I already know the meaning of most words in the story. After that, when I see new words I do not know the meaning of, I enjoy looking up the meanings.”
“When I was a child, I felt it was worthwhile to spend time finding word meanings although it took a lot of time.”

Betty also employed repeated practice, which improved her language.

“It is difficult to use correct English after we have used it incorrectly for a while. However, this does not mean that I will be unable to speak or write it correctly. What’s happened to me these days is that I use a wrong tense, and then realize that it is wrong after completing the tasks and receiving feedback. So, I keep practicing in other tasks until I am sure that I remember, understand and get it right.”

Betty found the researcher’s emphasis on creating opportunities for practice to be very beneficial. Attending class and participating in each task, she had a chance to initiate their communication with classmates in English. She was provided with knowledge, time, and support to keep her engaged in the lesson and what was going on in class.

“Throughout my study in this course, when speaking, I evaluate the accuracy of my pronunciation, vocabulary, grammar, sentence structure, etc. When writing, I usually start with non-stop five-minute writing exercises in order for me to freely express my opinions on any topic. After finishing the exercise, I check and evaluate my work to make sure that I used what I learned or used it correctly.”

Betty found the non-stop writing exercise to be beneficial and used it as a warm-up; as no rules were applied when writing, she could write anything she wanted. Afterwards, to ensure the accuracy of her language and foster her language improvement, she used the evaluation or monitoring strategy to assess her own performance and identify mistakes she needed to correct.
Similar to Betty, Olivia mentioned, in both the learning logs and the interviews, her use of the visualization strategy, which enhanced her language skills.

“I usually visualize scenes described in a story. Creating meaningful visual images of the information I listen or read helps me comprehend the story and remember vocabulary.”

Based on her background, throughout the years, she has realized that all languages are fascinating. She is passionate about learning languages and hopes that she will be able to speak many languages fluently. Since her introduction to English when she was about four years old, she has aspired to become proficient at it. Her father liked to read fairytales to her in both her native language (Thai) and English. He would read them in Thai first followed by English. At that point, she did not know that the language he was reading or trying to teach her was English. While listening, Olivia usually made connections between Thai and English words, looked at the picture in the book and imagined them in her mind. In other words, a cognitive strategy was often used. After listening to the story several times, her father stopped reading the story in Thai. As a child, listening to the fairytales was fun and exciting. When her father became busy, she started reading the stories written in English by herself. However, since she had a very limited ability to read English, she learned to understand fairytales by looking at the pictures. The imagined pictures she had in mind as well as the Thai meaning of the words helped her improve her second language learning to a significant extent.

Similar to Olivia, Betty also benefited from bedtime stories or fairytales. She mentioned in her learning logs that she loved memorizing English words; nevertheless, her ability to remember information was limited, and the findings from the pretest and posttest confirmed her statements. Her responses in the in-depth interview were in line with the researcher’s expectations. When studying or practicing, she focused on speakers’ mouths to
learn accurate pronunciation. Betty was raised in a household where English was introduced at an early age. Her parents were educated and supported their children to learn English through toys and books. She did not mention English academic textbooks, so there was a sense of enjoyment in learning English in a low-stress environment.

“I started to like English as no one forced me to learn it. I had fun listening to English and started learning it by myself.”

Ron’s claim in his learning log confirmed the advantages of visualization. He employed visualization most of the time, although language used in different kinds of text differs to some extent. As time went by, he realized that the type of English used in fairytales, news, and academic textbooks was totally different.

“When listening to fables the teacher read in class, it was very easy to visualize the story. However, I still find it useful and more challenging when visualizing academic articles and lectures.”

Similar to Betty and Olivia, Ron also loved memorizing vocabulary. He could expand the number of new words he knew as well as his depth of knowledge.

“I usually start at zero or one when learning new things or new topics like what we do in this class. There are lots of words I don’t know at the beginning of each lesson; however, I like memorizing English words, so I try to find the meanings and list them in my notebook.”

The deductive reasoning strategy was also employed as Ron compared his native language and the target language. He not only compared vocabulary but also other aspects of English, such as word order and tense. He also learned that many English words had more than one part of speech, and the meanings might change when used in different forms. Ron
also revealed that looking up words in Thai-English and English-English dictionaries to compare word meanings in both languages was his favorite hobby, which has led to his language improvement.

“I love looking up words in Thai-English and English-English dictionaries. My language is improved.”

Ron also employed the monitoring strategy to help develop his language. It helped him recognize that he often did well the second time when checking with an emphasis on language accuracy.

“When I was assigned to do writing tasks, I wrote a paper with careful awareness of language accuracy including the structure, spelling, punctuation, etc. After all this, I also self-corrected my writing.”

**Least-Improved Participants**

The least-improved participants were more concerned about accuracy than fluency. They found accuracy more important than fluency as they could communicate what they wanted to convey. Translation from a learner’s native language to the target language is a common strategy in language learning. Moreover, overcoming the interlanguage issue is undeniably difficult and it often hinders participants’ language development (Selinker, 1972). When producing the language, the participants in the study employed language transfer, which resulted in mistakes because of the differences between Thai and English language.

Patricia checked her work several times to determine if she used the right words and whether the sentences were organized in a meaningful way.

“When speaking or writing, I can’t stop thinking in Thai first. I need to think in Thai, translate into English, then check the language accuracy more than twice.”
In fact, most of the time, she did not speak much, and based on her statement, it took her quite a long time to go through a lot of processes in her mind before speaking. “So, it was too late to speak.” When she did eventually speak, others had already shared their opinions or given the answer that she was going to say.

The third least-improved participant, Lan, also mentioned his anxiety because of the interlanguage issue, “I am often so worried about words, sentence structure and pronunciation that I give up talking to the entire class. However, speaking English with close friends or in a small group is fine because my friends know that I need time to translate from Thai to English.” The stress level in second language learning is very high, which sometimes interfere with the process of learning the target language.

Lan preferred using Thai in language classroom even though he realized that he should practice English to overcome the interlanguage problem he was encountering. English was recommended for use in the classroom to promote English language practice. However, the native language was also found to be helpful when an activity was conducted in pairs or groups, as the student who understood the concept could help peers who did not by explaining in Thai.

**Conclusion**

Individual personality traits and learning strategies are very important as they influence the effectiveness of instruction and learning achievement. The teacher needs to use this information to design language lessons that are appropriate and beneficial to all language learners. The findings suggest that lessons should be designed to incorporate as much group interaction as possible. Teachers must be sure that interactive class time is spent in pairs or groups; however, individual tasks still need to be assigned so that students can demonstrate their performance based on their own effort and ability. Moreover, a combination of group,
pair and individual tasks is beneficial to both extroverted and introverted learners. Students insisted that assigned tasks were motivating and revealed to them why the class was important. More importantly, effective language learning is more likely to take place in a low-stress environment. However, another consideration for any type of learner is timing, as repetition may take time and affect other activities in the teaching. Therefore, the instructor should design lessons and activities conducted in a timely or organized manner. Additionally, the teacher should also consider the clarity of the sound in clips, differences in pronunciation, the difficulty of content and questions in assessing comprehension. All students should have an equal opportunity to demonstrate their ability to complete tasks and receive attention from the teacher.

4.4 Research Objective 4: Findings

This section presents the findings on the extent to which the course was able to enhance learners’ knowledge of the task-based language teaching approach. The details on the assessment instruments for the data analysis are shown in Table 21.

Table 27
Research Objective 4: Details of Assessment Instruments for Data Analysis

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Test Type</th>
<th>Test Item</th>
<th>Rubric for Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To investigate to what extent the course was able to enhance learners’ knowledge of the task-based language teaching approach</td>
<td>Subjective test: essay</td>
<td>Write a narrative essay on the “Task-Based Language Teaching Approach” (100-150 words).</td>
<td>Criteria: 1. Subject knowledge 2. Organization 3. Vocabulary 4. Error Total 16 points</td>
</tr>
</tbody>
</table>

The study was conducted using both qualitative and quantitative data. Numerical data were collected, and statistical analysis of the results was undertaken to obtain the findings from the pretest conducted before the intervention and the posttest conducted after
the intervention. In addition, qualitative data from learning logs and bi-weekly interviews were interpreted, analyzed and presented.

4.4.1 Quantitative Results

4.4.1.1 Pre- and Post-Test Result: Knowledge of Task-Based Language Teaching

Thirty-eight participants were required to write an essay during the pretest and posttest. A paired samples t-test was used to compare the pre-test and post-test data to measure the extent to which students’ knowledge of TBLT had improved after they participated in the task-based instruction (RO4). The results revealed that the participants scored higher on the posttest on all four criteria, including subject knowledge, organization, vocabulary, and errors (See Figure 9).

![Bar Chart Illustrating the Comparison of Pre-Test and Post-Test Scores in Knowledge of Task-Based Language Teaching Approach](image)

Figure 9. Bar Chart Illustrating the Comparison of Pre-Test and Post-Test Scores in Knowledge of Task-Based Language Teaching Approach
The results of the paired-samples T-Test (Table 22) showed that

1) The post test scores on content (M = 3.13, SD = 0.91) were significantly higher than the pre test scores (M = 1.24, SD = 0.43), t(37) = 14.63, p < 0.05;

2) The post test scores on organization (M = 2.92, SD = 0.88) were significantly higher than the pre test scores (M = 1.34, SD = 0.67), t(37) = 12.84, p < 0.05;

3) The post test scores on Vocabulary (M = 2.55, SD = 0.60) were significantly higher than the pre test scores (M = 1.42, SD = 0.76), t(37) = 9.41, p < 0.05;

4) The post test scores on Error (M = 2.45, SD = 0.50) were significantly higher than the pre test scores (M = 1.24, SD = 0.59), t(37) = 12.93, p < 0.05; and

5) Overall, the post test scores (M = 2.76, SD = 0.64) were significantly higher than the pre test scores (M = 1.31, SD = 0.58), t(37) = 15.06, p < 0.05.

In conclusion, these data showed that the three highest percentage of improved score on knowledge of TBLT.

4.4.2 Qualitative Results: Knowledge of the Task-Based Language Teaching (TBLT)

4.4.2.1 Theme I: Demonstration

The TBLT course was designed with a careful selection of topics, materials, and tasks based on learners’ interests. The tasks were designed, organized and conducted in a
manner ensuring that participants gained a deep understanding of the TBLT approach and played an active role in their learning. Both highly-improved students and those who were the least improved concurred that demonstrations of the TBLT approach were considered to promote a better understanding of the method and usage. The researcher served as the model of the learning, the one who created the environment and content that enabled the participants to demonstrate the ability they possessed or express their relevant needs and concerns in order to resolve the issues together. More importantly, the demonstrations could help prepare them for the teaching profession.

**Highly-Improved Participants**

These highly-improved participants, especially Bridget, an English tutor, expressed their view that English could not be every student’s favorite subject. They encountered a variety of obstacles in the teaching of English lessons in schools, such as a lack or a low level of student interest, difficult language from some lessons in the textbooks depending on the school or institution, teachers’ knowledge of the language and teaching strategies, proper design of lessons, sequence of instructions, and delivery of instruction. The aforementioned obstacles could be a hindrance to language learning, and it was a challenging task for teachers to consider every aspect of teaching, which included but was not limited to determining student’ needs and interest, selecting appropriate materials, designing interactive lessons, and applying teaching strategies that foster students’ active engagement in the language learning process.

Demonstrations were utilized to help increase learners’ understanding and performance. According to the cone of learning principle, learners can remember up to fifty percent of the content delivered through watching a demonstration (Dale, 1969). The findings of the study reaffirmed this. As a result of the demonstrations provided by the teacher and their own demonstration practice, students’ academic performance scores increased
significantly ($\alpha = .01$) compared to the scores before participating in the study. After students had a sufficient understanding of the procedures, they were able to demonstrate their knowledge of TBLT.

Participants that showed significant improvement all demonstrated their understanding of the TBLT approach as evidenced by their responses on the posttest. More importantly, the increased knowledge was obtained through the teacher demonstrations showing how to perform the expected tasks while students made observations, asked questions, discussed and summarized what they learned from the observations. In addition, the findings revealed that demonstrations were suitable in terms of enabling the learners to achieve the predetermined learning objectives.

Learners expressed strong satisfaction with the teacher’s use of demonstrations as this allowed them to use TBLT in the designed course. In addition to the language skills they needed to possess, they acknowledged the importance of teaching strategies because they realized both were essential components for being an effective English language teacher. All three participants stated that the teacher was a model who helped foster a better understanding of the method and its application in teaching English.

Bridget, a twenty-six-year old tutor who has been tutoring for almost a year, strongly believed that she had the greatest job in the world. In her perspective and insight, the demonstrations of the teaching approach were an integral part of preparing all pre-service teachers to be effective teachers. The teacher demonstrations made every student realize that teachers needed to possess not only a broad and thorough knowledge of the subject being taught but also teaching skills to pass on knowledge to students.

“I benefit from the demonstrations the teacher provides. Both lectures and demonstration showing us ‘how to’ are very helpful and meaningful to me and everyone in class.”
“I will integrate meaningful content in my teaching as the teacher does. I love the way morality or current situations are integrated into the lessons. It makes me realize some other important things in the outside world, apart from academic content.

“It was fun, and as an experienced English tutor, I also perceived that I was encouraged to add the knowledge to my existing repertoire.”

Bridget also expressed her enthusiasm for discussing the approach with the teacher to obtain further details and sometimes came up with alternative sequences for tasks or additional tasks, which created a productive environment.

“I want to be a knowledgeable resource that students can rely on.”

Bridget also mentioned that she taught English based on the textbook used in school where her students were studying and had them complete exercises in the book. Nevertheless, she was open to learning new things that would make her teaching more effective and fun. She welcomed the opportunity to confirm her assumption that the TBLT approach might be more effective. Therefore, she expected this to help improve her teaching, resulting in students’ successful learning and language development. She stated that due to her one-on-one or small classes containing no more than three students, she was not accustomed to teaching a bigger class. Therefore, performing the teaching demonstration in front of class was challenging and exciting even though she was very confident in her teaching abilities. She observed everyone’s facial expressions and felt that some students in class were not interested in her lessons.

“The teaching demonstration motivated me to learn to solve the problems or remain resilient in the face of difficulty or frustration. Problems such as
confusion, anxiety, and fatigue may arise to challenge students in learning and teachers in teaching English, and the teachers need to find ways to overcome these problems.”

Terhorst also supported the advantage of the demonstration in the way that it drew her attention to the teaching techniques with a special focus on the tasks and steps the teacher employs in each session.

“If the teacher does not show students how to use it in her teaching, I think they will still be puzzled about the approach.”

“It was important to identify and implement the absolute best teaching practices to ensure that we as teachers provide the most rigorous and appropriate instruction for our students.”

“Good teachers are lifelong learners who increase their knowledge by staying informed on current events impacting their constantly evolving field.”

Apart from the demonstrations provided by the teacher, Terhorst also benefitted from the teaching demonstrations that he and other students performed during the practice sessions.

“I am really into the tasks my friends assigned me to complete. I see how much effort they put into designing their lessons, the tasks, and teaching in class. I also have a chance to discuss it with some of my friends, and it really broadens my knowledge.”

“Active engagement helped me improve my knowledge of TBLT.”
In regard to his own teaching demonstration, Terhorst said he was surprised he could do it. He realized how difficult it was, but it was achievable. He felt a sense of accomplishment and became more confident that he would be successful in his teaching career. He strongly believed that the knowledge of TBLT would help improve his students’ language skills.

“Being able to use English fluently and apply the teaching techniques have to come together in order to enhance students’ language. It will be like a dream come true.”

Olivia also pointed out that the demonstration increased her understanding of the task-based language teaching (TBLT) approach. She affirmed her commitment to a lifelong process of broadening students’ knowledge of English as well as teaching strategies.

“Teaching by showing us how to use the TBLT really helps us see a big picture.”

“As long as I have full knowledge of English language, use it fluently and accurately, deliver the lessons using various teaching techniques employed in class, I am confident that I can become an English teacher with a high ability to teach students to master the language.”

“Through demonstration, I learn how to carefully design lessons using the TBLT approach and teach moral values along with the subject.”

Olivia strongly supported Terhorst’s opinion. She pointed out that the focus of studying in class should not merely be on content and language skills, attention must also be given to teaching strategies. “I wonder, what memories will I create for my students?” Olivia asked herself. The opportunity to perform teaching demonstration drove her to try things that she had never done and build more confidence in her own abilities. She admitted that she and
most of her friends studied very hard, learned a lot, and sometimes got fatigued, especially when preparing for their short teaching demonstration. However, it was worthwhile. After performing the demonstration, she believed that varied TBLT tasks would make her class interesting and help her deliver the lessons effectively. Olivia imagined her students walking into her room and thinking “I learn a lot, and I have fun,” which would delight her and make her very proud. She added that it was vital to take the different levels of students into consideration when designing her mini lesson.

**Least-Improved Participants**

At the beginning of the semester, Gene, Lan and Marta spoke of their knowledge of TBLT. The first participant, Gene, stated that he would be an English teacher as he loved teaching and had a strong desire to pursue the teaching career path. His family also supported his plan. The other two participants, Lan and Marta, wanted to teach English but they were not certain whether they could become teachers. However, they wanted to make an attempt and find out whether it would be achievable. Both Lan and Marta were currently working and had tight schedules and busy lives, which required managing their time wisely. In past semesters, they found themselves in a dilemma when they encountered a conflict with work and study. They were not certain whether they should continue in this program or transfer to study as English majors in the Faculty of Humanities and find a way to become English teachers later.

After these three participants were informed that all tasks throughout the semester were designed to strengthen students’ English skills and improve their instructional strategies and techniques, they worried that they were not ready for the teaching techniques. Additionally, based on their statements in the learning logs, they were struggling with writing and speaking and did not pay much attention to the teaching strategies. During the first three or four sessions, they perceived themselves as lacking knowledge about how to structure
teaching, apart from their need for language skill training and practice. However, after engaging in various types of tasks from different areas of English teaching content through teacher demonstrations during class sessions, they grew more accustomed to the teaching approach.

Although the tasks seemed to be very challenging and difficult to accomplish, these least-improved participants maintained high expectations for success and self-motivation, and expressed positive attitudes towards learning the teaching approach. These participants realized through the teacher demonstrations that English instruction should be a form of edutainment, a combination of education and entertainment. In addition, they would like to know how to present the materials in a way that students could relate to and enjoy. All three participants mentioned learners’ distaste for learning English.

“It is possible that teachers will find that a lot of English learners do not like English at all because they often struggle with the use of grammar, vocabulary, sentence structure, spelling, pronunciation and much more,” stated Gene.

“Learning difficulties that English learners have to overcome are like “facing a severe storm,” Lan mentioned based on his perception of language learning difficulty most English learners have encountered.

However, the teacher demonstrations helped them to think positively and increased their self-motivation. The demonstrations showed that the teacher was well prepared and made an effort to help them as low-proficiency learners to improve their knowledge and skills. Through the demonstrations, they realized that teaching strategy is a fundamental skill all teachers should possess in order to increase students’ understanding of basic concepts.
Gene admitted that it would take a long time to gain a complete understanding of the concept and effectively employ the approach in teaching the language.

“Although I don’t have teaching experience and do not fully understand the concept of TBLT or its application, it is not the end of the world. I need to be positive. I will be an expert one day.”

“Although it may take a long time, I believe that I will become a teacher and employ all the teaching techniques I learn here.”

Lan realized that he was a slow learner when trying to learn about the teaching approach and might not be able to apply the approach perfectly at the moment. During the first half of the study, he struggled to understand the concept of TBLT. However, the teacher demonstrations enabled him to develop a better understanding of the approach.

“I had a lot of difficulty understanding the TBLT. The demonstrations really helped us understand better.”

Meanwhile, Lan also mentioned an advantage of the teaching practice was that he learned to provide learning experiences that engaged students of varying backgrounds and abilities, and also practice teaching. The teaching demonstrations they performed enhanced their motivation and strengthened their belief in their ability to be teachers one day.

However, the topics of work experience and personal life were raised. Lan used to work as a receptionist in a small hotel, but the income was not sufficient for living in a big family including low-income parents in their mid-60s and two young nieces whose mother (his elder sister) had passed away four years ago. He had gotten a new job as a waiter in a restaurant, working the evening shift. It could be difficult to strike a balance between work, school and personal life. The findings revealed that although the aforementioned factors
seemed to influence the acquisition of knowledge and practice, their knowledge of TBLT was improved through the teacher’s demonstrations as well as their own. These obstacles seemed to limit their progress in gaining knowledge of TBLT, leading the researcher to believe that without these issues, their performance might be at a higher level than at the present time.

The last participant, Marta, mentioned her knowledge of TBLT during the interview. The demonstrations by the teacher ignited her passion to become a good role model for children.

“Someone can understand and use it in a short time, but some take a long time, from months to years. People are different. However, I know that one day I will be a good role model just as I have experienced in this class.”

Marta realized that her knowledge could be improved through practice. The demonstrations by the teacher and students in class facilitated the pre-service teachers’ learning and reflections on applying their language expertise along with their pedagogical knowledge to ensure their prospective learners’ learning. She perceived that teaching and learning activities involving demonstrations by the teacher followed by practice that promoted learning. The demonstration sessions boosted her self-confidence and increased her expectations of success in applying the approach in teaching. Although it took her a long time to prepare the mini-lesson, she found it enjoyable rather than miserable. Her enthusiasm drove her to prepare the lessons with her best effort, which fortified her belief that she was capable of teaching using the approach.

“I feel lucky to have had the chance to develop my own lessons. The practice session and teacher’s assistance promoted my learning.”

“I thought I learned nothing about the TBLT, but then after I performed my teaching demonstration, I realize I actually learned lots of things and can do it.”
Based on the findings on Marta, it would be easier for her to complete her bachelor’s degree if she were living with her parents in her hometown. Although she had a strong bond with her family and was reluctant to leave her place of birth, her desire to receive a good education and be successful in the future convinced her to study in Bangkok. Her parents supported her desire to become a teacher and hoped that she could apply for a teaching job in her hometown after she graduated.

“It would be nice if my family were here with me so that I can practice my teaching with them. I always did that when I prepared my presentations for my high-school class.”

While it was not Marta’s dream to become a teacher, she would put forth her best effort anyway. However, she seemed to underestimate the importance of time constraints. She had already spent five years and was 42 credits short of the required 167 to graduate. Despite the fact that she would be given ten years to complete the program according to university regulations, she wanted to graduate as soon as possible, which was five years. Every student needs to complete coursework within three to four years and then do a teaching internship in school for one academic year. The researcher believed it would be difficult for her but hoped that she could accomplish her goal.

**Conclusion**

Both highly-improved and least-improved participants expressed their desire to acquire a better understanding about how to teach in their own classrooms, to engage their students in tasks, to make content relevant and accessible to students, and to give productive feedback and monitor learners’ progress and feelings about language learning at the end of each session. These participants were willing to put effort into improving their language skills and teaching skills to prepare themselves for their prospective teaching jobs.
Through demonstrations of the method, they came to view TBLT as a framework and a starting point to guide them in the design of instruction. The participants could imagine themselves becoming active teachers, doing interactive tasks and lessons with their students. They realized that in the field of teaching English, effective teachers should not only be well trained and knowledgeable, but also well versed in selecting appropriate teaching strategies to enhance students’ learning and increase their motivation. In addition, as they learned more about it through teacher and their own demonstration, they started to see how it worked and could be used to develop a language-rich learning environment. They felt a sense of accomplishment as they realized that they could perform the teaching demonstrations better than they expected. There was also a connection between the teaching demonstrations and their motivation.
CHAPTER V
CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter includes the findings related to the research objectives, a discussion of the findings, the implications of the results of the study, the limitations of the study, and recommendations for future research.

5.1 Conclusion

This study was divided into two phases - phase I: course design and phase II: course implementation. In phase I, a course incorporating the task-based language teaching approach was developed based on Graves’ framework containing eight critical components or steps, starting with assessing needs followed by formulating goals and objectives, conceptualizing content, developing materials, organizing the course, designing an assessment plan, defining the context, and articulating beliefs. In phase II, the developed course was implemented with 38 pre-service English teachers at Ramkhamhaeng University. Data were collected through a pretest and posttest, learning logs, and focus groups, and analyzed with basic statistics including mean and standard deviation, and inferential statistics including a paired samples t-test.

The quantitative results revealed that the participants performed better on the writing posttest with respect to all four criteria including content, organization, vocabulary, and errors, with the statistical significance level of .01. With regard to speaking skill improvement, the results revealed that the participants performed better on the posttest for all ten criteria, including non-verbal skills, verbal skills, and content. Three students showed the most improvement, recording writing improvement scores of 92%, 80%, 75%, and speaking improvement scores of 83%, 75%, 63% respectively. Another three participants showed the least improvement, receiving writing improvement scores of 10%,
8%, 8%, and speaking improvement scores of 6%, 4%, 4%. In addition, the qualitative results revealed that feedback (teacher and peer feedback) and language mastery strategy (personality traits and learning strategies) had an influence on participants’ language improvement. With regard to knowledge of the task-based language teaching approach, the results revealed that participants performed better on the posttest for all four criteria including content, organization, vocabulary, and errors, with the statistical significance level of .01. The three students that showed the most improvement and another three that showed the least improvement were selected for in-depth interviews. In addition, the qualitative results revealed that teacher and student teaching demonstrations influenced participants’ mastery of TBLT knowledge.

5.2 Discussion

This section discusses the topics of the roles of teacher, feedback, and demonstrations based on the findings stated in chapter four. To summarize these, RO1 focused on developing a course to enhance productive English language skills. RO2 pertained to developing a course to enhance knowledge of task-based language teaching. RO3 focused on the extent to which the course was able to enhance the pre-service teachers’ productive English language skills. Lastly, RO4 focused on the extent to which the course was able to enhance the pre-service teachers’ knowledge of task-based language teaching.

5.2.1 Research Objective 1: Discussion of the Teacher’s Roles in Developing the Course for Enhancing the Productive English Language Skills

While developing the course to enhance students’ productive English language skills (RO1), it was pointed out that the teacher’s role is that of task setter, facilitator, or assessor depending on the situation and what will best help students to achieve success.
Task Setter

The phase of task design revealed that designing a course is always a challenge, and the researcher need to take extra time and make a great effort. The findings revealed that the teacher as a task setter played a significant role in the design of tasks and instruction that provided opportunities for learners to develop successful learning and communication strategies, which is in line with Samuda & Bygate (2008) and Hamilton (2006). In designing the tasks for the study, the researcher found that the articulation of beliefs was the key factor for success in teaching and learning the language. The researcher believed that an English teacher’s teaching and language skills should be given top priority as they influence learners’ language learning and development. Thus, a teacher’s effort to improve their skills and knowledge represents their commitment to their profession.

The researcher used this belief as the basis for motivating herself to develop her own skills and continuously to learn new things so that she could expand her knowledge, which would enable her to maximize students’ learning. This belief is supported by Orange (2005), who states that self-motivation is necessary, and that the teacher should motivate himself or herself before trying to motivate students to learn a language. Motivated teachers are likely to be successful in teaching, which improves their attitude and encourages them to continue bettering themselves on their career path. In addition, as Moore (2009) suggests, teachers should be provided with opportunities and support to gain knowledge and practice their skills. As critical as the belief in the need for teachers to be committed to continuous improvement is having the belief that all children can learn and achieve. There seems to be general agreement between Orange’s claim (2005) and the researcher’s findings that every student has value and can be successful in learning. The researcher’s strong belief that each individual possesses the ability and intelligence necessary, to varying extents, to acquire the language and gain new knowledge created the foundation for her expectations about teaching and successful learning. This, in turn, led her to put forth her best effort by investigating her
students’ backgrounds, needs and interests, as well as developing effective materials and activities.

Moreover, it is essential to consider diversity during task design. Due to differences in backgrounds, particular interests, prior knowledge, educational experiences, professions, and levels of passion or commitment to the field of English language teaching, designing tasks that meet students’ needs is a challenge. This study affirms the conclusion of Milligan (1997) that teachers should make knowing their student’s learning needs a priority and that classes should be created and centered around their needs. The findings give credence to the suggestion of Flowerdew and Peacock (2001) that the needs of each individual should be identified prior to the establishment of goals and objectives. Their needs are an integral part of the planning process as the course and tasks should be designed to engage students in the learning process. As Lantolf (2000) contends, when learners complete tasks suitable for them, they are likely to have successful language learning, supported by. Moreover, tasks can be designed in the way that learners can apply their existing knowledge of language aspects or learn new material (Ellis, 2003).

The findings of the study confirm the necessity of establishing connections between learning objectives, learning activities or tasks, and assessment. First, behavioral objectives need to indicate clearly observable outcomes expected from the students. Highly structured lessons and varied, lively tasks including individual, interactive pair or group work to promote language acquisition and communicative interaction then need to be carefully developed and sequenced in a logical manner to keep students engaged and motivated in learning English. More importantly, course developers must make sure that the tasks are likely to result in their achievement of desired learning outcomes. Lastly, after completion of tasks, there must be a valid and accurate measurement of learners’ performance, in other words, how well they have learned what the teacher intended for them to learn. The
aforementioned increases the chance for success in English teaching and learning, which corroborates Biggs’ research (2003).

To conclude, the results of the study confirmed that course design is essential for creating a successful adult English program. Effective course development includes understanding students’ needs and interests, lectures, practice and feedback, with adequate time and follow-up support. Successful classes involve students in learning activities in ways that allow them to share their expertise and experience systematically. The findings concur with Guth and Wrigley’s (1992) recommendation that a flexible but structured program design should be created and sustained; curriculums should be created by teachers and learners or enhanced with their perspectives. Additionally, the methods and approaches employed in a course should emphasize learner-centeredness, knowledge of the learner community, and a supportive environment. Condelli (2011, expanding on the work of Guth and Wrigley, examined the relationship between student characteristics, instructional approaches and the acquisition of language in the English classroom, finding that effective instructional practices have a great impact on adult English learners’ language development.

**Facilitator**

In taking on the role of facilitator while conducting the study, the teacher could help students to learn, manage activities, build a positive classroom climate, direct the students’ learning, guide them, foster their engagement, enhance their motivation, reduce their stress, and encourage them to take responsibility for acquiring information and improving their skills, to find out learning strategies to develop language proficiency, to learn to self-monitor and to develop the habit of being life-long learners. According to Richards and Rodgers (2014), Boyle and Rothstein (2008), and Van den Branden et al. (2009), the aforementioned responsibilities have a significant influence on students’ language development and motivation in learning a language.
Therefore, it is important that the teacher as facilitator put forth the greatest effort to help students learn and achieve academic success by showing true enthusiasm and interest in the subject matter and learning process, stimulating the acquisition of knowledge, having a sense of their needs and interests, and being caring and approachable, etc. If teachers are well prepared physically and psychologically, they will be able to fully promote and foster English proficiency in learners. These are required qualifications that English teachers must demonstrably possess to be considered effective teachers (Dave & Rajput, 1998).

The findings of this study confirm Dornyei’s (2001) recommendations that a facilitator can run an effective class session by demonstrating the following: 1) concern for others by using appropriate facial expressions, allowing others an opportunity to share their opinions, listening to others and not interrupting while others are speaking, 2) appreciation by acknowledging every voice or input, 3) respect by being open-minded, allowing differing or competing opinions, and avoiding sarcasm, and 4) empathy by being supportive, appreciating how difficult it is to master the language, and creating a safe learning environment for students to share and demonstrate their ability and knowledge.

In addition, good management of engaging and meaningful tasks provides students with opportunities to explore new lessons and apply their knowledge to practical endeavors. Students’ engagement can be maintained if they take an active role in class by collaboratively exploring course materials and completing assigned tasks. The findings here suggest that providing students with lavish praise for both correct and incorrect responses can also keep students motivated, build a secure and positive learning environment, and enhance their motivation to learn and participate in class, which corroborates Boyle and Rothstein’s research (2008). Incorrect answers should be treated as a genuine attempt to enhance the learning process, as this helps students be comfortable taking risks and learning through mistakes.
As a facilitator, the teacher can help students choose the best learning strategies to develop their language proficiency. Successful language learners should select the most suitable strategies and practice using them. This is in line with Oxford (1999), who argues that when appropriate learning strategies are employed and practiced continuously, learners will successfully improve their speaking and writing skills. The results showed that the development of a sense of responsibility is also a vital component of students’ effective learning. This finding is in agreement with Hamilton (2006), who asserts that the teacher can foster learners’ sense of responsibility for, and ownership of, their own learning and growth through collaborative tasks. Through facilitation that nurtures meaningful interaction, students can be assisted to develop their English for a variety of social, vocational and academic settings. Finally, the researcher discovered that providing support and assistance as needs arise is another important duty of the facilitator, This accords with Richards and Rodgers (2001), who state that “In his or her role as facilitator, the teacher must move around the class helping students and groups as needs arise” (p.199).

Assessor

Another role of the teacher is an assessor that evaluates students’ knowledge and skills. In this study, evidence of students’ understanding and proficiency was obtained through both formal and informal assessments, in line with the recommendation of Graves (2000) to use both types of assessments when designing an assessment plan. Donnelly and Fitzmaurice (2005) contend that tasks completed during the time of instruction should be used as part of continuous assessment and not be part of the grading process. In the completion of a variety of tasks, learners have an opportunity to demonstrate their language proficiency and receive feedback from the teacher or peers. The feedback received from either or both sources is one type of formative assessment that influences the instructional and learning process. The use of feedback as a formative assessment corresponds with Black and William’s (1998) claim that “for assessment to be formative, the feedback information
has to be used” (p. 16). The findings of this study on the positive influence of feedback in improving students’ language skills and knowledge of TBLT support Scriven’s (1967) statement about its original purpose of investigating participants’ process of learning, helping them to overcome any difficulties they encounter and thereby improving their performance.

5.2.2 Research Objective 2: Discussion of the Teacher’s Roles in Developing the Course for Enhancing the Knowledge of the Task-Based Language Teaching Approach

In developing the course to enhance students’ knowledge of the task-based language teaching approach (RO2), the teacher needed to take on the roles of both a lecturer imparting knowledge of theory and a model for its application in authentic teaching settings.

**Lecturer**

During course development, the researcher questioned the role of the teacher as a lecturer because the task-based language teaching (TBLT) approach was primarily considered learner-centered rather than teacher-centered. However, the results from the course development revealed that lectures from the teacher were needed as they primarily focused on providing information or passing on knowledge to the learners. Teacher talk time (TTT) remained essential as it enabled the teacher to plan vital areas of the lesson and provide explanations, a finding that concurs with Mehan (1979).

Generally speaking, the teacher’s role as a lecturer requires continual preparation and a vast array of knowledge, skills, pedagogical approaches, enthusiasm, and a caring attitude to promote students’ mastery of knowledge and skills based on their levels. In other words, lecturing necessitates mastering the knowledge of a subject (Bain, 2004). The teacher needs to be well versed in their subject and prepare content that caters to learners in a way that improves their performance in accordance with established criteria.
As an English language teacher, the researcher realizes that a deep understanding of the components of language (including phonology, morphology, syntax, semantics, and pragmatics) and the ability to present elements of these to students are mandatory to help them become familiar with and acquire the English language. More importantly, delivering content is not the only duty of a lecturer — maintaining students’ attention by employing situations, teaching aids, consistent signals are also critical. The importance of the lecturer’s role and qualification requirements revealed in the study corroborates the TESOL standards established by the National Council of the Association for Teacher Education (NCATE). Teachers need to be knowledgeable and skilled in their subject area and acknowledge that language is acquired most effectively when it is taught in meaningful contexts. They also need to manage learning in an appropriate and organized manner, which enables students to meet their learning objectives.

5.2.3 Research Objective 3: Discussion of the Effectiveness of Task-Based Language Teaching Approach in Enhancing the Productive English Language Skills

The results addressing the extent of productive English language skill development (RO3) revealed that the course incorporating the task-based language teaching (TBLT) approach was able to enhance learners’ productive English language skills. This section discusses the value of TBLT as an essential approach in improving productive skills.

**Concept of the Task-Based Language Teaching Approach**

First, the findings from the study revealed that students’ productive skills improved after participating in the study. The results confirm past studies on the effectiveness of the task-based language teaching (TBLT) approach in terms of enhancing both writing and speaking skills as evidenced by the improvement of the test scores. More importantly, the results also indicate that TBLT can create a language-rich environment in English as a
foreign language (EFL) settings, such as in Thailand, where English language is not the native language or mother tongue people use for communication and government endeavors, or as a medium of instruction in all schools and colleges (Medgyes, 2017). Although Qian (2011) contends that students in EFL settings have limited opportunities to use English, specific teaching approaches may be able to promote their English language development. It can be said that language learning in EFL settings is possible if the teacher provides students with opportunities to be exposed to and use the language, which can result in improved language skills (Little and Fieldsend, 2009). On the contrary, the findings contradict those of Bruton (2002), Burrows (2008), Sato (2009), and Swan (2005), who determined that TBLT was not suitable for an EFL environment.

The findings revealed that the skills of low-proficiency students also improved, which supports the claims of Edwards and Willis (2005), Ellis (2009), Leaver and Willis (2004), and Willis and Willis (2007) that TBLT promotes low-proficiency students’ language development. To be specific, teachers can foster learners’ engagement with English inside the classroom through the use of tasks because the language used in a TBLT course is not limited to what the instructor models or demonstrates. TBLT courses are designed to include various tasks that encourage participants to demonstrate their abilities, express their opinions, help others learn and improve their language, and build positive relationships and interdependence. In addition, they enable the teacher to assess and diagnose difficulties, which aid in determining whether learners need additional instruction (Ellis, 2009).

**Teacher Feedback**

Vaughan (2002) and Jones and Caston (2004) also found that attitudes toward subject matter and the assigned tasks in class influence achievement, and that students were more motivated to do well by their love of English and receiving feedback. The more feedback the students received from the teacher, the more they recognized their mistakes,
resulting in the possibility of improved English skills. This finding accords with Sultana’s (2009) assertion that providing learners with feedback on their performance is essential. Meaningful feedback from the teacher enhances learning and promotes student achievement. Hattie (1992) also found feedback to be a powerful and valuable tool to enhance achievement. It can be concluded that teacher feedback is a key to student’s language learning achievement. Without feedback, they were not able to recognize their mistakes and would repeatedly misuse words, tenses or other aspects of English. These findings support Truscott and Yi-Ping Hsu’s (2008) results on the advantage of feedback obtained from two groups of participants that were assigned the same writing task. The experimental group received corrective feedback on a writing task and revised their work after receiving the feedback on their first draft. Meanwhile, the control group revised their work without any feedback on their first draft. The findings revealed that the experimental group performed significantly better than the control group. On the contrary, Ferris (2002) did not find feedback to be beneficial in all cases, arguing that identifying errors is cumbersome for teachers and confusing for students. According to Lee (1997), teachers may use too wide a range of metalinguistic terms for students to understand. Therefore, providing a proper amount of error cues for students is important in language teaching.

Not all types of feedback are suitable for every student. The teacher should therefore be aware of students’ preferences regarding feedback types, which also plays a critical role in their language development and motivation. Although participants might prefer one type of feedback to another, every method enables students to gain insight into their strengths and weaknesses. Some participants were in favor of indirect error feedback over direct feedback provided by the teacher and vice versa. Error identification involving the use of error codes, such as V+T for verb and tense or POS for part of speech, was meaningful because the student and teacher could discuss the errors afterwards (Raimes, 1991). In providing error feedback to students, the teacher needs to decide whether to show students
the location of the error directly (e.g., underlining or circling errors) or indirectly (e.g., by indicating with marks at the beginning of certain lines that there are errors).

Robb et al. (1986) found that students’ error correction performance did not depend on how directly the feedback were given, including whether students received clear information on error location in their writing. However, based on the findings of the study, the least-improved participants wanted to receive feedback, especially the direct type as opposed to indirect feedback. Indirect feedback may not be appropriate for low-proficiency students since they have a limited ability to correct errors by themselves. Signs of negative feelings can manifest in various forms, such as a lack of confidence, low self-esteem, sadness, etc., which pose a threat to their language learning efforts and development. This accords with Lee’s (1997) finding that giving error location directly was more helpful than giving it indirectly. With explicit error location, students were able to correct more errors.

When providing feedback, the teacher should also take the student’s age into consideration. One of the participants in this study claimed that age might have an effect on her English language acquisition. Based on Oroji and Ghane’s (2014) study on second language learning, young learners learn a second language quickly while adult learners struggle. Youngsters and adults learn language in different ways. While young learners imitate what they hear and are good at remembering language chunks, idioms, and expressions, adult learners are good at learning grammatical rules and vocabulary. Regardless of the age of learners, it is the teacher’s responsibility to find ways to promote their learning.

Training students to make error corrections of their own work is another important process in second language teaching. Some students tend to submit their work immediately after finishing their writing and believe that error corrections are the teacher’s responsibility. In language learning, error correction should be an automatic process that students always perform independently. Therefore, teachers need to find ways to help students develop an awareness of their responsibility to check their own mistakes.
Based on the findings, another topic to be considered is changes in meaning. When mistakes in writing are corrected, the meaning also changes from what learners expected or intended to convey. The problem stems from the incompatible understanding between the student and the instructor, which can result in discouragement and impede the process of learning. Some studies have also shown that students often do not understand the teacher’s feedback on their writing, so they do not know what to do next with the feedback. The research of Ferris (1995) and Hyland (1998) showed that students had problems understanding the feedback provided by the instructor, and they were often unable to fully utilize this information as required by the instructor.

Providing feedback to students requires a great deal of time and effort and is a challenging task to complete; it can be said that the teacher is like a candle that lights the way for students (Ferris, 2007). Feedback can reflect the teacher’s commitment to his or her profession and demonstrate the desire to promote every student’s language improvement and learning achievement. It is undeniable that care and concern for learners play an important role in effective teaching. To be an effective teacher, being attentive, sensitive to students, and attending to their needs for English improvement should be a top priority (Owens & Ennis, 2005). When the participants in the study perceived that the teacher cared and worked hard for them, they made their best effort to correct their work. More importantly, another positive effect was that the teacher modeled caring behaviors. Throughout the study, students had caring experiences. After an understanding of caring practices is developed, the students can apply this to their teaching and in their own lives, which leads to the moral development necessary for the teaching profession (Noddings, 2003).

Communication and relationship building is also vital as it pertains to feedback. When the participants did not or could not find out the answer based on the teacher’s feedback, they asked classmates or the teacher, which helped promote communication and build relationships. The establishment of relationships between the teacher and the students...
through interaction and communication can greatly benefit students’ language development. It is important to note that the teacher should be approachable and supportive. This benefits both the students who ask questions and those who answer them. It also strengthens the relationships among students in the sense that they can help one another and succeed in learning together. At the same time, if students feel welcome and the learning environment is friendly and comfortable, language development will be supported. On the other hand, fear of the teacher can also occur in learning a language. Therefore, feedback can be used to allay students’ worries, which will consequently benefit learning and increase motivation.

**Peer Feedback**

In addition to the teacher’s feedback, the findings showed peer feedback to be advantageous, in line with many other studies; for example, feedback from peers is less threatening than feedback provided by teachers because students feel more comfortable with their peers (Rollinson, 2005). It can also increase students’ involvement in the classroom, resulting in better learning (Gower et al., 1995). Furthermore, Lee (2008) cautions that teacher-centered feedback wherein students simply read the teacher’s comments can make students passive and dependent on the teacher.

Based on the findings of this study, the high-proficiency participants revealed that although they realized that a lot of the feedback they received from peers was incorrect, they still found it beneficial as it could promote language development and positive interdependence. By observing others’ writing and speaking, learners had opportunities to develop awareness of their own performance (Falchikov, 1986). They needed to repeatedly check and review their work, enabling them to improve their English skills as well. Furthermore, they would be able to develop a sense of shared responsibility (Somervell, 1993). They could provide others with additional assistance when they had a chance. However, the least-improved participants preferred receiving feedback to providing feedback.
Hu (2005) and Liu and Hansen’s (2002) found that students’ capacity to discern peer performance was a concern for teachers when students were assigned peer review tasks as they may be incapable of judging or discriminating between right and wrong feedback.

With regard to the findings on providing feedback on peers’ writing, the highly-improved participants and least-improved participants had different perspectives and attitudes, which influenced the extent to which they were able to improve their productive skills. It was found that passion for providing feedback was critical. Participants believed that everyone’s career aspiration to become an English teacher would boost their motivation, causing them to put forth their best effort and take the responsibility for improving themselves in order to reach their goal. Therefore, self-motivation was a primary factor leading to success; as Yeager (2003) suggested, self-motivation can help people overcome obstacles or difficulties, thereby enabling them to accomplish tasks or goals. Although there are advantages participants could receive from providing feedback to friends, they sometimes had a difficult time. Providing feedback was identified as a difficulty participants had to overcome. Consequently, the issue was of great concern as it potentially could have a negative impact on students’ language learning and development. One of the useful strategies to motivating the self is positive affirmations, such as “I can if I believe I can” (Yeager, 2003). Yeager’s results were supported by Bandura (1986), who demonstrated that if learners believe in their ability to accomplish something, the chance for achievement increases.

Providing feedback to peers also relates to the positive relationships and trust between students. Communication in any form, oral or written, is important; however, being open-minded and understanding that each individual is different in terms of personality, ability, background, way of thinking is essential. Respect is the key, so there should be no tolerance for patronizing attitudes in any form, whether expressed verbally or nonverbally. The feeling of being patronized was liable to occur with the least-improved participants who realized that they might not be able to provide useful feedback or give constructive
comments. However, the researcher took into account the potential harm caused by patronization to students’ learning ability, motivation and the relationships among students. These least-improved participants needed to be given the opportunity to complete the correction tasks and receive encouragement from their peers and the teacher. Encouragement or reinforcement can change a person’s attitude and behavior, facilitating the accomplishment of learning.

5.2.4 Research Objective 4: Discussion of Demonstration Enhancing the Knowledge of Task-Based Language Teaching Approach

The present study found that demonstrations were perceived as a valuable tool that could promote the pre-service teachers’ knowledge of the task-based language teaching (TBLT) approach (RO4). This finding confirms Williams’s (1980) study that described the advantages of directing all classroom activities to ensure that the students would not miss important information, asking students some questions so that they could demonstrate the knowledge they gained, and evaluating their responses to check whether they understand the content being taught so the teacher can decide what should be emphasized.

This finding caught the researcher’s attention as demonstrations are considered a teacher-centered approach, while TBLT is typically considered a student-centered approach. Therefore, the use of a teacher-centered approach as part of the task-based language teaching approach became an interesting topic for discussion. There seems to be a divergence of views among researchers with regard to this matter. Long (1985) and Skehan (1998) regard traditional approaches as incompatible, while Ellis (2003) does not reject them out of hand. However, the students’ improvement in the study appears to support Ellis’s (2003) acceptance of the teacher-centered approach in the use of TBLT. Employing a traditional teacher-centered approach is beneficial for the students as long as they enjoy the learning process and make progress. In accordance with Ellis, the results showed that using a
combination of the two approaches worked best for the teacher and students in ensuring that their needs were met and they gained knowledge and skills. It can be concluded that the teacher-centered approach should not be entirely ignored or rejected. As Chall (2000) contends, the traditional or teacher-centered approach is an effective teaching practice. Given that the students did not have knowledge of TBLT or any experience of using it, the teacher shaped the instruction in a manner that they could learn through both the lectures and demonstrations that aimed to teach them the knowledge and skills that the teacher believed would equip them for their future teaching career.

During the demonstrations, the teacher became a role model, which was an integral part of students’ mastery of language skills and content knowledge. This finding supports Park’s research (2005), which emphasizes the importance of being a positive role model. The teacher needs to be devoted to and responsible for student learning and behavior by providing models for English and opportunities to practice in a safe and secure environment. The results in the study support Park’s research by showing that modeling meaningful and interesting lessons and tasks reinforces learning as evidenced by learners’ willingness to participate in the tasks and the improvement in their scores. The findings of the study confirm the importance of being a good role model for English and the use of different teaching approaches to respond to individual student needs.

Furthermore, another finding on demonstrations was that the students found it difficult to understand the teacher’s English if they had not previously taken a course taught by the teacher. Therefore, it seemed easier to understand the teacher after having had a few weeks to become accustomed to her pronunciation. As a model, teachers should be aware of learners’ difficulty with unfamiliar pronunciation and speech patterns, etc., which may make it more challenging for the students to understand. In this regard, the study suggests that the language proficiency of teachers may have an influence on students’ language skill development and mastery of the lessons. This is in accord with Canagarajah (1999), who
states that most English teachers around the world are non-native English-speaking teachers (NNESTs), and the number of NNESTs is gradually increasing. However, to be a good model for learners, the researcher, one of the NNESTs, needs to have a good command of English, albeit not as fluent in English as a native English-speaking teacher (Saville-Troike, 2006).

In fact, NNEST may be an advantage based on Condelli’s (2002) study, which indicated that students studying in a classroom where the native language was used showed improvement in oral communication skills. However, there seems to be some discord in the findings related to the use of Thai versus English to model the language. Based on the findings of the study, the researcher found that using English as the medium of instruction could effectively model the use of language as evidenced by their writing and speaking output. Nevertheless, the findings concur with Condelli’s (2002) suggestion on using the native language to give directions or clarify concepts, and with Sewell’s (2000) recommendations on the use of a combination of native languages and English within the classroom. The perceptions of adult learners’ experiences with regard to using both their native language and English showed that they gained literacy skills and developed an understanding in English.

5.3 Implication of the Findings

This research carefully examined and explained how to design a course employing the TBLT approach to enhance students’ productive English language skills and knowledge of TBLT. The results of this research indicate that TBLT is a viable teaching approach to improve learners’ productive language skills and TBKT knowledge. The study also sought to determine the extent to which the designed course was able to enhance learners’ productive language skills and knowledge of TBLT. The findings from the research have several implications.
1. Course design is an important process. Course designers should refer to a framework or methodology to confirm that they go through all necessary steps in course design and take into consideration all aspects related to the context and objectives of the course. The findings of this study suggest that Graves’ development framework is a viable methodology for creating an effective English language learning course incorporating TBLT.

2. To design an effective course, a course designer needs to understand the interests, learning styles, and knowledge of students by collecting data related to language learners (i.e., assessing needs). This data will be used as the primary source to create a learner-centered course that meets language learners’ demands. In this study, although participants were pre-service teachers who need to learn education-related content, assessing needs helped the course developer select appropriate content that could motivate the students.

3. Teachers should promote collaborative learning in class. Collaborative learning encourages students with different types of prior knowledge and personal traits (e.g., introverted and extraverted) in language learning. Collaborative learning is more effective than competitive and individualistic approaches. During collaboration, students can learn from each other and assist each other to maximize their learning, motivate themselves and others, and also learn to value everyone’s contributions.

4. Practice is required in English language learning. To improve learners’ English language skills, practice has a major influence on improvement. Practice provided in class with the teacher’s assistance makes learners feel secure and more comfortable. TBLT is a practical teaching methodology that provides learners’ with opportunities to practice the language in class, which suggests that it should be incorporated into English courses.

5. Tasks are a key component in the successful implementation of TBLT in English language teaching. When teaching, a teacher should follow the three steps of TBLT (i.e., pre-task, task-cycle, and language focus). There should be various types of tasks that allow students with different learning strategies to thrive in the classroom and learn materials in
different ways. In addition, a balance between lectures and demonstrations makes language learning more effective. Students can learn theory from lectures and have opportunities to practice from demonstrations in the real classroom settings. A teacher should also be aware of student’s teaching experience. Students with teaching experience are more likely to understand TBLT quickly, while students without teaching experience may need more time and practice using the TBLT method. Therefore, TBLT learning performance will vary among students.

6. Promoting feedback from both teachers and students helps students learn better. Teachers should create classrooms that are information rich by providing opportunities for students to show what they know and provide them useful feedback, including what learners do not know in addition to what they already know and show in class. Teachers should plan ways to give and receive feedback during or after instruction and build the belief that the teacher and students are partners in the feedback process. Feedback that occurs throughout the learning process makes each student’s understanding apparent, enabling teachers to identify areas where students are struggling and help them progress; for example, what students know and can do, and what confusions, preconceptions, or gaps they might have. In addition, feedback helps teachers adjust their teaching to promote students’ learning.

5.4 Limitations of the Study

There are limitations to all studies and this one is no exception. First, since students have different levels of language proficiency, using the target language in class was problematic to some beginning-level students. Because their academic language proficiency lagged behind that of their peers, they needed language support to achieve at a cognitively appropriate academic level. Time constraints were another limitation. For a three-credit course, students are required to spend three hours in class per week; however, some students requested more time. Although an additional thirty minutes was provided, some students
needed extra time with the teacher. Finally, students were informed that the interview sessions were being recorded. The recording devices were placed so as to minimize the impact on participants’ comfort level. Despite the attempt to minimize the effect, the recording may still have impacted their responses.

5.5 Recommendations for Future Research

Based on the findings of this study, the following recommendations are made for further research. First, in the study, the researcher placed an emphasis on productive skills. However, interventions can be employed to address students’ reading and listening difficulties (receptive skills) or to achieve the goal of enhancing those skills. In addition, future researchers can focus on various combinations, such as oral skills (speaking and listening), literacy skills (reading and writing), or all of the skills together. The findings indicate that other skills can be improved with the designed TBLT course due to the fact that the lack of opportunity to practice the language was determined to be an issue that hindered students’ language development. For instance, while most students were able to understand directions in the classroom or exercises, some hesitancy and misunderstandings were evident. Learners’ vocabulary knowledge was limited to some commonly-used words. In the absence of those words, it was very difficult for them to understanding content. In other words, they have a low level of reading ability in terms of sentence structure, vocabulary and reading comprehension. In addition, their reading ability is below the assigned grade level (Chawwang, 2008). Listening comprehension is another area that warrants further investigation. Sadighi and Zare’s study (2006) looked at the effect of background knowledge on listening comprehension, with many students commenting that they had a difficult time making the transition from understanding classroom talk to understanding natural language.

Second, technology’s impact on student motivation, attitudes towards English language learning, and language development should be examined in future research.
Learners live in a world that requires media literacy. Moore and Hansen (2011) point out that these days many learners have grown up with technology; therefore, they are more motivated to learn the language through technology rather than through a textbook. According to Spires, et al. (2008), students view technology as essential in their lives, and report that their most enjoyable school activities involve the use of computers and doing research on the Internet. Therefore, more research should be conducted on the benefits of integrating technology as a learning supplement.
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APPENDIX A

Fifteen Lesson Plans and Materials
OBJECTIVE OF THIS MANUAL

This manual is designed as a resource during the course design stage in a research on “A Development of a Course to Enhance Productive English Language Skills and Knowledge of Task-Based Language Teaching Approach for Pre-Service Teachers.” It provides 15 unit plans to be employed in the “Pre-student teaching workshop in teaching English” course during the implementation phase where a pilot study and main study will be conducted. One unit plan will be used for one session, which will last 15 weeks and meet three hours each week; therefore, the study will be conducted for a total of 45 class hours.

The course is designed based upon the results received from the respondents: a teacher who used to teach the course and students who have taken the course before. The former teacher suggested the researcher use teaching knowledge as contents in the course, and students agree with that; however, they would like to include other kinds of contents as well. They were asked to select 15 topics in the book titled “The TKT Course” written by Spratt, M., Pulverness, A. & Williams, M., and rank one topic they perceived as most interesting. Most of the students ranked the same topics but in different order; however, 90% of students ranked “Activity and tasks for language and skills development” as the most interesting topic. In addition, the former teacher stated that drills were commonly used to teach these two skills in the past; therefore, the researcher should consider the use of teaching method that can promote communicative skills and provide students opportunity to practice using the language. The researcher found TBLT approach most suitable for the study.

More importantly, the course design needs to be checked for validity. An evaluation form will be sent to each of the three experts to verify the usefulness and the relevance of the stated objectives of the course. Modifications or changes to the course will be made based on the experts’ suggestions. Besides, to check the reliability, the results from both the experts’ comments or suggestions and the piloted course will be used for reliability verification.

To be noted, as the course was designed by Ramkhamhaeng curriculum developer to enable students to practice all 4 skills, the research will cover these skills in the study. However, the research aims to primarily investigate the improvement of productive skills (writing and speaking), but the receptive skills will be integrated. If students are given reading or listening tasks and asked to write to present their comprehension, they will need to
write or speak in both Thai and English to ensure that the student has a problem of English productive skill, not reading or listening comprehension so that the results gained from the study is valid.

**Research Questions**

This dissertation examines the following research questions:

1. How can a course be developed using task-based language teaching approach to enhance learners’ English productive skills?
2. How can a course be developed using task-based language teaching approach to enhance learners’ knowledge of Task-Based Language Teaching techniques?
3. To what extent can the course improve learners’ English productive skills?
4. To what extent can the course improve learners’ knowledge of Task-Based Language Teaching techniques?

**Research Objectives**

The major objectives of this dissertation are to:

1. Develop a course that incorporates task-based language teaching approach to enhance learners’ English productive skills.
2. Develop a course that incorporates task-based language teaching approach to enhance learners’ knowledge of Task-Based Language Teaching techniques.
3. Investigate to what extent the course can improve learners’ English productive skills.
4. Investigate to what extent the course can improve learners’ knowledge of Task-Based Language Teaching techniques.
PRE-STUDENT TEACHING WORKSHOP IN TEACHING ENGLISH

PROFILE OF STUDENTS
A sample size of 30 Thai students will be selected for the main study. They are native Thai speakers and are literate in Thai language. Most students, who take this course, study in sophomore year, third year or junior year as following the course sequences is not mandatory. The students are heterogeneous in English proficiency level, age, gender, academic background, occupation, experience with English language, and society status. Most students perform at beginning and intermediate English proficiency levels. However, the beginning level students have a goal to become English teacher. Their age range is 18-35 years old; however, the majority of students are 18 year-old female. Every student earned a minimum of a high school diploma or a high school equivalency diploma with different tracks such as English-French, English-Chinese, Math-English, Science-Math, etc. Besides, some completed a Bachelor’s degree and/or Master’s degree in Accounting, Mass media or any other fields. A few students are currently tutoring or teaching at a private or public school; however, they have different number of years of teaching experience.

CLASS DURATION
3 hours; 15 sessions

COURSE DESCRIPTION
Workshop in the English listening, speaking, reading and writing skills using various techniques, for an effective teaching of English, prior to field practice

FOCUSED SKILLS FOR THE STUDY
1. Productive skills (writing and speaking skills)
2. Teaching Skills – Task-Based Language Teaching (TBLT) techniques
TEACHING APPROACH

Task-Based Language Teaching (TBLT) or Task-Based Instruction (TBI) Willis (1996, p.53) suggested that a task in TBLT is “a goal-oriented activity in which learners use language to achieve a real outcome.” The following criteria were offered to indicate what kind of activity is considered a task. The task-like activity engages learners’ interest and relates to real-world situations, primarily focuses on meaning, has a goal or an outcome, success is judged as terms of outcome, and completion is a priority (Willis & Willis, 2007).

According to Willis (1996), TBLT approach consists of three phases: pre-task, task cycle and language focus.

4. **Pre-Task**: a small activity conducted to introduce topic and explain tasks to ensure that learners understand what they are expected to perform before proceeding to the next phase. The instructors may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task.

5. **Task Cycle**: task (tasks assigned to the learners in pair or small groups, e.g. jigsaw, information gap, problem solving, decision making and opinion exchange), planning (presentation planned and prepared by learners in each group with teacher’s assistance in language use) and report (work presented by the learners).

6. **Language Focus**: Analysis (learners’ created tangible linguistic work, e.g. text, audio or video recording, can be reviewed by one another and constructive feedback is provided,) and Practice (Grammar exercise provided as constructive activity followed by review)
UNIT 1 ORIENTATION

**ORIENTATION**

Every participant will be informed that their work will be used for research purpose and will be kept confidential. Their name will remain anonymous and they are required to sign a consent form for their participation. Moreover, the researcher will emphasize the value of their responses for the study and make sure that they realize their comments will not affect their grade in any course they are or will be taking with the researcher.

**PRE-TEST**

Students are required to take a pre-test in order to determine how much necessary skills students possess in order to learn. This will enable the teacher to plan and adapt the instruction based on students’ performance. The test will consist of writing task on the assigned topic, oral presentation on the assigned topic, and knowledge of TBLT approach.

**INTERVIEW**

A semi-structured interview will be conducted with focus groups of 5 participants. The interview framework will cover the topics of language skills and TBLT tasks. The whole interview session will be tape-recorded and then analyzed using content analysis later.

**INTRODUCTORY ACTIVITY**

If time allows, the researcher will conduct one activity called “One-way and Two-way communication” to introduce the TBLT approach.
UNIT 2 MOTIVATION

RATIONALE

To stimulate learners’ interest and enhance academic achievement, teachers should create a positive environment for teaching and learning as it is an important factor in promoting learners’ positive behavior and learning. To get learners involved and engaged in the tasks, motivation plays an important role in learning. Motivation is the force that influences goal-oriented behaviors, a strong feeling of wanting to finish work that needs to be done.

OBJECTIVES

Writing skills
- After ranking Dornyei and Csizer’s ten suggestions used to motivate language learners, the student will be able to write at least 5 reasons to support the selection of first-ranked suggestion.
- Given one of Dornyei and Csizer’s ten suggestions, the student will be able to design at least one appropriate classroom activities.
- After watching each group’s role-play and selecting the best group, the student will be able to write at least 5 reasons to support the selection.
- Given 10 words, the student will be able to compose 70-word conversation dialogs about motivation.

Speaking skills
- After ranking Dornyei and Csizer’s ten suggestions, the student will be able to discuss the ranking differences with at least 2 people.
- After designing a classroom activity, the student will be able to conduct the activity with the role of teacher within 15 minutes.
- After completing the tasks, the student will be able to show work and describe it fluently.

Knowledge of TBLT
- After completing all the tasks, the student will be able to identify the TBLT steps with 50% accuracy.
- Being asked about the TBLT steps, the student will be able to describe each step with 50% accuracy.
- After completing the tasks, the student will be able to indicate the task types used in the session with 50% accuracy.
- Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with 50% accuracy.
**TBLT TECHNIQUE (TASK TYPE)**

- raking
- discussing
- brainstorming
- sharing personal experience
- comparing
- matching
- role-playing
- using creativity

**MATERIAL**


**STEPS FOR THE LESSON**

1. T and Ss discuss the meaning of “motivation.”
2. Ss talk about their experience with their partner, “What motivates you to do something in life in general?”
3. Ss summarize what their partner says.

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**Task 1**

4. Ss individually read Dornyei and Csizer’s ten suggestions that teachers should apply to motivate their learners.
5. Ss rank the ten suggestions in order from 1 (most necessary) to 10 (least necessary)
6. Ss explain the reasons to support the selection of the first item on their list
7. Ss find at least 2 people that have different top two items on the list then share their opinion
8. Each group reports to class. (Individual work becomes group work.)
Task 2

9. Ss individually match classroom activities with the ten suggestions that they aim at and check their answer with friends.

Example

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Classroom activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the language classes interesting.</td>
<td>Giving learners a story about skateboarding because you know many of them like skateboarding.</td>
</tr>
</tbody>
</table>

10. Ss are assigned to work in group and provided one of ten suggestions.
11. Each group creates one or more classroom activities for the assigned suggestion.
12. Each group acts out. Assume they were teacher and classmates were student.
13. Ss individually decide which group is the best, and write reasons.

14. T provides feedback on Ss’ work and focuses on new words learned in class.
15. Ss create a conversation about motivation using the given words.

ASSESSMENT

Narrative inquiry (Learning logs)
UNIT 3 DIFFERENCES BETWEEN L1 AND L2 LEARNING

RATIONALE

When students speak their own mother tongue, they speak it unconsciously and spontaneously. They are not required to recall the language aspects when they need to communicate. On the contrary, English is a new language learners need to learn so as to effectively communicate at a different level of formality depending on the settings and the audience; it gives learners greater cause for concern about such things as grammar, lexis, and pronunciation etc. To acquire the language, learners need to go through a long learning process. In other words, they need time to build up the language competence or master the aspect of the target language, learn the rules, especially the exceptional rules, and try to understand the language. It takes a long time to learn the language in order to know about and be able to function in it. Thus, teachers should be aware of the differences between the two languages that have a major influence on language learning and development.

OBJECTIVES

Writing skills
- Given a Venn diagram, the student will be able to compare and contrast their native language (L1) and English language (L2) with at least 5 similarities and 5 differences.
- Given a question “How can L1 affect L2 learning, the student will be able to write at least 5 sentences.
- After listing factors affecting L2 learning, the student will be able to write at least 5 reasons to support the answer.
- Given a joke about angry Thai wife, the student will be able to rewrite the story as understandable as possible.

Speaking skills
- After rewriting the joke, the student will be able to discuss the use of language in the story.
- After rewriting the joke, the student will be able to discuss at least 3 strategies used to make the story understandable.
- After completing the tasks, the student will be able to present work at least one time.
- Given 10 words containing difficult English sounds, the students will be able to pronounce at least 7 words correctly.
- Given the difficult English sounds, the student will be able to name at least 3 words for each sound.
Knowledge of TBLT

- After completing all the tasks, the student will be able to identify the TBLT steps with 50% accuracy.
- Being asked about the TBLT steps, the student will be able to describe each step with 50% accuracy.
- After completing the tasks, the student will be able to indicate the task types used in the session with 50% accuracy.

**TBLT TECHNIQUE (TASK TYPE)**

1. discussing
2. comparing
3. contrasting
4. diagramming
5. reasoning
6. discriminating
7. classifying
8. problem-solving

**MATERIAL**

1. A joke story of angry Thai wife

**STEPS FOR THE LESSON**

1. Ss discuss the following two statements (whether Ss agree or disagree and provide reasons)
   a) “Learning the target language features is unlike turning on the light.”
   b) “One thing that we take with us no matter where we move is our accent.”

2. Ss discuss in group the similarities and differences between L1 and L2 and complete Venn diagram.
3. Each group writes how L1 can affect L2 learning.
4. Each group lists any other factors that affect L2 learning
5. Each group chooses one factor that they think affects their language learning most and provide reasons.
6. Each group reports to class.

Task 1
Task 2

7. Ss listen to a joke about angry Thai wife.
8. Ss individually correct sentences based on their understanding of the story.
9. Ss show their work to friends.
10. Ss work in pair to discuss the use of language and the strategies they use to correct the sentences to make the story understandable.
11. Each pair reports to class.

Step 3
Language Focus

12. T provides feedback on Ss’ work.
13. T focuses on difficult English sounds most students have difficulty pronouncing.
14. Ss practice pronouncing the words and think of other words that contain those sounds.

ASSESSMENT

Narrative inquiry (Learning logs and Interview)
UNIT 4 LEARNER CHARACTERISTICS

RATIONALE

Students’ learning styles are important because they present how an individual perceives, interacts with, and responds emotionally to learning environments. Learners vary greatly as to which sensory gateways (auditory, visual, tactile, kinesthetic) they prefer using and which they are especially adept at using. Moreover, multiple intelligence and motivational factors (anxiety, achievement and social motivation, competitiveness) are critical to the learning process. Physiological factors related to gender differences, health (hunger and illness), and environmental conditions (temperature, noise, lighting) also have an impact on language learning. Therefore, all of the aforementioned factors influence the way teachers plan their instruction, including select and prepare teaching methods, media, and materials etc. It must be adapted to students’ characteristics and that will lead them to become successful in learning.

OBJECTIVES

Writing skills

1. Given a learner’s description, the student will be able to write a 70-word paragraph on how characteristics influence English language learning.
2. Given a learner’s description, the student will be able to design a lesson and an activity suitable for the particular characteristics.
3. After listening to other students’ characteristics, the student will be able to summarize a lot of information.

Speaking skills

4. After completing self-reflection on multiple intelligences, the student will be able to discuss the results with at least 2 people.
5. After designing a classroom activity, the student will be able to conduct the activity with the role of teacher within 15 minutes.
6. After writing their own learner characteristics, the student will be able to retell the information to three students within the allotted time (3, 2 and 1 minutes).
7. After completing the tasks, the student will be able to present work at least one time.

Knowledge of TBLT

8. After completing all the tasks, the student will be able to identify the TBLT steps with 60% accuracy.
9. Being asked about the TBLT steps, the student will be able to describe each step with 60% accuracy.
10. After completing the tasks, the student will be able to indicate the task types used in the session with 60% accuracy.
11. Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with 60% accuracy.
**TBLT TECHNIQUE (TASK TYPE)**

1. sharing personal experience
2. matching
3. discussing
4. reflecting
5. comparing
6. brainstorming
7. raking
8. role-playing
9. summarizing

**MATERIAL**

3. A self assessment on multiple intelligences (MI)

**STEPS FOR THE LESSON**

1. T reviews the learner characteristics and discuss about it.
   
   Ss discuss the following statement “Slower and younger learners tend to prefer tactile or kinesthetic experiences; sitting and listening are difficult for them. Auditory and visual abilities tend to improve with maturity.” (T encourages Ss to relate the statement to their experience.)

2. **Task 1**
   
   2. Ss complete self-assessment on multiple intelligences.
   3. Ss compare and discuss the result with other students.
   4. Each pair reports to class.
Task 2

5. Ss work in group to match the activities with the learning styles.
6. Each group reads the given descriptions of one learner and write how the person’s characteristics might influence how they learn and how successfully they are at learning English.
7. Each group creates a lesson and activity suitable for the person.
8. Each pair acts out with the role of teacher.

Step 3
Language Focus

11. T provides feedback on Ss’ work and focuses on the new language.
12. Ss talk about their learner characteristics using 3/2/1 activity.
13. Ss summarize what they heard and are randomly called to present in front of class.
14. T focuses on the sentence structure in each stage of 3/2/1 activity (3, 2 and 1).

ASSESSMENT
Narrative inquiry (Learning logs)
UNIT 5 PRESENTATION TECHNIQUE

RATIONALE
Presentation, the practice of showing and explaining the contents to audience, has been used in many fields and for a variety of purposes. In the field of teaching, presentation plays critical role as it is the way teacher delivers lessons to learners. Also, there are many factors that affect effective presentation such as volume, tone of voice, postures, eye contact, facial expression, gestures. Therefore, it is important that teachers be aware of the aforementioned factors and be able to apply presentation techniques in their teaching, enabling them to plan, prepare and give a presentation effectively and efficiently. In other words, well-prepared and organized presentation can lead to effective teaching and professional-looking image of the teachers. It promotes learning environment that will increase students’ knowledge, attention and motivation.

OBJECTIVES

Writing skills
1. After watching 5 presenters’ characters, the student will be able to express their opinion in a 50-word paragraph for each presenter.
2. After selecting the most and least favourite presenter, the student will be able to write at least 5 reasons to support the selection.
3. After gathering different pieces of information from each member, the student will be able to summarize the whole story with 60% accuracy on a scoring rubric.

Speaking skills
4. After reading different pieces of information in the expert group, the student will be able to tell the information to other members in the home group with 60% accuracy.
5. After completing the tasks, the student will be able to present work at least one time.
6. Given a passage, the student will be able to pronounce linked sounds at least 60% accuracy.

Knowledge of TBLT
7. After completing all the tasks, the student will be able to identify the TBLT steps with 60% accuracy.
8. Being asked about the TBLT steps, the student will be able to describe each step with 60% accuracy.
9. After completing the tasks, the student will be able to indicate the task types used in the session with 60% accuracy.
10. Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with 60% accuracy.
**TBLT TECHNIQUE (TASK TYPE)**

1. sharing personal experience
2. discussing
3. reasoning
4. role-playing
5. personalizing
6. summarizing
7. jigsaw

**MATERIAL**


**STEPS FOR THE LESSON**

1. Ss and T discuss their presentation experience and the importance of presentation in teaching.
2. Ss work in group to find on the internet what they should and should not do when preparing for the presentation.
3. Each group classifies the techniques they found into 2 categories: Do’s and Don’ts.
4. Each student picks one technique from “Do’s” s/he thinks is the most important and write their reasons.
5. Each student picks one technique from “Don’ts” s/he thinks is the most inappropriate and write their reasons.

**Task 1**

6. Some Ss are assigned “Presenter characters” and act out in front of class.
   Example: 1) You are so nervous and make a lot of speech fillers. 2) You actively teach the course and use jokes. 3) You actively teach the course and engage students. 4) You can’t remember the contents you are teaching, so you read the scripts on the note. 5) You read your powerpoint slides for the entire session.
7. Ss work in pair to write their opinion about each presenter (kind of person, knowledge the presenters possess, your feeling towards the presenters, how the presentation affects your language learning etc.)
8. Each pair reports to class which presenter they like most and least, and provide reasons.
Task 2

9. T conducts “Jigsaw” activity on “Presentation technique.”
10. Ss are assigned to work in groups of five in which each group member reads different topics: planning, rehearsing and setting up, presenting (anxiety and eye contact), presenting (delivery) and presenting (voice).
11. After reading, each member goes back to their group and shares the information.
12. Each group summarizes the contents and reports to class.

Step 3
Language Focus

13. T focuses on sound linkage presented in Task 1 and provides feedback.

ASSESSMENT
Narrative inquiry (Learning logs and Interview)
UNIT 6 ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT

(Task: Get to know more about me)

RATIONALE

Class activity is one of factors that have a major influence on learning as stated by Francis and Greer (1999). Successful class involves students in learning activities in ways for them to share their expertise and experience more systematically. More importantly, to create activities to support students’ learning, teachers need proper planning. They need to get to know students and identify their interests and needs, make sure that they have clear objectives, instructional activities, and assessment, which engage students in learning and direct them toward achieving a goal. Besides, time engaged in instruction is critical; therefore, the amount of academic learning time should be considered. Thereby, a large amount of time devoted to teaching lessons should be directed to engaging learners in the learning process, providing much more time for best practices that is tailored to the English proficiency levels of each individual learner. Therefore, opportunities and time provided to encourage students engagement in instructional activities help facilitate greater success in learning the language.

OBJECTIVES

Writing skills
1. Given a topic of the most embarrassing or interesting experience, the student will be able to write the experience with at least 120 words.
2. Given 9 sentence dictation, the student will be able to write at least 7 sentences correctly.
3. After completing the dictation, the student will be able to create at least 7 questions correctly.
4. After asking 2 people many questions, the student will be able to summarize information gained from each person in a paragraph.

Speaking skills
5. After reading another student’s work and guessing whose work it belongs to, the student will be able to orally explain at least 5 reasons to support the answer.
6. After selecting 2 names on the “get to know you” paper, the student will be able to ask each person at least 10 questions.
7. After completing the tasks, the student will be able to present work at least one time.
8. Given a close friend’s work, the student will be able to orally provide feedback.

Knowledge of TBLT
9. After completing all the tasks, the student will be able to identify the TBLT steps with 70% accuracy.
10. Being asked about the TBLT steps, the student will be able to describe each step with 70% accuracy.

11. After completing the tasks, the student will be able to indicate the task types used in the session with 70% accuracy.

12. Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with 70% accuracy.

**TBLT TECHNIQUE (TASK TYPE)**

1. sharing personal experience
2. discussing
3. fact-finding
4. reasoning
5. inferencing
6. inducing
7. note-taking
8. summarizing

**MATERIAL**

1. An embarrassing story from the teacher

**STEPS FOR THE LESSON**

1. T and Ss discuss their feeling about the use of activities in English classroom and its influence on language and skills development.
2. T gives an example of activity called “Get to know more about me.”
3. Ss listen to an embarrassing story from the teacher.
4. Ss discuss in group whether they believe the story is from T’s real-life situation and provide reasons.

**Task 1**

5. Ss write about the most embarrassing or interesting experience and keep their name anonymous.
6. T collects every student’s work and has each student pick one.
7. Ss guess whose work it is and write the person’s name on the paper.
8. Ss provide explanations why they think the work belongs to that person.
Task 2

9. T conducts “Getting to Know You” activity, which includes 3 tenses, sentence dictation and question formation (T dictates “I have a sister” and Ss ask friends yes/no Q to get “Yes.”)

10. After Ss ask Q and write their friends’ name on the “get to know you” paper, Ss calls out the name, and T asks questions. (The teacher aims to demonstrate how to ask questions)

11. Ss pick 2 names and ask at least 10 questions on the selected topic.
   (Example: (Boonlit) I have a sister. / (Surattana) I went shopping.) Ss need to build at least 10 questions to ask about Boonlit’s sister and also ask Surattana about her shopping.

12. Ss collect information and write in a paragraph.

13. Ss review each other’s work and provide feedback with T’s assistance.

14. Ss practice 3 tenses in a “Number” activity. (1 number represents life in past, 1 in the present, and 1 in the future)

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Narrative inquiry (Learning logs and Interview)
UNIT 7 ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT
(Task: Sequence)

RATIONALE
Class activity is one of factors that have a major influence on learning as stated by Francis and Greer (1999). Successful class involves students in learning activities in ways for them to share their expertise and experience more systematically. More importantly, to create activities to support students’ learning, teachers need proper planning. They need to get to know students and identify their interests and needs, make sure that they have clear objectives, instructional activities, and assessment, which engage students in learning and direct them toward achieving a goal. Besides, time engaged in instruction is critical; therefore, the amount of academic learning time should be considered. Thereby, a large amount of time devoted to teaching lessons should be directed to engaging learners in the learning process, providing much more time for best practices that is tailored to the English proficiency levels of each individual learner. Therefore, opportunities and time provided to encourage students engagement in instructional activities help facilitate greater success in learning the language.

OBJECTIVES
Writing Skills
1. Given a set of pictures, the student will be able to create a conversation dialog based on the rearranged scenes with at least 200 words.
2. After watching each group’s role-play, the student will be able to analyze the story in character, relationship, setting and plot with 70% accuracy on a scoring rubric.
3. Given the website of the teachers’ Council of Thailand, the student will be able to summarize the steps of KSP license process with 70% accuracy on a scoring rubric.
4. Given organization clue practice, the student will be able to write a story using at least 7 sequence words.

Speaking Skills
5. After creating conversation dialogs, the student will be able to perform role-play.
6. After receiving the feedback from the teacher, the student will be able to discuss the importance of organization clues in writing.
7. After completing the tasks, the student will be able to present work at least one time.
8. Given a close friend’s work, the student will be able to orally provide feedback.

Knowledge of TBLT
9. After completing all the tasks, the student will be able to identify the TBLT steps with 70% accuracy.
10. Being asked about the TBLT steps, the student will be able to describe each step with 70% accuracy.
11. After completing the tasks, the student will be able to indicate the task types used in the session with 70% accuracy.
12. Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with 70% accuracy.
**TBLT TECHNIQUE (TASK TYPE)**

1. visualizing  
2. sequencing  
3. role-playing  
4. note-taking  
5. summarizing  
6. discussing  
7. predicting

**MATERIAL**

1. KSP license process on the KPS website (http://site.ksp.or.th/)

**STEPS FOR THE LESSON**

1. Ss draw 3 sequential scenes to illustrate what they did yesterday.  
2. Ss exchange their work with a partner and write the story based on the illustrated scenes.  
3. T gives a set of pictures to each group.  
4. Each group puts the given pictures in order and creates their own conversation.  
5. Each group role plays their story in front of class.  
6. While other groups perform, each group needs to pay attention to their story.  
7. Each student individually elaborates each group’s story in CRSP (Character, Relationship, Setting and Plot).

**Task 2**

8. Ss work in group to visit the website of the teachers’ Council of Thailand (KSP) at http://site.ksp.or.th/.  
9. Each group reads and summarizes the steps of KSP license process in English.  
10. T randomly selects some groups to report to class.
11. Ss review each other’s task 1 and task 2 work and provide feedback with T’s assistance.

12. T focuses on organization clues and discusses its importance in writing.

13. T conducts a “Connect the story” activity to have Ss practice organization clues.

**ASSESSMENT**

Narrative inquiry (Learning logs)
UNIT 8 ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT
(Task: Email Writing)

RATIONALE
Class activity is one of factors that have a major influence on learning as stated by Francis and Greer (1999). Successful class involves students in learning activities in ways for them to share their expertise and experience more systematically. More importantly, to create activities to support students’ learning, teachers need proper planning. They need to get to know students and identify their interests and needs, make sure that they have clear objectives, instructional activities, and assessment, which engage students in learning and direct them toward achieving a goal. Besides, time engaged in instruction is critical; therefore, the amount of academic learning time should be considered. Thereby, a large amount of time devoted to teaching lessons should be directed to engaging learners in the learning process, providing much more time for best practices that is tailored to the English proficiency levels of each individual learner. Therefore, opportunities and time provided to encourage students engagement in instructional activities help facilitate greater success in learning the language.

OBJECTIVES

Writing Skills
1. Given a different copy of inappropriate email, the student will be able to write their opinion about the email with at least 50 words.
2. Given a different copy of inappropriate email, the student will be able to rewrite the email with appropriate language and format.
3. After making a decision on the place for student field trip, the student will be able to write an email to the principal with appropriate language and format.
4. Given a Do’s and Don’ts chart, the student will be able to categorize what is or is not appropriate when writing email and report.

Speaking Skills
5. Given a scenario about a place for student field trip, the student will be able to discuss to get 3 places in the order of preference.
6. After listing 3 places for the field trip, the student will be able to orally explain at least 5 reasons to persuade others to agree with the selection.
7. After completing the tasks, the student will be able to present work at least one time.

Knowledge of TBLT
8. After completing all the tasks, the student will be able to identify the TBLT steps with 70% accuracy.
9. Being asked about the TBLT steps, the student will be able to describe each step with 70% accuracy.
10. After completing the tasks, the student will be able to indicate the task types used in the session with 70% accuracy.
11. Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with 70% accuracy.

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<tr>
<th><strong>TBLT TECHNIQUE (TASK TYPE)</strong></th>
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<tbody>
<tr>
<td>1. sharing personal experience</td>
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<td>2. personalizing</td>
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<td>3. brainstorming</td>
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<td>4. listing</td>
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<td>5. ranking</td>
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<td>6. persuading</td>
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<td>7. problem-solving</td>
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<td>8. decision-making</td>
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<td>9. classifying</td>
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<th><strong>MATERIAL</strong></th>
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<td>• Copies of email</td>
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<th><strong>STEPS FOR THE LESSON</strong></th>
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**Step 1**

1. T and Ss discuss their email and report writing experiences
2. Ss write what they know about the language used in email and report.

**Task 1**

3. T conducts “Happy Cyber Life” activity that involves subject line, greeting, context, appropriate tone, attachment, closing etc.
4. T gives a different copy of email to each group.
5. Each group writes their opinion about the email they receive and modify it.

**Task 2**

6. Ss work in pair to discuss the given scenario “Assume you were a teacher in XYZ School, a school principle provides you an opportunity to find and select a place for student field trip.”
7. Each pair lists 3 places in the order of preference and works together to persuade other pairs that their selection is the best.
8. Every pair makes a consensus and writes an email including the details to the school principle.

(Each pair may change the selection or negotiate their choice with other pairs, then work together in a group. Thus, pair work can change to group work at the step of writing an email.)

9. T provides feedback on language used in each group’s email.

10. Ss individually complete a Do’s and Don’ts chart.

**ASSESSMENT**

Narrative inquiry (Learning logs and Interview)
UNIT 9 ACTIVITIES FOR LANGUAGE AND SKILL DEVELOPMENT
(Task: Morality)

RATIONALE
Class activity is one of factors that have a major influence on learning as stated by Francis and Greer (1999). Successful class involves students in learning activities in ways for them to share their expertise and experience more systematically. More importantly, to create activities to support students’ learning, teachers need proper planning. They need to get to know students and identify their interests and needs, make sure that they have clear objectives, instructional activities, and assessment, which engage students in learning and direct them toward achieving a goal. Besides, time engaged in instruction is critical; therefore, the amount of academic learning time should be considered. Thereby, a large amount of time devoted to teaching lessons should be directed to engaging learners in the learning process, providing much more time for best practices that is tailored to the English proficiency levels of each individual learner. Therefore, opportunities and time provided to encourage students engagement in instructional activities help facilitate greater success in learning the language.

OBJECTIVES
Writing Skills
1. After discussing about the passage about crime, the student will be able to summarize popular crime news occurred in the past or present time.
2. Given a set of morality-related story elements, the student will be able to compose a story by combining the selected elements with at least 70% accuracy on a scoring rubric.
3. Given another pair’s story, the student will be able to provide written feedback.
4. Given a proverb and 15 words taught in class, the student will be able to write a 100-word moral story with 70% accuracy on a scoring rubric.

Speaking Skills
5. After watching a scene of movie, the student will be able to discuss the morality and social conscience found in the movie.
6. Given a short passage about crime and a list of 10 questions, the student will be able to answer at least 8 questions correctly.
7. After summarizing crime news, the student will be able to critique on the punishment.
8. After completing the tasks, the student will be able to present work at least one time.
Knowledge of TBLT

9. After completing all the tasks, the student will be able to identify the TBLT steps with 70% accuracy.
10. Being asked about the TBLT steps, the student will be able to describe each step with 70% accuracy.
11. After completing the tasks, the student will be able to indicate the task types used in the session with 70% accuracy.
12. Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with 70% accuracy.

**TBLT Technique (Task Type)**

1. discussing
2. reflecting
3. concept-mapping
4. brainstorming
5. decision-making
6. reasoning
7. using creativity

**Material**

- “Social Conscience” Pictures and short passages
- A scene of “A bug’s life” (video)
- Passage about crime
- Proverbs
- Morality-related elements for “Jumble Story” activity

**Steps for the Lesson**

1. Ss define morality and explain how we decide what is right and wrong.
2. Ss reflect orally on the social conscience pictures and short passages.
3. Ss watch one scene of “A bug’s life” movie and have discussion on it.
4. Ss individually read a short passage about crime, complete word web and answer T’s questions.
5. Ss work in group to write about popular crime news including the punishment the person received.
6. Each group search laws information of the punishment and decide whether the punishment is appropriate. If not, provide an alternative punishment and reasons.

Task 2
7. T conducts a “Jumble story” activity that includes the morality-related elements (a set of characters, places, times, situations/challenges).
8. Ss work in pair to create a story by combining the given elements any way they like.
9. Some pairs are randomly selected to report to class.

Step 3
Language Focus

10. Each pair reviews another pair’s jumble story and provide feedback with T’s assistance.
11. T focuses on new vocabulary taught in task 1 and 2.
12. Based on the assigned proverb, Ss individually create a 100-word story using the given 15 words.

ASSESSMENT
Narrative inquiry (Learning logs)
UNIT 10 CLASSROOM MANAGEMENT

RATIONALE
According to Emmer & Sabornie (2015) “Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement.” For effective classroom management, teachers need to consider many important factors that influence language learning such as positive relationships between teacher and students as well as among students, instruction planning and use of media, materials and technology. In addition, teachers should be aware of unexpected or disruptive behaviors that will interfere with student learning, and strategies to cope with them. They should find the way to effectively manage classroom that promote positive behavior, dignity and respect for all students, and learning environment.

OBJECTIVES
Writing Skills
1. Given a list of all conflict types, the student will be able to compose a 100-word story including all conflicts.
2. After indicating the type of conflicts presented in a passage each group creates, the student will be able to write at least 2 solutions for each conflict.
3. Given a different type of bullying, the student will be able to compose a 50-word conversation dialogs.
4. Given 20 words, the student will be able to compose a 120-word essay.

Speaking Skills
5. After indicating the type of conflicts presented in a passage, the student will be able to tell at least 2 solutions for each conflict.
6. Given the word “Bully,” the student will be able to discuss its meaning and current situations or news.
7. After listening to a passage about bullying, the student will be able to orally classify 4 types of bullying.
8. Given students’ unanswered questions in W column, the student will be able to discuss at least 2 possible answers by recalling prior knowledge or searching the website.

Knowledge of TBLT
9. After completing all the tasks, the student will be able to identify the TBLT steps with 70% accuracy.
10. Being asked about the TBLT steps, the student will be able to describe each step with 70% accuracy.
11. After completing the tasks, the student will be able to indicate the task types used in the session with 70% accuracy.
12. Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with 70% accuracy.

**TBLT Technique (Task Type)**

1. discussing
2. classifying
3. role-playing
4. conflict and problem-solving
5. summarizing
6. inducing
7. using creativity

**Material**

- Six types of conflict

**Steps for the Lesson**

1. T introduces KWL-A strategy chart and presents the topic of “Classroom management”
2. Ss individually complete the first two columns (K and W) in complete sentences.
3. Ss and T discuss their answers in both columns.

**Step 1: Pre-Task**

4. T introduces 6 types of conflict and provides an example of each one.
5. Ss are divided into 2 sides to read the passage titled “Classroom management.”
6. Ss in side A individually read passage #1 and side B reads passage #2.
7. Ss indicate the type of conflicts presented in the passage and provide solutions for each one.
8. Ss work in pair to create a “Classroom management” short story that includes all types of conflict they learn.
9. Each pair reads their story to class
10. Other pairs identify the type(s) of conflict they hear and provide solutions to each conflict.

**Task 2**

11. Ss discuss in group the word “Bully” presented in the task 1 passage.
12. Each group listens to another passage on bullying for more details.
13. Each group classifies 4 types of bullying: physical, verbal, social, and cyber bullying.
14. Each group creates a conversation based on the assigned types of bullying.
15. Other groups identify which types of bullying are included in the written dialog and provide solutions.
16. Ss individually complete the L column (what they learned from task 1 and 2)
17. Ss choose one of the unanswered questions in the “W” column and find out the answer.
18. Ss write the answers in the “A” column on the KWL-A chart.

**Step 3 Language Focus**

19. T provides feedback on Ss’ work and focuses on new vocabulary taught in task 1 and 2.
20. Ss individually select 20 words from task 1 and 2, and complete a part of speech (POS) table.
21. Ss create a 120-word essay using 10 words T provides and 10 words from their own POS table.

**ASSESSMENT**

Narrative inquiry (Learning logs)
UNIT 11 – 14 STUDENT PRACTICE

Each student will be assigned a TBLT technique for their teaching presentation. Students will be allowed to choose the passage to use for their teaching; however, they will be encouraged to use an education-related passage. Moreover, they will need to hand in the selected passage to the researcher for approval. Afterwards, they will be informed that they need to take a teacher role using the assigned TBLT technique to teach the contents within 15-20 minutes, and during the instruction they are required to perform the real tasks with their friends who will act as students. After each presentation, the researcher will provide feedback about 5 minutes. Besides that, audiences (students) will be allowed and encouraged to complete a given rubric and provide suggestion or comments.

**OBJECTIVES**

**Writing Skills**

1. For students who are participating in other students’ teaching demonstration session
2. Given the writing tasks, the student will be able to demonstrate writing skills.

**Speaking Skills**

3. For students who are participating in other students’ teaching demonstration session
4. Given the speaking tasks, the student will be able to demonstrate speaking skills.

**Knowledge of TBLT**

5. For students who are teaching in one of the four scheduled session
6. Given the teaching practice opportunity, the student will be able to demonstrate three steps of TBLT and apply TBLT task types with 70% accuracy on a scoring rubric.
7. For students who are participating in other students’ teaching demonstration session
8. After completing all the tasks, the student will be able to identify the TBLT steps with 70% accuracy.
9. Being asked about the TBLT steps, the student will be able to describe each step with 70% accuracy.
10. After completing the tasks, the student will be able to indicate the task types used in the session with 70% accuracy.
11. Being asked about each task type used in the session, the student will be able to describe the tasks based on the task type with 70% accuracy.
UNIT 15 POST-TEST

POST-TEST

Students are required to take a post-test which is similar to the pre-test which consists of writing task, oral presentation, and knowledge of TBLT approach. The results will be collected and analyzed in order to determine the extent to which the course can enhance their productive skills as well as the knowledge of TBLT techniques.
Unit 3 – 9 Materials
A joke story of angry Thai wife

An American husband has an argument with his Thai wife, then he runs her out of the room. She rushes down the stairs to the front of the apartment and yells at him.

You know me a little go.

You go far far feet me.

If you come down face look.

Which wood do you come with me.

You! Come down beautiful sure.

You know me good. I not fear. I garden back.

Who think English is so hard? LOL.
Unit 4

Learner Characteristics

Judith C. Reiff once wrote “Students’ ways of learning are as different as the colors of rainbow.” Students learn more and retain longer when they have an opportunity to learn and to demonstrate what they’ve learned using their preferred learning styles. Visual learners learn best by seeing, auditory learners learn best by hearing, and physical learners learn best through hands-on activities. Some students learn quickly, others learn rather slowly. Some require substantial teacher help; others are able to learn independently. Most students exhibit each of these learning styles at one time or another, depending on the circumstances; however, they tend to favor one style over another. … (Green, 1999; Riding & Rayner, 1998, as cited in Moore & Hansen, 2011, p.43).

Intelligence is usually defined as the ability to answer items on a traditional IQ test. Teachers need to be aware that students are able to exhibit their intelligence in multiple ways. Howard Gardner showed insight and compassion in developing a multiple intelligence theory (Armstrong, 1994; Checkley, 1997, as cited in Moore & Hansen, 2011, p.46) Gardner has argued that humans have at least eight distinct intelligences relating to their abilities: (1) linguistic, (2) logical-mathematical, (3) spatial, (4) bodily-kinesthetic, (5) musical, (6) interpersonal, (7) intrapersonal, (8) naturalist. Gardner (2003) also is investigating whether a spiritual or existential intelligence may satisfy his criteria for individual intelligences.

Gardner’s multiple intelligence theory gives classroom teachers two extremely valuable tools that will make learning more focused on individual abilities. First, it helps teachers to identify students’ innate strengths and abilities. Second, it enables teachers to design classroom activities that will give students an opportunity to experience working in different areas of intelligence. This will help students discover talents that may otherwise have gone unnoticed or untapped. (Moore & Hansen, 2011, p.43-47).
A self assessment on multiple intelligences

**Multiple Intelligences Checklist**

This checklist has no right or wrong answers. No one intelligence category is better than others. We all have some intelligences that are stronger and some that are weaker. This checklist will give you clues about how you learn best and also about strengths that may guide you in career choices. Put a check mark beside each item that sounds like you.

► **Linguistic Intelligence**

- I enjoy reading books.
- I like to tell jokes and stories.
- I enjoy word games like Scrabble, anagrams, or crossword puzzles.
- I am a good speller.
- English, social studies, and history are easier for me than math and science.
- I have a good memory for names, places, dates, and/or trivia.
- I am a good writer.

► **Logical-Mathematical Intelligence**

- I can compute math problems quickly in my head.
- Math and science are among my favorite subjects in school.
- I enjoy games like chess, checkers, and other strategy games.
- I like working on logic puzzles or brainteasers.
- I like to think about the way things work.
- I can double or triple a cooking recipe or other measurement without having to put it down on paper.
- I believe that most things have a logical, rational explanation.

► **Spatial Intelligence**

- I can see clear visual images when I close my eyes.
- I can read maps, charts, and other diagrams more easily than written directions.
- I enjoy art activities.
- I like to solve jigsaw puzzles, mazes, and “Where’s Waldo” type puzzles.
- I tend to doodle or draw on my papers.
- I like to watch movies, slides, or other visual presentations.
- I enjoy building three-dimensional constructions with Legos or other supplies.

► **Bodily-Kinesthetic Intelligence**

- I am good at sports.
- I have a hard time sitting still for very long.
- I like to take things apart and put them back together again.
- I like working with my hands in activities such as model-building, sewing, pottery, weaving, carving, or carpentry.
- I often like to spend my free time outdoors.
- My best ideas come to me when I’m out for a walk, a jog, or some other kind of physical activity.
- I frequently use hand gestures when I’m talking to someone.

...continued
Musical Intelligence

- I frequently listen to music.
- I enjoy singing along to music I hear.
- I can usually tell when something is off-key.
- I often make tapping sounds or sing little tunes while working, studying, or learning something new.
- If I hear a musical selection once or twice, I can usually sing or play it back fairly accurately.
- I play a musical instrument.
- I can easily keep time to a piece of music.

Interpersonal Intelligence

- I'm considered a person who other people come to for advice.
- I prefer group activities to being alone.
- I like to get involved in social activities at school and in my community.
- When I've got a problem, I'm more likely to seek out another person for help than attempt to work it out on my own.
- I am concerned about others and how they feel.
- I consider myself a leader (or others have called me that).
- I feel comfortable, even with people I don't really know.

Intrapersonal Intelligence

- I consider myself to be very independent.
- I prefer to study, work, or play alone.
- I see myself as a loner (or others see me that way).
- I have a special hobby or interest that I keep pretty much to myself.
- I have some important goals for my life that I think about on a regular basis.
- I would prefer to spend a weekend alone in a cabin in the woods, rather than at a fancy resort with lots of people around.
- I can accurately express how I'm feeling.

Naturalist-Physical World Intelligence

- I prefer to spend a lot of my time outdoors.
- I am good at working and playing with animals.
- I collect things from nature and know their names.
- I study the weather and follow weather phenomenon.
- I often do experiments to find out what will happen.
- I watch birds and insects and study their habits.
- I like to hike, climb, hunt, and/or fish.

Totals: Put the number of checkmarks that you made under each intelligence in the spaces below:

Linguistic: _______ Logical-Mathematical: _______ Spatial: _______ Bodily-Kinesthetic: _______
Musical: _______ Interpersonal: _______ Intrapersonal: _______ Naturalist-Physical World: _______

Your name: ____________________________________________
Unit 5

Presentation technique

*Presentation Dos and Donts*

1. Know your audience thoroughly. Deliver an extempore-prepared talk
2. Never read from notes, a sheet or directly from an overhead projector
3. Bring audience up to the speed, in the first few moments
4. Stay within the time allotted
5. Include relevant humorous stories, anecdotes or joke (Only if you are good at it)
6. Avoid using specialized technical jargon. Explain the terms if you feel the audience may not know.
7. Understand your message clearly. The whole goal is to clearly communicate the message
8. Practice-practice-practice, may like to memorize introduction and concluding remarks
9. The dry run is a dress rehearsal. Use it to iron out problems in delivery, organization and timing.
10. Avoid mannerisms: Speak confidently but not aggressively
11. Maintain eye-to-eye contact with some audience and keep shifting that contact through the talk.
12. Never talk to the board or to empty space
13. Present the material in a clever fashion, but not in a cheap and sensational fashion. Be genuinely sincere and professional
14. Logical presentation is much more critical in oral than in written presentation

Florida State University

http://www.eng.fsu.edu/~haik/ime.dir/notes.dir/pres/node6.html
Unit 6

An embarrassing story from the teacher

When I was about 11 years old, I was waiting at the playground to get picked up after school.

I got confused between my mother and my Math teacher, since they wore an identical dress. I ended up walking to my Math teacher and holding her hand because I thought she was my mom.
Unit 7

KSP license process on the KPS website (http://site.ksp.or.th/)
Unit 8

Copies of email

Subject line

Subject:  Assignment
Date: Tue, 7 Oct 2015 06:42:38 -0500
From: John Smith
To: "Surattana Moolngoen" ajsurattana@gmail.com

Context

Subject: Assignment
Date: Tue, 7 Oct 2015 06:42:38 -0500
From: John Smith
To: "Surattana Moolngoen" ajsurattana@gmail.com

Yes.
John

Greetings and Signing

Hello,
I've taken note that assignments should be typed in either Times New Roman or Arial, font size 12, no color titles. Fine. But what about margin?

Attachments

Subject: Assignment
Date: Tue, 7 Oct 2015 06:42:38 -0500
From: John Smith
To: "Surattana Moolngoen" ajsurattana@gmail.com

Yes.
John

Yelling / Strong words

Subject: Assignment
Date: Tue, 7 Oct 2015 06:42:38
From: John Smith
To: "Surattana Moolngoen" ajsurattana@gmail.com

I don’t know what to do.
John

Subject: Assignment
Date: Tue, 7 Oct 2015 06:42:38
From: John Smith
To: "Surattana Moolngoen" ajsurattana@gmail.com

I sent my HW last week!!
John

Subject: CCing
Date: Tue, 7 Oct 2015 06:42:38
From: John Smith
To: "Surattana Mn"
ajsurattana@gmail.com

------------
stop CCing me on the messages to your other students. You’re filling my inbox!
John
Preparing for a Field Trip to prepare for a field trip, we suggest the following steps:

1. Schedule the location with your school or district, students, and parents.

2. Visit the location to preview what students will see, hear and learn; to identify potential problems or dangers; and to assess for instructional planning.

3. Arrange for permission forms, transportation, and chaperones or assistance. In addition to the basic steps, experienced teachers use creative preparations to make field trips even more successful.

(Ellsworth, 1997)
Unit 9

“Social conscience” pictures and short passages

A scene of “A bug’s life” (video)

Example question

Did the ant colony free itself from the domination of the grasshoppers because of Flik alone, or did all of the ants have to work together? Why is working together important?

1. You are in the street. A man who says he’s penniless and homeless is asking for money, so you give him some. As you are walking away, his phone starts ringing. He pulls out a really nice mobile phone and starts chatting to a phone.

2. Your best friend is cheating on her boyfriend, Bill. She’s been going out with him for ages, but she’s also seeing a guy called Mark.

3. You see some kids in the street dropping litter. There is a litter bin five metres away.
Passage about crime

A purse snatcher was arrested after he chose the wrong person as his victim. The man, who was suspected of a string of handbag robberies, sped past his last victim on his motorcycle and lifted her purse without slowing down. As he turned around to see the surprise on his victim's face, he realized he had made a stupid mistake. The woman was his mother. She immediately reported the incident to the police and said she believed her son was stealing purses to finance his drug habit. The next time the mother and son were reunited it was in a courtroom.

Proverbs

1. Only a coward would take advantage of another’s weakness.

2. United we stand, divided we fall.

3. Those who betray their friends must, in turn, expect to be betrayed.

4. Pride and ambition can lead to one’s downfall.

5. What goes around comes around.

Morality-related elements for “Jumble Story” activity
Unit 10

Six types of conflict (Conflict is a problem that the main character or characters face.)

1. Person vs. Person
2. Person vs. Self
3. Person vs. Society
4. Person vs. Nature
5. Person vs. Supernatural
6. Person vs. Technology

Classroom management

Passage 1

School climate is an important factor in promoting positive behavior. To be effective, the climate should be nurturing and psychologically and physically safe. There should be no tolerance for bullying in any form, whether it is physical bullying or social bullying (alienating, isolating, or cutting people off from others). The environment should encourage collaboration and positive interaction. Teachers enhance the climate by promoting dignity and respect for all students.

When teachers or students fail to respect or preserve the dignity of a student, they invite conflict into the school setting, thereby contaminating the climate. Victims of disrespect or humiliation may retaliate with violence against teachers, students, or both. Positive discipline strategies such as praise, teacher attention, encouragement, and recognition are usually more effective (Orange, 2005, p.124).
Passage 2

Some teachers hesitate to stop behaviors. For example, when teachers are giving or explaining assignments. Grunts and groans are common student’s expressions of distaste for homework or other assignments that must be completed outside of the regular school day. At times like these, outbursts of misbehavior are most likely to occur. It is also important to convey assignments in a manner that motivates students to complete them. Another time is when teachers are bringing a lesson to its end. This is a time when students sense the impending end of the period and being in advance of your close to disengage themselves from the lesson. It is a time when noise levels increase and students begin to fidget with books, papers, and personal belongings in anticipation of the next class or activity (Borich, 2010, pp.374-383).
Bullying

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying that we look at below are some of the ways that bullying could be happening.

Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage. Over 60,000 children every year are admitted to emergency care in Australia because of physical bullying.

Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.

Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.
Cyber bullying

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts, emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in
APPENDIX B

Item-Objective Congruence (IOC) Index form for Lesson Plans
INDEX-OBJECTIVE CONGRUENCE (IOC) FORM

Three experts are requested to read 15 lesson plans and to indicate the degree to which they thought every plan is congruent with the research objectives it was written to measure.

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<th>low degree of congruence or uncertainty (0)</th>
<th>no congruence (-1)</th>
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10. Assessment and evaluation methods are relevant to research objectives.

Suggestion: ……………………………………….
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Other comments or suggestions:

Evaluator:

Date:
APPENDIX C

Lesson Plan Evaluation Form
EVALUATION OF COURSE DESIGN

Three experts are requested to read 15 lesson plans and to indicate the degree to which they agree with the statements about the appropriateness of the course design. The form consists of rationale, learning objectives, course contents, instructional activities (Task-Based Language Teaching tasks), instructional materials, and assessment and evaluation

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<tr>
<th>Statements</th>
<th>Strongly Disagree (1)</th>
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<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
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<td>2. Intended outcomes of instruction are clearly stated.</td>
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<td>3. Subject matter relating to teaching knowledge is included.</td>
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<td>4. Contents are suitable for learners.</td>
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<td>5. Contents motivate and maintain interest.</td>
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<td>6. The organization and sequencing of course contents are appropriate.</td>
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<td>13. Materials are useful and meaningful.</td>
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<td>14. Materials are suitable for learners.</td>
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<td>15. Materials are appropriate for the tasks.</td>
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<td><strong>Suggestion:</strong></td>
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<td>16. Materials are practical.</td>
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<td>Suggestion:</td>
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</table>

**Assessment and Evaluation**

17. Assessment and evaluation are appropriate for the objectives of each lesson.

Suggestion:

……………………………….……
……………………………….……
……………………………….……
……………………………….……

18. Feedback from the teacher or peers is provided so that students can correct their mistakes or practice new language.

Suggestion:

……………………………….……
……………………………….……
……………………………….……
……………………………….……

**Other comments or suggestions:**

(                                )

Evaluator

Date:
APPENDIX D
Names of Experts
Names of Experts

1. Assistant Professor Ngamthip Wimolkasem, Ph.D.
   Position: Dean
   Affiliation: Faculty of Applied Arts
   King Mongkut's University of Technology North Bangkok

2. Assistant Professor Raveewan Wanchid, Ph.D.
   Position: Lecturer
   Affiliation: Faculty of Applied Arts
   King Mongkut's University of Technology North Bangkok

3. Athip Thammawichit, Ph.D.
   Position: Lecturer
   Affiliation: Department of Curriculum and Instruction, Faculty of Education,
   Ramkhamhaeng University
APPENDIX E

Result of Item-Objective Congruence Index and Appropriateness Evaluation of Lesson Plans
<table>
<thead>
<tr>
<th>Item</th>
<th>Expert 1</th>
<th>Expert 2</th>
<th>Expert 3</th>
<th>Number in Agreement</th>
<th>Item - CVI</th>
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</thead>
<tbody>
<tr>
<td>1. Rationale is relevant to the teaching topic.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>2. Learning objectives are relevant to the teaching topic.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>3. Instructions are relevant to the course description.</td>
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<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>4. Instructions are relevant to the task-based language teaching approach.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>5. Tasks are relevant to learning objectives.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0.67</td>
</tr>
<tr>
<td>6. Tasks are relevant to allotted class time.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0.67</td>
</tr>
<tr>
<td>7. Contents are relevant to learners’ needs.</td>
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<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>8. Materials are relevant to tasks.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
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<tr>
<td>9. Assessment and evaluation methods are relevant to learning objectives.</td>
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<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
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<td>10. Assessment and evaluation methods are relevant to research objectives.</td>
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<td>2</td>
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<tr>
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Lesson Plan Appropriateness Evaluation

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<th>Expert 3</th>
<th>Mean</th>
<th>Result Interpretation</th>
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</thead>
<tbody>
<tr>
<td>1. Main idea of the lessons is clearly stated.</td>
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<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2. Intended outcomes of instruction are clearly stated.</td>
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<td>4</td>
<td>5</td>
<td>4.67</td>
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</tr>
<tr>
<td>3. Subject matter relating to teaching knowledge is included.</td>
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<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>4. Contents are suitable for learners.</td>
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<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>5. Contents motivate and maintain interest.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>6. The organization and sequencing of course contents are appropriate.</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>7. TBLT steps are clearly stated.</td>
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<td>4</td>
<td>4</td>
<td>4.33</td>
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<tr>
<td>8. A variety of TBLT tasks are included.</td>
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<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>9. Tasks in each step are appropriate.</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4.00</td>
<td>Agree</td>
</tr>
<tr>
<td>10. The organization and sequencing of tasks are appropriate.</td>
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<td>4</td>
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<td>Agree</td>
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<tr>
<td>11. Tasks provide learner participation.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>12. Individual, pair and group work are included so that learners can practice language individually, learn to work with others and consider others’ perspectives.</td>
<td>5</td>
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<td>Strongly Agree</td>
</tr>
<tr>
<td>13. Materials are useful and meaningful.</td>
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<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>14. Materials are suitable for learners.</td>
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<td>4</td>
<td>4.33</td>
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</tr>
<tr>
<td>15. Materials are appropriate for the tasks.</td>
<td>5</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>16. Materials are practical.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>17. Assessment and evaluation are appropriate for the objectives of each lesson.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>18. Feedback from the teacher or peers is provided so that students can correct their mistakes or practice new language.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
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</table>

Mean 4.31 Strongly Agree
APPENDIX F

Pre-Test and Post-test
**PRE-TEST**

**Essay 1) 16 points**

Direction: Your essay must include 3 main parts as follows:

1. Introduction: present the thesis statement and get your reader's attention
2. Essay body: there are three paragraphs in the body - one for each point (one for advantages, one for disadvantages, and one for your personal experience). Each paragraph must have a clear, focused point. The topic sentence must supports the thesis statement stated in the introduction.
3. Conclusion: wrap up your thoughts.
   *NOTE: Restate your thesis statement in the conclusion and keep your conclusion relevant to the contents in your essay

Write a narrative essay on “Advantages and Disadvantages of Education in Thailand” (150-200 words) and finish with a reflective paragraph (100-150 words) on your personal experience.

**Essay 2) 16 points**

Direction: Your essay must include 3 main parts as follows:

1. Introduction: present the thesis statement and get your reader's attention
2. Essay body: there are two paragraphs in the body - one for each point (one for advantages and another one for disadvantages). Each paragraph must have a clear, focused point. The topic sentence must supports the thesis statement stated in the introduction.
3. Conclusion: wrap up your thoughts.
   *NOTE: Restate your thesis statement in the conclusion and keep your conclusion relevant to the contents in your essay

Write a narrative essay on “Task-Based Language Teaching Approach” (100-150 words).

**Oral presentation 40 points**

3) Give a presentation on “Advantages and Disadvantages of English Teaching in Thailand” (10-15 minutes).
APPENDIX G

Scoring Rubrics
# SCORING RUBRIC FOR ASSESSING ESSAY #1

## “ADVANTAGES AND DISADVANTAGES OF EDUCATION IN THAILAND”

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<th>CRITERIA</th>
<th>4 EXEMPLARY</th>
<th>3 PROFICIENT</th>
<th>2 DEVELOPING</th>
<th>1 LIMITED</th>
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</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>Demonstrates very clear or relevant connection to the topic.</td>
<td>Demonstrates clear or relevant connection to the topic.</td>
<td>Minimally demonstrates connection to the topic.</td>
<td>Does not demonstrate connection to the topic.</td>
</tr>
<tr>
<td><strong>ORGANIZATION</strong></td>
<td>Presents information in logical, interesting sequence which readers can follow.</td>
<td>Presents information in logical sequence which readers can follow.</td>
<td>Minimally presents information in logical sequence (jump around) which readers has difficulty understanding the story.</td>
<td>Does not present any sequence of information. Audience cannot understand the story at all.</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td>Uses appropriate vocabulary to express ideas.</td>
<td>Mostly uses appropriate vocabulary to express idea.</td>
<td>Mostly uses inappropriate vocabulary to express idea.</td>
<td>Uses inappropriate vocabulary to express idea and the communicatio was severely hampered.</td>
</tr>
<tr>
<td><strong>ERROR</strong></td>
<td>Makes no grammatical, spelling or mechanical errors.</td>
<td>Makes few grammatical, spelling or mechanical errors.</td>
<td>Makes several grammatical, spelling or mechanical errors.</td>
<td>Makes too many grammatical, spelling or mechanical errors.</td>
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## SCORING RUBRIC FOR ASSESSING ESSAY #2

### “KNOWLEDGE OF TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH”

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<th>3 PROFICIENT</th>
<th>2 DEVELOPING</th>
<th>1 LIMITED</th>
</tr>
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<tr>
<td>CONTENT</td>
<td>Demonstrates full knowledge of the TBLT approach.</td>
<td>Demonstrates knowledge of the TBLT approach.</td>
<td>Minimally demonstrates knowledge of the TBLT approach.</td>
<td>Does not have grasp of information about the TBLT approach.</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>Presents information in logical, interesting sequence which readers can follow.</td>
<td>Presents information in logical sequence which readers can follow.</td>
<td>Minimally presents information in logical sequence (jump around) which readers has difficulty understanding the story.</td>
<td>No sequence of information. Audience cannot understand the story at all.</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>Uses appropriate vocabulary to express ideas.</td>
<td>Mostly uses appropriate vocabulary to express idea.</td>
<td>Mostly uses inappropriate vocabulary to express idea.</td>
<td>Uses inappropriate vocabulary to express idea and the communication was severely hampered.</td>
</tr>
<tr>
<td>ERROR</td>
<td>Makes no grammatical, spelling or mechanical errors.</td>
<td>Makes few grammatical, spelling or mechanical errors.</td>
<td>Makes several grammatical, spelling or mechanical errors.</td>
<td>Makes too many grammatical, spelling or mechanical errors.</td>
</tr>
</tbody>
</table>
# SCORING RUBRIC FOR ORAL PRESENTATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>4 EXEMPLARY</th>
<th>3 PROFICIENT</th>
<th>2 DEVELOPING</th>
<th>1 LIMITED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NONVERBAL SKILLS</strong></td>
<td></td>
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<tr>
<td>EYE CONTACT</td>
<td>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.</td>
<td>Consistently makes direct eye contact with audience, but still returns to notes.</td>
<td>Makes minimal eye contact with audience while reading mostly from the notes.</td>
<td>Does not make eye contact with audience as reading notes during entire presentation.</td>
</tr>
<tr>
<td>BODY LANGUAGE</td>
<td>Demonstrates natural body language and helps the audience visualize.</td>
<td>Consistently demonstrates natural body language but few distracting gestures.</td>
<td>Occasionally demonstrates body language but not natural.</td>
<td>Does not demonstrate any body language.</td>
</tr>
<tr>
<td>POISE</td>
<td>Displays relaxed, self-confident nature about self.</td>
<td>Displays little or no tension.</td>
<td>Displays mild tension.</td>
<td>Obviously displays tension and nervousness.</td>
</tr>
<tr>
<td>APPEARANCE</td>
<td>Exception attention to attire and grooming; professional.</td>
<td>Generally pays appropriate attire and grooming.</td>
<td>Pays slight attention to appropriate attire and grooming.</td>
<td>Lacks attention to appropriate attire and grooming.</td>
</tr>
<tr>
<td><strong>VERBAL SKILLS</strong></td>
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<tr>
<td>ENTHUSIASM</td>
<td>Demonstrates a strong, positive feeling about topic during entire presentation.</td>
<td>Occasionally shows positive feelings about topic.</td>
<td>Shows some negativity toward topic presented.</td>
<td>Shows absolutely no interest in topic presented.</td>
</tr>
<tr>
<td>VOICE</td>
<td>Uses a clear voice so that all audience members can hear presentation.</td>
<td>Uses a clear voice and most audience members can hear presentation.</td>
<td>Uses low and soft voice. Audience members have difficulty hearing presentation.</td>
<td>Mumbles, and speaks too quietly for a majority of students to hear.</td>
</tr>
<tr>
<td>PRONUNCIATION</td>
<td>Demonstrate correct, precise pronunciation.</td>
<td>Correctly pronounces most words.</td>
<td>Incorrectly pronounces many words.</td>
<td>Incorrectly pronounces most words.</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
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<tr>
<td>CONTENT</td>
<td>Demonstrates very clear or relevant connection to the topic.</td>
<td>Demonstrates clear or relevant connection to the topic.</td>
<td>Minimally demonstrates connection to the topic.</td>
<td>Does not demonstrate connection to the topic.</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>Presents information in logical, interesting sequence which audience can follow.</td>
<td>Presents information in logical sequence which audience can follow.</td>
<td>Minimally presents information in logical sequence (jump around) which audience has difficulty following presentation.</td>
<td>No sequence of information. Audience cannot understand presentation at all.</td>
</tr>
<tr>
<td>ERROR</td>
<td>Presentation has no grammatical errors.</td>
<td>Presentation has some grammatical errors.</td>
<td>Presentation has many grammatical errors.</td>
<td>Presentation has too many grammatical errors.</td>
</tr>
</tbody>
</table>
SCORING RUBRIC FOR UNIT 11 – 14 STUDENT PRACTICE

During each student’s practice, audiences (other students) will be allowed and encouraged to complete a given rubric and provide suggestion or comments.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Excellence 5</th>
<th>Good 4</th>
<th>Fair 3</th>
<th>Poor 2</th>
<th>Very Poor 1</th>
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<tbody>
<tr>
<td>PRESENCE</td>
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<tr>
<td>- body language &amp; eye contact</td>
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<td>- contact with the public</td>
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<td>- poise</td>
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<td>- physical organization</td>
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<tr>
<td>LANGUAGE SKILLS</td>
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<tr>
<td>- correct usage</td>
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<tr>
<td>- appropriate vocabulary and</td>
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<td>grammar</td>
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<td>- understandable (intonation,</td>
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<td>accent)</td>
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<td>- spoken loud enough to hear</td>
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<td>easily</td>
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<tr>
<td>ORGANIZATION</td>
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<tr>
<td>- logical structure</td>
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<tr>
<td>MASTERY OF THE SUBJECT</td>
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<tr>
<td>- clear understanding of the</td>
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<td>material presented</td>
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<td>- spoken, not read</td>
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<td>- able to answer questions</td>
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<td>TEACHING METHOD</td>
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<td>- use assigned TBLT technique(s)</td>
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<tr>
<td>- clear step of TBLT</td>
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<tr>
<td>- tasks in each step</td>
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<td>OVERALL IMPRESSION</td>
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<td>- very interesting / very</td>
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<td>boring</td>
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<td>- pleasant / unpleasant to</td>
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<td>listen to</td>
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<tr>
<td>- very good / poor communication</td>
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</table>

TOTAL SCORE _______ / 30
APPENDIX H

Example of Learning Log Template
LEARNING LOG TEMPLATE

You are required to write learning logs to reflect on what you learn in every session. You are encouraged to write in English, but writing in Thai is allowed as the aim is to have you reflect on what you learn in each session, not to measure your English. Therefore, writing in Thai possibly enables you to convey your opinions easily and accurately. However, the advantage of writing in English is that you can practice and improve your English.
Learning Log: Session 2 (Motivation)

1) your experience related to the topic

2) your expectation from the lessons or tasks before the instruction begins

3) things you learned in this session (don’t forget to state the TBLT techniques)

4) your opinion and feeling about the topic, contents and tasks

5) what makes the lessons difficult or easy

6) things you think should be improved or modified to promote your language learning and knowledge of TBLT

7) perception of your productive skill development and knowledge of TBLT after this session

8) overall satisfaction
APPENDIX I

Item-Objective Congruence (IOC) Index form for Assessment Instruments

(Narrative Inquiry, Pre- and Post-Test, and Scoring Rubrics)
## INDEX OF ITEM-OBJECTIVE CONGRUENCE (IOC) FORM
### INSTRUCTIONAL ASSESSMENT

Three experts are requested to check the validity of narrative inquiry, pre- and post-test, and scoring rubrics and to indicate the degree to which they thought the test items and scoring rubrics are congruent with the research objectives it was written to measure. There are 3 sections including narrative inquiry, pre- and post-test and scoring rubrics.

<table>
<thead>
<tr>
<th>Statements</th>
<th>high degree of congruence (+1)</th>
<th>low degree of congruence or uncertainty (0)</th>
<th>no congruence (-1)</th>
</tr>
</thead>
</table>

### Narrative Inquiry

1. Narrative inquiry including learning logs and interview is relevant to the research objective, which aims to investigate to what extent the course can improve learners’ English productive skills and knowledge of Task-Based Language Teaching techniques (RQ 3 and 4).

   **Suggestion:** ..........................................................
   ..........................................................
   ..........................................................
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### Pre- and Post-Test

2. The test item #1 is relevant to the research objective, which aims to investigate to what extent the course can improve learners’ English productive skills – writing (RQ 3).

   **Suggestion:** ..........................................................
   ..........................................................
   ..........................................................
   ..........................................................

3. The test item #2 is relevant to the research objective, which aims to investigate to what extent the course can improve learners’ knowledge of Task-Based Language Teaching approach (RQ 4).

   **Suggestion:** ..........................................................
   ..........................................................
   ..........................................................
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<table>
<thead>
<tr>
<th>Statements</th>
<th>high degree of congruence (+1)</th>
<th>low degree of congruence or uncertainty (0)</th>
<th>no congruence (-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. The test item #3, an oral presentation, is relevant to the research objective, which aims to investigate to what extent the course can improve learners’ English productive skills – speaking (RQ 3).</td>
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<td><strong>Suggestion:</strong> ........................................................................................................................................................................................................</td>
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<tr>
<td><strong>Scoring Rubric</strong></td>
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<tr>
<td>5. Criteria on the essay #1 rubric are relevant to the test item #1.</td>
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<td><strong>Suggestion:</strong> ........................................................................................................................................................................................................</td>
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<tr>
<td>6. Criteria on the essay #2 rubric are relevant to the test item #2.</td>
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<td><strong>Suggestion:</strong> ........................................................................................................................................................................................................</td>
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<td>7. Criteria on the oral presentation rubric are relevant to the test item #3.</td>
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<td><strong>Suggestion:</strong> ........................................................................................................................................................................................................</td>
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<tr>
<td>Other comments or suggestions:</td>
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</tbody>
</table>

( )

Evaluator

Date:
APPENDIX J

Evaluation of Assessment Instruments
(Narrative Inquiry, Pre- and Post-Test, and Scoring Rubrics)
EVALUATION OF INSTRUCTIONAL ASSESSMENT

Three experts are requested to check narrative inquiry, pre- and post-test, and scoring rubrics and to indicate the degree to which they agree with the statements about the appropriateness of the aforementioned assessment instruments. There are 3 sections including narrative inquiry, pre- and post-test and scoring rubrics.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Inquiry</td>
<td></td>
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<tr>
<td>1. The narrative inquiry primarily aims to determine students’ learning process.</td>
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<td><strong>Suggestion:</strong></td>
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<tr>
<td>2. The narrative inquiry can be used to determine students’ increased knowledge of TBLT.</td>
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<td><strong>Suggestion:</strong></td>
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<td>3. The narrative inquiry can be used to determine students’ productive skill enhancement.</td>
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<td><strong>Suggestion:</strong></td>
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<td>Statements</td>
<td>Strongly Disagree (1)</td>
<td>Disagree (2)</td>
<td>Neither Agree nor Disagree (3)</td>
<td>Agree (4)</td>
<td>Strongly Agree (5)</td>
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<tr>
<td><strong>Pre- and Post-Test</strong></td>
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<tr>
<td>4. The test item #1 is written in clear, precise language.</td>
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<td>Suggestion:</td>
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<td>5. The test item #2 is written in clear, precise language.</td>
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<td>Suggestion:</td>
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<td>6. The test item #3 is written in clear, precise language.</td>
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<td>Suggestion:</td>
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<tr>
<td><strong>Scoring Rubrics</strong></td>
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<td>7. Scoring scale (1 Limited – 4 Exemplary) for assessing pre- and post-test items is appropriate.</td>
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<td>Suggestion:</td>
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<tr>
<td>Statements</td>
<td>Strongly Disagree (1)</td>
<td>Disagree (2)</td>
<td>Neither Agree nor Disagree (3)</td>
<td>Agree (4)</td>
<td>Strongly Agree (5)</td>
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<td><strong>Essay #1 rubric</strong></td>
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<td>8. A set of specific criteria evaluates students’ writing skills.</td>
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<td>Suggestion:</td>
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<td>9. Detailed descriptions of the characteristics for each level of</td>
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<td>performance (1-4) are clearly stated and focus on the quality of students’ performance.</td>
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<td><strong>Essay #2 rubric</strong></td>
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<td>10. A set of specific criteria stated in the essay #2 rubric evaluates</td>
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<td>students’ knowledge of Task-Based Language Teaching approach.</td>
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<td>11. Detailed descriptions of the characteristics for each level of</td>
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<td>performance (1-4) are clearly stated and focus on the quality of students’ performance.</td>
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<td>Statements</td>
<td>Strongly Disagree (1)</td>
<td>Disagree (2)</td>
<td>Neither Agree nor Disagree (3)</td>
<td>Agree (4)</td>
<td>Strongly Agree (5)</td>
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<td><strong>Oral presentation rubric</strong></td>
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<td>12. A set of specific criteria stated in the oral presentation rubric evaluates students’ speaking skills.</td>
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<td>13. Detailed descriptions of the characteristics for each level of performance (1-4) are clearly stated and focus on the quality of students’ performance.</td>
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<td><strong>Rubric for peer feedback during student practice in Unit 11-14</strong></td>
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<td>14. A set of specific criteria stated in the rubric evaluates students’ performance during student practice sessions they perform teaching demonstration with the use of the TBLT approach within 15 minutes.</td>
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<td>Suggestion:</td>
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<td><strong>Other comments or suggestions:</strong></td>
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(                                  )
Evaluator
Date:
APPENDIX K

Name of Inter-coder and Inter-coder Reliability Form
Name of inter-coder and assessor

1. Associate Professor Rattanawadee Chotikapanich
   Position: Lecturer
   Affiliation: Department of Curriculum and Instruction, Faculty of Education, Ramkhamhaeng University

2. Surattana Moolngoen
   Position: Lecturer
   Affiliation: Department of Curriculum and Instruction, Faculty of Education, Ramkhamhaeng University
Inter-coder Reliability Form

Please mark an X in the “Yes” column if you have an agreement on the data interpretation. If not, please make in the ‘No’ or ‘Not sure.” During the completion of the form, you are welcomed to ask the researcher for clarification.

Research Objective 3: Improve Productive English Language Skills

Theme I: Feedback Influencing Productive English Language Development

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
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<tbody>
<tr>
<td>Feedback Influencing Productive English Language Development</td>
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<tr>
<td><em>Teacher Feedback</em></td>
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<tr>
<td>“I do love feedback. Whenever I submitted my tasks, I was excited and wanted to see comments. For learners like me who don’t have any foreign friend to practice English with, we don’t have much chance to use the language. And that means we don’t know if the language we use is correct. Therefore, I would say all types of feedback from the teacher are very helpful.”</td>
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<td>“I sometimes puzzled with the underlined errors or the hint such as ‘vocab’ at the end of the sentence. Or, when error correction was directly provided, it rang a bell most of the time, but it sometimes didn’t. My curiosity is activated. I feel very active. I then hurry to find out the answer by asking peers or making a request for more explanations. My curiosity helps increase my knowledge.”</td>
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<td>“The more we communicate with the teacher, the more comfortable we feel. It takes students some time to be familiar with the teacher’s teaching style or characters. However, once we realize that we can ask questions without being blamed for not knowing, we feel relaxed and become more open to demonstrate the knowledge we possess, either much or less.”</td>
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<td>“My excitement has been overflowing as I have received feedback before, during and after each session. It’s enjoyable, and I feel motivated. By the way, my friends and I really wonder, “Don’t you feel tired?”</td>
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<td>Statement</td>
<td>Yes</td>
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<tr>
<td><strong>Feedback Influencing Productive English Language Development</strong></td>
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<tr>
<td>“I love all types of feedback, but I prefer the one with error hints. The teacher indicates where we need to correct, then we should do the rest.”</td>
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<td>“I can’t agree with you more regarding whether the teacher is not tired reading our work. I mean both feeling tired like running out of energy and being sick of (bored) seeing the same mistakes over and over again.”</td>
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<td>“With the feedback on the tasks I complete, not only can I see how well I have done and how much my English skills improve so far, but I also recognize my weaknesses - what I have to work on or practice more to improve my English. I become aware of the same mistakes I make after the teacher underlines or circles errors, indicates an error type using a code or gives hints, and sometimes writes the corrections. For example, “If I were Teacher Kimoro, I will (would) answer students’ questions.”</td>
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<td>“In fact, I sometimes cannot find out the answer based on the teacher feedback. I asked my friends or the teacher. And that helps promote communication and relationship,”</td>
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<td>“This fear begins to vanish when we realize that the teacher is approachable and happy to answer our questions, and that consequently benefits students’ learning and increase motivation.”</td>
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<td>“I want to know mistakes but it’s hard when the teacher writes something like ‘work on grammar here’ or circles the errors. I still don’t know how to fix it. I would need to go to the teacher to ask anyway.”</td>
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<td>“I like to get feedback from teacher. Nevertheless, although the teacher tries to give hints in class, I still don’t get it or I can find out answers an hour later. It takes time, so it’s sometimes frustrating. I believe someone else may feel the same way.”</td>
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<td>“My writing is so bad that the teacher could not understand what I wanted to say. The teacher did her best to correct my paper; however, I am not quite sure if the corrected version still keeps the original meaning.”</td>
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<td>“I feel that it is my fault not being able to fix the error. The teacher always tries to help by asking if it is what I mean in English and translated into Thai. And, that is time I find out that’s not what I meant both in writing and orally.”</td>
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**Peer Feedback**
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<td><strong>Feedback Influencing Productive English Language Development</strong></td>
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<td>“Most of the feedback I got is not quite right. However, if their</td>
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<td>correction is wrong, I need to recheck it by asking other higher</td>
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<td>proficient students and the teacher. More importantly, I will</td>
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<td>know that the person may need some help, so I can offer my</td>
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<td>help. That way it will help everyone practice their English too.”</td>
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<td>I can’t help feeling more trusted in feedback from high-proficient</td>
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<td>students, but I have to avoid saying that. I don’t want to hurt</td>
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<td>anyone’s feeling.”</td>
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<td>“When looking at my friends’ comments, most of the time I am so</td>
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<td>confident that the corrections are wrong at my first glance. However,</td>
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<td>I am sometimes not sure if it is right or wrong. If it comes out to be</td>
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<td>wrong, it is not a big deal. I can just go to my friends and use the word</td>
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<td>“Can you help me? Can I sit with you to find out the answer together.”</td>
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<td>“I really like my friend giving me feedback, whether that feedback</td>
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<td>is right or wrong. I love the way we help each other. He helps me and I</td>
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<td>help him, and also getting a chance to work with different people is</td>
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<td>nice. That way I can have more friends. When I don’t understand some</td>
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<td>comments, I can just go directly to the person as we are almost at the</td>
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<td>same age. Also, I don’t feel hesitated to ask.”</td>
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<td>“It depends on how we look at the feedback from the weaker students. I</td>
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<td>find it useful. We are here to learn, and it is like a real classroom</td>
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<td>where we are going to teach both weak and talented students in the</td>
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<td>future. Through the feedback they provide, we can see which part they</td>
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<td>need help.”</td>
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<td>“It could be a good start to help our friends to improve their</td>
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<td>language skills.”</td>
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<td>“What we say could hurt many people’s feeling and will invite conflict,</td>
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<td>thereby contaminating the climate in class.”</td>
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<td>“The more we speak about this, the more we feel so stupid.”</td>
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<td>“When I got feedback, I looked at the name of feedback giver. I</td>
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<td>tend to accept feedback from higher-proficient folks. However, it doesn’t</td>
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<td>mean that I ignore comments from people at my proficient level. I looked</td>
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<td>and recheck whether it’s right.”</td>
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<td>“I want to see everyone in this class improve their language and get</td>
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<td>rid of the same mistakes they have made over time.”</td>
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<td>“I saw the same mistakes most of the time, which helped enhance my</td>
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<td>language skills. Also, I felt so proud that I could be part of</td>
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<td>Statement</td>
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<td>Feedback Influencing Productive English Language Development</td>
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<td>my friend’s language improvement.”</td>
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<td>I want to pass this course and step up to the higher-level courses, and so do they. That is my expectation and hope. To be accomplished, we need to help and motivate ourselves too because no one can be right there beside us to help us all the time.”</td>
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<td>“I need to carefully decide what I should or shouldn’t say about their mistakes. I don’t want to hurt my friends’ feeling. But, if I don’t tell them, I will regret it because it means I am not trying to help them improve their language. If they make the same mistakes over again, it is my fault.”</td>
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<td>“I feel that checking my friends’ paper is challenging. When checking, I need to recall what I have learned and also think of what I wrote on my paper too. I take this as a good opportunity to practice my language skills because when I see something I am not sure if it is right, I have to find out the answers. It means both my friends and I gain knowledge.”</td>
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<td>“The feedback from peer to peer could be unpleasant or harmful as some students don’t want to show their weaknesses to others, except the teacher.”</td>
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<td>“If we don’t start practice our language now, when are we going to? Apart from that, we can build their social skills. Through our exchange of feedback, we can do both.”</td>
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<td>“We need to understand other people’s personalities and opinions that may be different from ours. If we respect these differences, good things are about to come. And, when talking about their mistakes, don’t talk to them as if they are stupid. That’s all.”</td>
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<td>“I don’t want to change from right to wrong. In previous sessions, my friend trusted me; he believed my feedback, and later I found out that what he wrote was correct. Because of my limited knowledge, I could make others’ language become worse.”</td>
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<td>“I am not confident and not sure if I am smart enough to give anyone my feedback.”</td>
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<td>“Correcting others’ paper is way too hard. If you are asking us why we thought that way, I am quite sure everyone would say that we are not confident in our language skills, so how can we correct others’ paper.”</td>
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<td>Statement</td>
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<tr>
<td><strong>Feedback Influencing Productive English Language Development</strong></td>
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<td>“When the teacher assigns us to check each other’s work, I like it. I think it is fun and challenging. When I see that my feedback or friends are not quite right, it’s funny and we laugh together.”</td>
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<td><strong>Theme II: Language Mastery Strategy Applied in Learning English</strong></td>
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<td><strong>Language Mastery Strategy Applied in Learning English</strong></td>
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<tr>
<td><strong>Personality Traits</strong></td>
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<td><em>(Their statements present that their personalities and tasks in class are somewhat related.)</em></td>
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<td>“Creative writing tasks involving students to work together were great fun and enjoyable.”</td>
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<td>“My curiosity usually occurs during group discussion and task completion. It inspires me to find out answers by discussing with friends, or asking for the teacher’s advice, and that really helps me learn more and get rid of my boredom as well.”</td>
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<td>“Whenever I am assigned to work in group or pair in both writing and speaking tasks, I feel that to accomplish the assigned tasks, everyone in the group needs to contribute. That means all of us needs to have a sense of interdependence as well as individual and group accountability.”</td>
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<td>“What I like from this course is that everyone gains knowledge from one another and the task itself. More importantly, we learn about cooperation and respect. We learn to contribute in positive ways and compromise or open to different opinions.”</td>
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<td>“Being an extrovert is not just being there in a group and work with others to complete the assigned tasks. Setting goals and making best effort to achieve them together is a key to success in learning.”</td>
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<td>“Many students may feel intimidated when speaking with others in English which is not their native language. And of course, when we don’t have any negative feeling, I mean “intimidation,” we can ignore the fear of making mistakes in English.”</td>
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<td>Statement</td>
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<tr>
<td><strong>Language Mastery Strategy Applied in Learning English</strong></td>
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<td>“I try hard in working with friends or individually. I always ask myself. What do I learn? I should be able to answer myself what I learn in class each day.”</td>
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<td>“When working on tasks with anyone, I hope that everyone improves language and we could make friends.”</td>
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<tr>
<td>“Interacting with others helps me improve my language as I could see my mistakes. If I work alone, how can I improve my language skills, especially speaking? No interaction, no practice, no improvement.”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>“Finishing assigned tasks with friends is a fun time. Although we sometimes have different opinions, we learn more about each other. I make a lot of new friends from this class and that is what I want.”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>“When I work alone, it is so quiet. It isn’t fun at all. Learning English is difficult enough. I believe most students need fun tasks they could do with their friends to make them relaxed and have fun learning the language.”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>“The speaking tasks or group work to complete any writing task really stressed me out. In real life, I have a few close friends and it is hard to accept someone else in a short period of time. It takes me some time to get to know that person and see if s/he understands the way I am.”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>“When being assigned speaking tasks, I am worried. I don’t know if my friends will make fun of me. I usually don’t talk to a lot of people even in Thai.”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>“When using English with my friends during group activities, I am afraid that they will make my friends’ language worse, although I know that they may not copy my mistakes.”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>“The speaking tasks or group work to complete any writing task really stressed me out. In real life, I have a few close friends and it is hard to accept someone else in a short period of time. It takes me some time to get to know that person and see if s/he understands the way I am.”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>“I feel guilty that they change from right to wrong because of me.”</td>
<td></td>
<td></td>
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<tr>
<td>“When I can contribute in group work, I feel very good. I know I am not that smart but I can help.”</td>
<td></td>
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</tr>
<tr>
<td>“When I want to work alone and am assigned to work with others, I am quite uncomfortable. Sometimes, I feel I don’t”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Yes</td>
<td>No</td>
<td>Not Sure</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----</td>
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<td>----------</td>
</tr>
<tr>
<td><strong>Language Mastery Strategy Applied in Learning English</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>exist.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning Strategy</strong></td>
<td></td>
<td></td>
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<tr>
<td>“I usually visualize scenes described in a story. Creating meaningful visual images of the information I listen or read helps me comprehend the story and remember vocabulary.”</td>
<td></td>
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</tr>
<tr>
<td>“When listening to fables the teacher read in class, it was very easy to visualize the story. However, I still find it useful and more challenging when visualizing academic articles and lectures.”</td>
<td></td>
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<tr>
<td>“I love memorizing vocabulary. It starts when I listen to the bedtime stories.”</td>
<td></td>
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<tr>
<td>“If I don’t memorize vocabulary, I won’t know the story. So I start memorizing word meanings.”</td>
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<tr>
<td>“When we know word meanings, we understand the story.”</td>
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<tr>
<td>“As a child, I felt it was worth spending time on finding word meanings although it took much time.”</td>
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<tr>
<td>“I usually start at zero or one when learning new things or new topics like what we do in this class. There are lots of words I don’t know at the beginning of each lesson; however, I like memorizing English words, so I try to find the meanings and list them on my notebook as I usually do.”</td>
<td></td>
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<tr>
<td>“It is difficult to unconsciously use correct English after we have used it wrong for a while. However, it does not mean that I will be unable to speak or write it correctly. What’s happened to me these days is that I use a wrong tense, and then realize that it is wrong after completing the tasks and receiving feedback. So, I keep practicing in other tasks till I am sure that I remember, understand and get it right.”</td>
<td></td>
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<tr>
<td>“After week four, I learned that the words I often used were not suitable in the given context, and knew new words to replace the wrong ones. However, it seemed that the habit of misusing words was formed, but it could disappear or get better after long-hour practice for some period of time.”</td>
<td></td>
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<tr>
<td>“Doing activities and completing tasks in class provide me with opportunity to practice my language. I am encouraged to communicate with friends in English.”</td>
<td></td>
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</tr>
<tr>
<td>Statement</td>
<td>Yes</td>
<td>No</td>
<td>Not Sure</td>
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<tr>
<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Language Mastery Strategy Applied in Learning English</strong></td>
<td></td>
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<tr>
<td>“Throughout my study in this course, when speaking, I evaluate</td>
<td></td>
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<tr>
<td>the accuracy of my pronunciation, vocabulary used, grammar, sentence</td>
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<tr>
<td>structure etc. When writing, I usually start with nonstop five-minute</td>
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<tr>
<td>writing exercises in order for me to freely express my opinions on any</td>
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<tr>
<td>topic. After finishing the exercise, I monitor and evaluate my work if</td>
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<tr>
<td>I used what I learned or used it correctly.”</td>
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<tr>
<td>“When I was assigned to do writing tasks, I wrote a paper with</td>
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<tr>
<td>careful awareness of language accuracy including the structure,</td>
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<tr>
<td>spelling, punctuation etc. After all this, I also self-corrected my</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>writing.”</td>
<td></td>
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<tr>
<td>“When speaking or writing, I can’t stop thinking in Thai first. I need</td>
<td></td>
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<tr>
<td>to think in Thai, translate into English, then check language accuracy</td>
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<tr>
<td>more than twice. So, it was too late to speak.”</td>
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<tr>
<td>“I am often so worried about words, sentence structure and pronunciation</td>
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<tr>
<td>that I give up talking to entire class. However, speaking English with</td>
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<tr>
<td>close friends or in a small group is fine because my friends know that</td>
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<tr>
<td>I need time to translate from Thai to English.”</td>
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<tr>
<td>“I know that I should practice English to solve the problem thinking</td>
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<tr>
<td>into Thai when trying to producing English, but Thai language is needed</td>
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<tr>
<td>in class anyway.</td>
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<tr>
<td><strong>Research Objective 4: Improve Knowledge of Task-Based Language Teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Approach</strong></td>
<td></td>
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<tr>
<td><strong>Demonstration Influencing Knowledge of Task-Based Language Teaching</strong></td>
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<tr>
<td>“I do love feedback. Whenever I submitted my tasks, I was excited</td>
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<tr>
<td>and wanted to see comments. For learners like me who don’t have any</td>
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<tr>
<td>foreign friend to practice English with, we don’t have much chance to</td>
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<tr>
<td>use the language. And that means we don’t know if the language we use</td>
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<tr>
<td>is correct. Therefore, I would say all types of feedback from the</td>
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<tr>
<td>teacher are very helpful.”</td>
<td></td>
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<tr>
<td>Statement</td>
<td>Yes</td>
<td>No</td>
<td>Not Sure</td>
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<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Demonstration Influencing Knowledge of Task-Based Language Teaching</td>
<td></td>
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<tr>
<td>“I really like the teacher giving demonstration of the TBLT.”</td>
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<tr>
<td>“I benefit from demonstration the teacher provides. Both lectures and demonstration showing us ‘how to’ is very helpful and meaningful to me and everyone in class.”</td>
<td></td>
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<tr>
<td>“If the teacher does not show students how to use it in her teaching, I think they will still puzzle about the approach.”</td>
<td></td>
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<tr>
<td>“Teaching by showing us how to use the TBLT really helps us see a big picture.”</td>
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<tr>
<td>“Good teachers are lifelong learners who increase their knowledge by staying informed on current events impacting their constantly evolving field of study.”</td>
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<tr>
<td>“It was important to identify and implement the absolute best teaching practices to ensure that we as teachers provide the most rigorous and appropriate instructions for our students.”</td>
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<tr>
<td>“I want to be a knowledgeable resource that students can rely on.”</td>
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<tr>
<td>“As long as I can used English fluently and accurately and learn various teaching techniques employed in class, I can deliver the lessons. I am sure I will make a good teacher.”</td>
<td></td>
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</tr>
<tr>
<td>“I will integrate meaningful contents in my teaching as the teacher does. I love the way morality or current situations are integrated in the lessons. It makes me realize some other important things in the outside world, apart from academic contents.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I will carefully design lessons and teach moral values along with the subject as the teacher does and shows us how good it is.”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>“I am really into the tasks my friends assigned me to complete. I see how much they try to design their lessons, the tasks, and conduct their teaching in class. I also have a chance to discuss it with some of my friends, and it really broadens my knowledge.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Being able to use English fluently and to apply the teaching techniques have to come together in order to enhance students’ language. It will be like a dream come true.”</td>
<td></td>
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</tr>
<tr>
<td>“I can’t wait to see my own students walking into her room and thinking that they learn a lot and have fun.”</td>
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<tr>
<td>“An opportunity to perform teaching demonstration promotes my motivation to learn to solve the problems, or remain resilient in the face of difficulty or frustration. I can see that my friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Yes</td>
<td>No</td>
<td>Not Sure</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Demonstration Influencing Knowledge of Task-Based Language Teaching</strong></td>
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<tr>
<td>look bored during my demonstration and I am thinking what I can do to draw their attention as much and quickly as possible.”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>“It is possible that teachers will find that a lot of English learners do not like English at all because they often struggle with the use of grammar, vocabulary, sentence structure, spelling, pronunciation and much more.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Although I don’t have teaching experience and hardly understand the concept of TBLT or its application, it is not the end of the world. Be positive. I will be an expert one day.”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>“I feel lucky to get a chance to develop my own lesson that was enacted in the classroom. The practice session and teacher’s assistance promoted my learning.”</td>
<td></td>
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</tr>
<tr>
<td>“I thought I learn nothing about the TBLT, but then after I perform my teaching demonstration, I realize I actually learn lots of things and can do it.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Although it may take a long time, I believe that I will become a teacher and employ all the teaching techniques I learn here.”</td>
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</tbody>
</table>
APPENDIX L

Result of Item-Objective Congruence Index and Appropriateness Evaluation of Assessment Instruments
### Result of Item-Objective Congruence (IOC) Index of Assessment Instruments

<table>
<thead>
<tr>
<th>Item</th>
<th>Expert 1</th>
<th>Expert 2</th>
<th>Expert 3</th>
<th>Number in Agreement</th>
<th>Item - CVI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Narrative inquiry including learning logs and interview is relevant to the research objective, which aims to investigate to what extent the course can improve learners’ English productive skills and knowledge of Task-Based Language Teaching techniques (RQ 3 and 4).</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>2. The test item #1 is relevant to the research objective, which aims to investigate to what extent the course can improve learners’ English productive skills – writing (RQ 3).</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>3. The test item #2 is relevant to the research objective, which aims to investigate to what extent the course can improve learners’ knowledge of Task-Based Language Teaching approach (RQ 4).</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>4. The test item #3, an oral presentation, is relevant to the research objective, which aims to investigate to what extent the course can improve learners’ English productive skills – speaking (RQ 3).</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>5. Criteria on the essay #1 rubric are relevant to the test item #1.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>6. Criteria on the essay #2 rubric are relevant to the test item #2.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
<tr>
<td>7. Criteria on the oral presentation rubric are relevant to the test item #3.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Mean I-CVI** | 1.00
### Mean Score of Assessment Instrument Evaluation

<table>
<thead>
<tr>
<th>Statements</th>
<th>Expert 1</th>
<th>Expert 2</th>
<th>Expert 3</th>
<th>Mean</th>
<th>Result Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative Inquiry</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>1. The narrative inquiry primarily aims to determine students’ learning process.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2. The narrative inquiry can be used to determine students’ speaking skill enhancement.</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>4.00</td>
<td>Agree</td>
</tr>
<tr>
<td>3. The narrative inquiry can be used to determine students’ writing skill enhancement.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td><strong>Pre- and Post-Test</strong></td>
<td></td>
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<tr>
<td>4. The test item #1 is written in clear, precise language.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>5. The test item #2 is written in clear, precise language.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>6. The test item #3 is written in clear, precise language.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td><strong>Scoring Rubrics</strong></td>
<td></td>
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<tr>
<td>7. Scoring scale (1 Limited – 4 Exemplary) for assessing pre- and post-test items is appropriate.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td><strong>Essay #1 rubric</strong></td>
<td></td>
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</tr>
<tr>
<td>8. A set of specific criteria evaluates students’ writing skills</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>9. Detailed descriptions of the characteristics for each level of performance (1-4) are clearly stated and focus on the quality of students’ performance.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td><strong>Essay #2 rubric</strong></td>
<td></td>
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</tr>
<tr>
<td>10. A set of specific criteria stated in the essay #2 rubric evaluates students’ knowledge of Task-Based Language Teaching Approach.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>11. Detailed descriptions of the characteristics for each level of performance (1-4) are clearly stated and focus on the quality of students’ performance.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td><strong>Oral presentation rubric</strong></td>
<td></td>
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<tr>
<td>12. A set of specific criteria stated in the oral presentation rubric evaluates students’ speaking performance.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
### Mean Score of Assessment Instrument Evaluation

<table>
<thead>
<tr>
<th>Statements</th>
<th>Expert 1</th>
<th>Expert 2</th>
<th>Expert 3</th>
<th>Mean</th>
<th>Result Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Detailed descriptions of the characteristics for each level of performance (1-4) are clearly stated and focus on the quality of students’ performance.</td>
<td></td>
<td></td>
<td></td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td><em>Rubric for peer feedback during student practice in Unit 11-14</em></td>
<td></td>
<td></td>
<td></td>
<td>4.33</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>14. A set of specific criteria stated in the rubric evaluates students’ performance during student practice sessions where they take a teacher role using the assigned TBLT technique(s) to teach the education-related contents within 15-20 minutes.</td>
<td></td>
<td></td>
<td></td>
<td>4.31</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
<td>4.31</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>
APPENDIX M

Consent Form for Participation in the Research
Consent Form for Participation in a Research Study

Title of Study: A Development of a Course to Enhance Productive English Language Skills and Knowledge of Task-Based Language Teaching Approach for Pre-Service Teacher Students

Researcher: Surattana Moolngoen
Affiliate: Curriculum and Instruction Department, Faculty of Education, Ramkhamhaeng University
Contact: ajsurattana@gmail.com

Introduction
- You are invited to participate in a research study of “A Development of a Course to Enhance Productive English Language Skills and Knowledge of Task-Based Language Teaching Approach for Pre-Service Teacher Students”
- Please read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study
- The purpose of the study is to develop a course to enhance students’ productive English language skills and knowledge of Task-Based Language Teaching approach.

Description of the Study Procedures
- If you agree to be in this study, you will be requested to do the following things:
  1) Attend all class sessions (15 sessions, 3 hours each)
  2) Participate in class discussion
  3) Submit every assignment

Risks/Discomforts of Being in this Study
- The study has the following risks:
  1) You may be frustrated when you are assigned to complete writing and speaking tasks.
  2) You may be frustrated when you are assigned to work with others in groups or pairs.
  3) You may be anxious or nervous when you are requested to give presentation in front of class.
  4) Make-up class will be arranged for classes cancelled due to illness, injury, public holidays and bad weather.

Benefits of Being in the Study
- The benefits of participation are:
  1) You can improve your language skills, especially speaking and writing, through practice in the study.
  2) You can acquire knowledge and skills needed to become an effective teacher.
  3) You can acquire knowledge of Task-Based Language Teaching (TBLT) approach.

Confidentiality
- The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file. The researcher and any other assessor will have access to all audio or video tape recordings. They will be used for educational purposes.
- Your identity will be disclosed in the material that is published.
Attendance Scores and Rewards
- You will receive attendance scores and rewards if you attend all class sessions.

Right to Refuse or Withdraw
- Your participation in the research is completely voluntary and that you may choose to stop participating at any time. Your decision not to continue participating will not influence your relationship with the researcher either now or in the future.

Right to Ask Questions
- You have the right to ask questions about this research study and to have those questions answered by me before, during or after the research. If you have any further questions about the study, at any time feel free to contact me, Professor Surattana Adipat at ajsurattana@gmail.com.

Consent
- Your signature below indicates that you have read and understood the information provided above and that you have decided to volunteer as a research participant for this study.

Participant's signature: Date:
Participant's name (print):

Researcher’s signature: Date:
Researcher’s name (print):
APPENDIX N

Table of Content from the book titled “The Teaching Knowledge Test Course” written by Spratt, M., Pulverness, A. & Williams, M. (2005)
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APPENDIX O

Students’ Assignment Sample
1. Learning the target language feature is unlike turning on the light.
   Meaning: Learning English language is feature in the working, search information.
   I agree that language English is important in the communication.
   Search the formation in the working.

2. One thing that we take with us no matter who we move is our accent.
   I disagree that we should speak accent correctly, because language to have accent own language in speaking. Example America have accent in speak America, England have accent is British in speaking.

1. You know me a little go.
2. You don't know me well.
3. You go far far feel me.
4. You go far away from me.

1. If you come like look
2. You are so brave if you come to me.
3. Which need do you come with me
4. What do you want from me?
5. You came down beautiful sure.
6. You come to me or you will die.
7. You know me good, I not fear. I garden back
8. You know me, I'm not afraid. I told her immediately.
Jane is a teacher in a small school in the countryside. Today, Jane has a difficult classroom and doesn't want to teach because the children in the classroom are stubborn, don't pay attention, and don't do homework. Moreover, the school is beside the mountain and doesn't have technology to support the students. That makes students don't have motivation to study. Jane wants to develop this school by asking the people in the village to donate some money or stationary. But they disagree with Jane because they think the education is not important. However, Jane doesn't give up and tries to do another way.

Jane goes to school to teach the students and tries to motivate them by writing activities but the students still don't pay attention because they think Jane gives many homework. Jane tries to bring with the students and finally they are interesting in the lesson. During Jane is teaching the weather is so hot. Then, she takes the students outdoor for sit under the large and learn with good climate. While they are studying, they hear the noise sound of the crow that the students believe to will bring unluck to them because there is the ghost in the crow. But Jane said it's personality of the animals that always make some sounds.

Afterwards, there are a kind millionaire supports the school and develop the building, the library, the computer room and stationary. Jane teaches the students with happy.
Task 1  Individual work (lesson 1)
Write about your experience. Email writing and report
(What do you know about language used in email and report?)

I wrote email with my friend, so I used easy
and informal language.

When I was 17 years old, I wrote report
and be my teacher at high school. I used formal language
and my report included introduction, contents page, contents,
and references.

Task 2
Plans for student field trip in order to preferences
and works.
1. Wat Benchamabophit
   Reasons: 1. Students can make merit.
   2. Students can relax through meditation.
   3. Students can pray for good grades.
   4. It is free.
2. Bangko Planetarium
   Reasons: 1. It is located on Suthisan Road where it is
   very near our school.
   2. Students can learn science and astronomy.
3. Dinosaur Planet
   Reasons: 1. It's an amusement park, so students can play.
   2. Students get exciting experience.
   3. Students learn about Dinosaur.
After the preschooler tells people, "I want Science center for Education" to be the best.

because it is highly educational and interesting.

students will enjoy themselves and learn more about our planet and outer space.

Task 3 Individual work: Do's and Don'ts for writing Email and Report.

<table>
<thead>
<tr>
<th>Do's</th>
<th>Don'ts</th>
</tr>
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<tr>
<td>1. Used formal language such as excuse me, Dear</td>
<td>1. Don't use informal language such as Hi, Hello, etc.</td>
</tr>
<tr>
<td>2. Used full name.</td>
<td>2. Don't use nickname.</td>
</tr>
<tr>
<td>3. Used references, if you have</td>
<td>3. Don't have references.</td>
</tr>
<tr>
<td>4. Give concise writing and make sure that your message is not too long.</td>
<td>4. Don't use abbreviations.</td>
</tr>
<tr>
<td>5. Check any mistake before submitting</td>
<td>5. Don't check any mistake before submitting.</td>
</tr>
</tbody>
</table>
Group work

Task 1. Write your opinion about the email you receive and modify it.

Our group think that the email has many mistakes. For example, there is no subject, the recipient’s name has no title, a salutation is not addressed, language used is informal, the enclosure is inappropriate.

Modified Email as below:

Subject: Assignment
Date: Tuesday, 7 October, 2009 6:42
From: Mr. John Smith
To: Professor Sansattana Adipat (ajsrattana@gmail.com)

Dear Madam,

I had taken that assignments should be typed in either Times New Roman or Arial, the front size is 12 point, the titles font are in color. I understand all of them. However, I wonder if you could tell me the setting of the margin. Please kindly let me know I wait to hear from you.

Best Regards,

John Smith
The usage and in other use and word usage were

Marked Last house.

Subject: Assignment
Date: Tuesday, 6 October 2020
To: [Name]
From: [Your Name] (example@email.com)

Dear [Name],

Excuse me. Before Saturday, could you let me know when this assignment is due?

Best regards,

[Your Name]
BIOGRAPHY

NAME AND SURNAME: Surattana Moolngoen

POSITION: Lecturer

EDUCATION:

- M.A. Teaching English to Speakers of Other Languages (TESOL), University of Maryland Baltimore County, U.S.A.
- M.S. Information Systems, University of Maryland Baltimore County, U.S.A.
- Cert. Teaching English to Speakers of Other Languages (TESOL), University of Maryland Baltimore County, U.S.A.
- Cert. Electronic Government, University of Maryland Baltimore County, U.S.A.
- B.A. English, University of the Thai Chamber of Commerce, Thailand

WORK EXPERIENCE:

- Lecturer, Department of Curriculum and Instruction, Faculty of Education, Ramkhamhaeng University, Thailand (Present)
- Part-Time Lecturer, Silpakorn University, Thailand
- Part-Time Lecturer, Institute for English Language Education (IELE), Assumption University, Thailand
- Accreditation and Assessment Consultant, Office of Assessment, Accreditation and Technology, Department of Education, University of Maryland Baltimore County, U.S.A.
- System Trainer/Lecturer, Department of Education, University of Maryland Baltimore County, U.S.A.
- Home-Based Applied Behavior Analysis Teacher for Learners with Autism, Maryland, U.S.A.
• Undergraduate Student Academic Advisor, Office for Pre-Professional Advising, University of Maryland Baltimore County, U.S.A.

• English Teacher/Tutor/Conversation Partner, English Language Institute, University of Maryland Baltimore County, U.S.A.

AWARDS:

• Master’s Degrees

  Graduate Scholarship, University of Maryland Baltimore County, U.S.A.

• Bachelor’s Degree

  First Class Honors