

THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

LE THI KIM DUNG

**USING TASK-BASED LEARNING TO IMPROVE ENGLISH SPEAKING
PERFORMANCE OF THE 11th GRADE STUDENTS AT DIEM THUY
UPPER SECONDARY SCHOOL
AN ACTION RESEARCH**

**Nghiên cứu hành động về sử dụng phương pháp dạy học dựa trên nhiệm vụ
để nâng cao khả năng nói tiếng Anh của học sinh lớp 11
tại trường THPT Diềm Thụy**

M.A THESIS

Field: English Linguistics

Code: 8220201

THAI NGUYEN – 2018

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(APPLICATION ORIENTATION)**

Field: English Linguistics

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Supervisor: Dr. Pham Lan Anh

THAI NGUYEN – 2018

STATEMENT OF AUTHORSHIP

I declare that this research report entitled “**Using task-based learning to improve English speaking performance of the 11th grade students at Diem Thuy Upper Secondary school: An action research**” has been composed by myself, and described my own work, unless otherwise acknowledged in the text. I confirm that this work is submitted in partial fulfillment of the requirements for the degree of master at School of Foreign Languages, Thai Nguyen University. This work has not been and will not submitted for any other degree at any other institution of higher education.

Author’s signature

Lê Thị Kim Dung

Approved by
SUPERVISOR

Phạm Lan Anh, Ph.D.

Date: December, 2018

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ABSTRACT

This thesis reported the results of an action research project regarding the effects of and students' opinions towards the use of task based learning in relation to speaking learning. The data were collected through pretests, posttests, pre-questionnaires, post-questionnaires, observation with 40 grade 11th students at Diem Thuy Upper Secondary School. The tests were used to measure the students' speaking learning improvement and the questionnaire was used to explore the students' opinions towards learning speaking through task based learning. The observation was used to assess the process of task based learning implemented in speaking lessons.

The data analyses indicated that the students have positive opinions towards using task based learning. After twenty weeks of the action research, the students' speaking performance has been improved remarkably. The findings of the study reconfirmed that task based learning is effective and plays an important role in promoting students' speaking competence and changing their opinions towards English speaking learning. On the basis of data analysis and discussion, some practical implications for further studies were also presented in this field.

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LIST OF ABBREVIATIONS

TBL : Task-based learning

- TBLT : Task-based language teaching
EFL : English as Foreign Language
ELT : English Language Teaching
CEFR : Common European Framework of Reference for Languages

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CHAPTER 1: INTRODUCTION

This chapter provides the background to the study, states its scope and aims and presents the organizations of the thesis

1.1. Background to the study

Being one of the productive activities in the daily life, speaking, perhaps, is the most important language skill because it is the main skill needed to carry out a conversation. In addition, speaking is an interactive process for constructing and getting information as well as knowledge. Specifically, the mastery of speaking English is a priority for students in schools and universities. For the learners who are studying English in a non-English speaking setting, it is very crucial to experience a real communicative situation in which they learn how to express their own views as well as to develop their oral fluency and accuracy on speaking skill, which is essential for the success of foreign language communication. Therefore, it is essential that English teachers provide a rich environment where meaningful communication takes place.

Located in Thai Nguyen province, a mountainous area of Vietnam, Diem Thuy Upper Secondary school was established ten years ago. Like other high schools throughout Vietnam, English is one of the compulsory subjects in the curriculum in Diem Thuy high school. Based on the researcher's observation in the English speaking class at Diem Thuy upper secondary school, some problems in the teaching and learning processes related to the researcher's and students' activities in the classroom are explained as the following.

First, the English teacher implemented the conventional method in teaching such as grammar translation, audio lingual and direct method in which she tended to directly ask them to create or memorize the conversations without giving enough time to practise together and join speaking activities. Moreover, lots of students still have some lexical, grammatical, and pronunciation problems in speaking skills, such as lack of ideas, poor vocabulary, incorrect pronunciation. Furthermore, students lack motivation in speaking because teachers only give the monotonous topic to the students so most of them were unwilling to show their speaking ability and the

lecturer only asked certain active students to speak. Besides, the students had few opportunities to speak due to the limited time. Forty five minutes in a speaking lesson is not enough for students to complete all speaking activities required in the textbook. As a result, only a few students who had good ability in speaking were chosen to present oral performance. In addition, students are not confident to speak because they have limited chances to speak English in their real life situation. Consequently, most of the students only listened and remained silent. Finally, despite the importance of this skill, the teaching and learning programs in schools stressed reading, writing, and grammar at the expense of listening and speaking. The assessment and evaluation techniques in schools did not have listening or speaking tests. As a result, learners paid more attention to reading as well as writing and disregard the oral skill.

Another difficulty to (EFL) learners acquiring English in Diem Thuy high school is that English teachers mainly employ the traditional teacher-centered approach in which teachers monopolized the learning and teaching process (Nunan, 2004). Ruse (2007) emphasizes learners do not like teachers who spend most of class time lecturing. Lecturing time de-motivates students as they do not love being passive in class.

According to Nurhakim (2009), the highest goal of learning English is effective communication. Willis (1998) states that the communicative approach recommends teaching English through enjoyable activities. This approach lets learners express their ideas while practicing and using language. Many techniques have been developed to improve learners' English ability, for instance, task-based learning, games, and English camps.

Communicative Language Teaching (CLT) is a practical approach to the learning process, employing a large variety of activities and challenging learners to think freely as well as to increase their competence. Task-based learning which adopts the principles of CLT offers several benefits by helping learners develop creative thinking and problem – solving skills. It is said that when the teachers assign various tasks for learners to perform, learners have the opportunity to use language

communicatively. It is enjoyable for students to do tasks within their team, and this helps their learning (Lochan and Deb, 2006).

A number of research show that task-based learning (TBL) has been accepted as an alternative approach to resolving the crisis of teaching English. Willis (1996) presents lots of benefits of TBL after doing her survey with her students. First, learners feel self-confident when expressing whatever language they know. Second, students have experience of spontaneous interactions. Third, learners have more chances to notice how others express similar meanings. Fourth, it gives learners opportunities for negotiating turns to speak. Fifth, learners can engage in using language purposefully and cooperatively. Sixth, it makes learners participate in a complete interaction.

Taylor (1983) suggests that task based activities give learners the opportunity to interact with target language directly and use it genuinely. Having the same idea, T Pica, Kanagy, Falodun, Crookes and Gass (1993) value TBL because it directs language teaching by giving opportunities to learners to interact between themselves and their teacher. This sharing of information and opinions supports them to reach their goals. Doing task based activities actually helps learners acquire target language.

Besides, Ellis (2003) proposes further advantages of a task-based course. Firstly, it is premised on the theoretical view that instruction needs to be compatible with the cognitive processes involved in second language acquisition. Secondly, the importance of learner “engagement” is emphasized. Third, a task serves as a suitable unit to specify learners’ needs and can be used to design the specific purpose of courses.

According to Muller (2006), after using task-based learning, teachers are confident that students develop genuine communication. What is more, Muller says that task-based learning provide many benefits in teaching EFL because it offers language experience in the classroom. Nunan (2004) states that the purpose of task-based learning is that learners use the language in pairs and group work that allows them share ideas.

In addition, there had not been a research using task based learning to improve students' speaking performance at Diem Thuy Upper Secondary school so far. In the school year 2017-2018, the researcher was in charge of teaching English for the students of grade 11. Hence, the researcher decided to conduct the research "Using task-based learning to improve English speaking performance of the 11th grade students at Diem Thuy Upper Secondary school: An action research" with the hope to improve English speaking performance of the 11th grade students at Diem Thuy Upper Secondary school. By applying task based learning to teach speaking skills, teachers would create a course around communicative tasks to enhance students' speaking competence. Furthermore, students were thought to have more chance to practice, be self-confident when talking to foreigners and expressing themselves in English. The researcher hoped that this thesis would be a contribution to improve students' speaking performance at Diem Thuy Upper Secondary school.

1.2. Aim, objectives and research questions of the study

The aim of the study was to solve the students' problems in speaking lesson by using task-based activities. Then, the first objective was to verify the effectiveness of using task-based learning on the speaking performance of the 11th grade students at Diem Thuy high school. Specifically, it investigated whether TBL exerted any influence on students' performance in speaking classes. The second objective was to explore students' opinions towards the use of task-based learning in speaking lessons.

This present study addressed two research questions as follows:

1. How can task-based learning help improve students' speaking skill?
2. What are the students' opinions towards task-based learning used in speaking class?

1.3. Scope of the study

Firstly, the study was designed to improve the students' speaking performance and change the students' opinions by encouraging them to interact with each other through applying task based learning. Secondly, in the academic year 2017- 2018, the researcher was in charge of teaching English for grade 11 students whose English speaking performance was not good. Therefore, this study was an action research which

focused on task based teaching and learning as a mean to improve English speaking performance for students of grade 11 in Diem Thuy Upper Secondary school. The study was carried out in twenty weeks and the participants of this study were 40 students from class 11A3 at Diem Thuy Upper Secondary school.

1.4. Significance of the study

The findings of this study would be significant to the teachers, the students as well as the researchers. First, for English teachers, this research may provide more insights on how to improve the students' English speaking performance. Second, the study would serve as input for the students at Diem Thuy upper secondary school to be aware of their speaking performance. They would be informed on their weaknesses so that they can devise ways to improve their speaking performance. Third, for other researchers who conduct the same research, the result of the research would be expected to be a reference and contribute more information to solve the same problem. In addition, the use of TBL would enable students to improve their English-speaking performance and to communicate in English orally confidently. Moreover, the students would enjoy the speaking lessons more and feel comfortable to express themselves. Last but not least, this study might provide recommendation for English teachers at Diem Thuy high school to prepare more effective English speaking lessons so that learners' speaking performance would be improved not only in classrooms but also beyond.

1.5. Outline of thesis

The study consists of five main chapters. A brief summary of the content of each chapter is described as follows

Chapter 1, Introduction presents a brief introduction of the context of the study as well as reported problems relating students' speaking learning in the English language classroom. The aims of the study, research questions, the scope of the study, the significance and the outline of the study are also presented in this chapter.

Chapter 2, Literature Review presents a review of the related literature that provides the theoretical background of the study, for example, speaking in language learning and teaching, definition of task based learning, the role of task based learning

in developing student speaking performance, and some key terms related to task based learning.

Chapter 3, Methodology presents the settings of the study, the research method, its definition and some characteristics of an action research are mentioned, the research procedure, the description of the data collection instruments including questionnaires, pretest and posttest, observation. This chapter also provides the procedures of collecting data.

Chapter 4, Data Analysis and Discussion presents and analyses all the collected data as well as discusses the results achieved from the study.

Chapter 5, Recommendations and Conclusions includes a summary of the whole research and the implications, limitations of the study as well as suggestions for further studies are proposed.

Following Chapter 5 is the bibliography listing all reference books and materials directly and indirectly quoted in the research. The final section of the thesis contains the appendices showing samples of essential documents for inquiries.

CHAPTER 2. LITERATURE REVIEW

This chapter discusses the theory and the previous research into the areas that form the underpinnings for this study. The first section provides an overview of speaking in language learning and teaching including definitions, speaking competence and teaching speaking. The second section concerns a discussion of task based learning including definition of task, types of task, characteristics and frame of task based learning, definition of action research, characteristics of action research and the implementation of task based learning in speaking lesson. The last section is a review of related studies.

2.1. Speaking skills in language learning

2.1.1. Speaking skills

Speaking is among the four skills which learners take interest in when learning a language. It is one of the most used skills, and need to be paid much attention to by foreign teachers and learners.

According to H. D. Brown (1994) and Burns and Joyce (1997), speaking is an interaction process of constructing that involves producing, receiving and processing information. It means that speaking plays a vital role in communicating between speakers and listeners because through speaking speakers could expose their thought and help listeners to make sense of what speakers say. Therefore, speaking is considered as a decisive factor for successful communication.

Speaking requires learners to not only learn how to produce specific point of language such as grammar or vocabulary (linguistic competence), but also when, why and in what ways language is produced (socio-linguistic competence).

In brief, speaking is an interaction to communicate with processed information whereas the speaker tries to transmit information in order to help the listener to make sense of what they want to mention (the content and purpose of speech) by using the correct vocabulary and structure at the appropriate situation. The speaker should be given a chance to develop step by step the abilities to speak English correctly and fluently.

2.1.2. Communicative competence

2.1.2.1. The concept of communicative competence

Speaking ability refers to the learners' communicative competence to express opinions and information. It also refers to learners' competence to imitate and respond to questions appropriately and their ability to take an active part in the interaction. Therefore, learners are needed to develop their communicative competence.

Savignon (1991, p. 264) defines communicative competence as “the ability of language learners to interact with other speakers, to make meaning, as distinct from the ability to perform on discrete-point tests of grammatical knowledge”. However, others who work in ESL tend to be in favor of Hymes' theory of communicative competence, which has been widely acknowledged and accepted by English educators and scholars (Canale & Swain, 1980; Kunschak, 2004). According to Hymes (1972), communicative competence includes not only the linguistic forms of the language but also its social rules, the knowledge of when, how and to whom it is appropriate to use these forms. It means that the socio-cultural rules for language use are also included in the teaching process.

2.1.2.2. Components of communicative competence

Communicative language competence can be considered as comprising four components: linguistic, discourse, strategic and sociolinguistic.

Linguistic competences

According to Hymes (1972), linguistic competences refer to the learner's ability to understand and create unheard/ unseen sentences (1965:40). This ability can be viewed in terms of linguistic knowledge or linguistic skills. Linguistic knowledge refers to the learner's command and of the phonological, grammatical and lexical systems of a language. Linguistic competence is manifested in the accuracy of the language forms produced.

In this study, linguistic competence will be focused on three factors: lexical competence, grammatical competence and phonological competence. It is reflected in the Preliminary English Test for School, which helps students to improve their

productive use of grammar and vocabulary in short sentences. When assessing learners' speaking communicative competence, three criteria of linguistic competence will be regarded as "vocabulary"; "grammar"; "pronunciation".

Discourse competences

The Common European Framework of Reference for Languages (CEFR) defines discourse competence as "the ability... to arrange sentences in sequence so as to produce coherent stretches of language." (Council, 2001, p. 123)

Discourse competence includes such skills as structuring discourse coherently and cohesively, managing conversation and interacting effectively to keep the conversation going.

Consequently, in this study, discourse competence is observed through learners' competence of communicative interaction to answer the question whether learners answer questions completely and logically.

Strategic competence

Strategic competence can use repair strategies when conversation breaks down.

In this research, strategic competence is observed in "communicative interaction" to see if "the test uses support or prompting to avoid breaking down the conversation"

Sociolinguistic competences

Canale and Swain believe that the sociolinguistic work of Hymes is important to the development of a communicative approach to language learning. Their work focuses on the interaction of social context, grammar, and social meaning. According to Council (2001), sociolinguistic competences concludes linguistic markers of social relations and politeness conventions. *Linguistic markers of social relations* is usage and choice of greeting and use and choice of address forms (formal: Sir, Madam; informal: John, Susan). *Politeness conventions*: 'Positive' politeness takes example as showing interest in a person's well-being, sharing experiences and concerns, 'trouble talk', expressing admiration, affection, gratitude, hospitality.

At intermediate level, sociolinguistic competences can establish basic social contact by using the simplest everyday polite forms of greetings and farewells,

introduction, saying please, thank you, sorry, etc. From the theory above, it is assumed that sociolinguistic competence enable students to understand when, why, what way to produce the language (Burns & Joyce, 1997; Cohen, 1996; Harmer, 2001). In this study, speaking requires that learners understand when, why, and in what ways to produce language ("sociolinguistic competence") (Burns & Joyce, 1997; Cohen, 1996; Harmer, 2001).

2.1.3. Teaching speaking

2.1.3.1. Approaches to teaching speaking

Nunan (2003) states that teaching speaking is to teach learners to produce the English speech sounds and sound patterns, use words and sentence stresses, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching speaking is not merely asking the students to produce sound. Students learn to speak in the foreign language by "interacting" through using the foreign language for conversation. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

According to Nunan (1999), the students must be provided with a lot of practice in doing something or learning by doing. The opportunities are a key which help learners to become more successful and fluent in speaking English. The main task of an instructor is to assist students master the mechanical elements of language (pronunciation, grammar, and vocabulary), elements of language functions (interactions, including socio-cultural).

In conclusion, teaching speaking foreign language is very important not only for all teachers, but also for learners to achieve new type of language. The learners who learn to speak a foreign language are required not only to know its grammatical and semantic rules but also use language through interactions.

2.1.3.2. Principles for teaching speaking skills

Nunan (2003) offers some principles of teaching speaking. First, teachers should give students practice with both fluency and accuracy. At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

Second, teachers should provide opportunities for students to talk by using group work or pair work while limiting teacher talking time. To improve student's speaking ability, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers to not take up all the time. Nunan (2003) asserts "pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." In this way, students will get a chance to interact and practice the language with other students.

Third, teachers should plan speaking tasks that involve negotiation for meaning. Nunan (2003) suggests that learners develop their speaking ability by communicating as much as possible because interaction would give them more chance to use the language. In addition, interaction necessarily involves trying to understand and make teachers understood.

Finally, teachers should design classroom activities that involve guidance and practice in both transactional and interactional speaking. When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes.

Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Ur (1996) mentions some problems that teachers may often cope with when they teach speaking skill.

Firstly, learners feel low or uneven participation as teacher's activities are boring and hardly provide chances for learners to communicate with their partner. Therefore, they tend to dominate in speaking English and lead to their low speaking ability. Secondly, students do not want to talk or say anything. One of the problems is that students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore, losing face in front of their teacher and their peers. Further is because there are students who dominate and almost intimidate. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level. Thirdly, students keep using their own language. One problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen because they want to communicate something important, and so they use language in the best way they know. They may have difficulty in saying something and because they do not want to lose their face in front of their peers, they think that they had better use their native language so that others can understand them easily. That is the reason why students keep using their own language instead of speaking the foreign language.

In summary, overcoming the problems mentioned above is necessary to create successful speaking activities to increase students' participation and develop their speaking ability.

2.2. Task-based learning (TBL)

2.2.1. Definition of tasks

Task-based learning has been recommended as a way forward in communicative language teaching in recent years

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

Ellis (2003) defines “tasks” as activities that are primarily focused on meaning whereas exercises that are primarily focused on form.

Task is defined by Skehan (1998) as an activity in which meaning is of the utmost importance; there is some communicative problem to solve; there is a relationship to real-world activities; and task completion has some priority, and the assessment of task is in terms of outcome. Similarly, Willis (1996) states that “a task is an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” .

Breen (1987) points out that a task is a structured plan to provide opportunities for the refinement of knowledge and capabilities entailed in a new language, which are subsequently used during communication.

According to Nunan (1989) , a communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. Furthermore, the task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

Besides, Richards and Rodgers (2001) supposes that tasks foster learners’ motivation because tasks require learners to draw on their past experiences and involve themselves in variously designed interactions, e.g., tasks requiring physical involvement or cooperative work.

In brief, there are various ways to define a task, and so far no complete agreement has been achieved among researchers. This study adopts Willis’ (1996) definition, which refers to tasks as “activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p.23). This definition covers all aspects of task’s definition and it is suitable to the context of the teaching.

2.2.2. Types of tasks

There is not just one way to classify language learning tasks. Nunan (1989) recommends two types of language learning tasks. The first type is pedagogic tasks

that are accomplished for the purposes of classroom learning. The second type is real-life tasks that involve the use of language in the real-world.

Prabhu (1987) suggests three principle task types. They are information-gap, reasoning-gap and opinion-gap.

Information-gap activity transfers a given information from one person to another – or from one form to another, or from one place to another; generally calling for a decoding or encoding of information from, or into language. The activity often involves selection of relevant information as well, and learners may have met criteria of completeness and correctness in making the transfer.

When one conversation partner has knowledge relevant to the situation discussed, which is unknown by the other partner, an “information-gap” is said to exist. The need to acquire the information triggers communication between the two which bridges the “information-gap” (Prabhu, 1987; McDonough & Mackey, 2000; SlimaniRolls, 2005).

In this type of tasks, one student can have some information, and the other student has to find it out by asking questions. On the other hand, both students can have different pieces of information and they tell each other to reach a final goal (Nunan, 2005: 66). In other words, information-gap tasks can be a one way or two-way activity.

Information-gap tasks are considered to be effective in developing speaking as learners are encouraged to use and extend their range of positive communication strategies, which they employs as means of overcoming any shortcomings in language competence. They also include the dimension of negotiation of meaning – a significant component in the speaking process (Ellis, 2003; Legutke & Thomas, 1993)

Opinion-gap/ reasoning-gap activities: opinion-gap activities involve identifying and articulating a personal preference, feeling, or attitude. The task may require using factual information, formulating arguments, and justifying one’s opinion. A reasoning-gap activity involves deriving some new information from given information through the process of inference or deduction and interacting with others to deliver these inferred new information (Prabhu, 1987; Ellis, 2000, p. 199)

Teresa Pica, Kanagy, and Falodun (1993) discuss five task types which have been used by researchers, namely: (1) jigsaw; (2) information gap; (3) problem-solving; (4) decision-making; and (5) opinion exchange.

Willis (1996) offers six task types. They are listing, ordering and sorting, comparing, problem-solving, and sharing personal experiences.

Generally, there are various types of tasks from different researchers' opinions. However, in this study, Prahuh's information-gap activity is adapted to improve students' speaking skill and to overcome the problem they face in learning to speak. The reason why the researcher applied information-gap activity in teaching speaking is that it is suitable to the students' level and the content of the textbook. Furthermore, information-gap is an excellent way for students to make speaking tasks communicative because they could interact with each other in pairs to ask and answer questions about available information whereas reasoning-gap activity or opinion-gap demands higher level to complete the tasks, which causes really obstacles for learners at pre-intermediate levels. Raptou (2001) suggests that "information gap is a useful activity in which one person has information that the other lacks. All of the speakers must use the target language to share the missing information". Lumengkewas (2004) asserts "such situation of learning will help the students to reduce their anxiety and feel comfortable to express their ideas in communicating in the target language". It is believed that learning English speaking using information gap techniques will motivate learners to speak.

2.2.3. Characteristics of Task-based learning

Researchers and educators suggested that task-based activities are highly effective methods to improve learners' abilities to communicate language teaching. Taylor (1983) and Willis (1996) concluded a number of advantages of task-based learning including providing opportunities to the learners to use the language in real situations and they can speak confidently. Moreover, the learners are able to use language in a fluent and natural way through solving problems. Furthermore, there is interaction among learners and between the teacher and the learners.

Skehan (1996, p. 38) mentions four main characteristics of TBLT. First, the language that is being learnt will involve “real world” situations, which will prepare students to communicate in circumstances outside classroom. Second, this method is learner-centered, which promotes minimal teacher input during the task to let students use the target language they have learnt freely. Third, tasks are based on meaning rather than form and language to encourage students to speak naturally with their peers. Finally, during the task, students are working towards distinct outcomes to signify successful completion of the task.

According to Nunan (2004), TBLT approach is characterized by an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation, the provision of opportunities for learners to focus, not only on language, but also on the learning process itself, an enhancement of the learner’s own personal experiences as important contributing elements to classroom learning, and an attempt to link classroom language learning with language activation outside the classroom.

In conclusion, when the researchers implement TBLT, it is necessary to consider these criteria because they could create effective designed tasks for learners so as to improve their speaking performance.

2.2.4. The framework for TBL

The present study mainly adopts Willis’ framework of TBLT to promote English speaking ability of the students at Diem Thuy Upper Secondary school. Among the various theories and perspectives, Willis’ framework is relatively complete and systematic. With the clearly defined phases and detailed descriptions of task performance, this framework is practical, and therefore is widely accepted by both researchers and teachers. Thus, it is essential to be clear about the general task-based framework proposed by (Willis, 1996, p. 38) as follows:

Pre -task
Introduction to the topic and task.

Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task



Task cycle		
Task	Planning	Report
Students do the task, in pairs or in small groups. The teacher monitors from a distance.	Students prepare to report to the whole class (orally or in writing) how they did the task, and what they decided or discovered.	Some groups present their reports to the class, or exchange written reports, and compare results.



Language focus	
Analysis	Practice
Students examine and discuss specific features of the text or transcript of the recording.	The teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.

Figure 1. Willis’ Framework of TBLT (Willis, 1996, p.38)

According to Willis (1996), the TBLT framework includes three main phrases, which provides three basic conditions for language learning.

+*Pre-task*: This stage gives learners clear information of what they are going to deal with, helps them get familiar with the topic and the task. Teachers explore the topic by introducing it, giving clear instructions of what students will do in the task cycle, highlighting useful words and phrases, or recalling some useful language for the task whereas students can take note and prepare for the task.

+*Task-cycle*: This stage consists of three steps: task, planning and report.

- Task: Students do the task in pairs or in small groups using what the teacher has introduced in the pre-task while the teacher is a supervisor and monitor helping students complete the task. The focus is on doing the task successfully and the teacher should not be concerned with lexical or grammatical accuracy at all.

- Planning: Students prepare a short oral report to the whole class about what they have done and discovered. For an oral report, the students will organize their ideas and make some notes about what they will tell the rest of the class. As a result, students will have a chance to get experience of “public speaking”. Some planning is required to ensure that the report displays the appropriate degree of accuracy and formality required for presentation. In this step, the teacher goes around and is ready for help if students have trouble in expressing language.

- Report: After the reports have been planned, or in case of written reports, completed in presentation forms, they need to be shared with the rest of the class. For oral reports, one student from each group can deliver the report to the rest of the class. The students in other groups should be given a listening task to do during exposure to other groups’ reports. Because the point of the report stage is to focus on accuracy, the teacher may take note of significant errors that occur during the reading of the reports. The errors can be taken up after all the reports have been delivered.

- *Language focus*: In the first two stages, meaning is of primary concern. However, the language focus phase shifts the focus from meaning to forms.

- Analysis: Students examine and then discuss specific features in the conversation to identify specific language features of the speech in terms of form and use consciously. Also, they can ask questions about language features.

- Practice: Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis. Students practice new words, phrases and structures to have a consolidation of language form as well as to make a note of language that is useful to their learning.

To sum up, this frame work would help the researcher find an effective way to apply task-based learning to carry out the study.

2.2.5. The implementation of TBL in speaking lesson

- Pre-speaking stage

The aim of the pre-speaking stage is to prepare students to perform the task in ways that will promote acquisition. Dornyei (2001) proposes that the importance of presenting task is to motivate learners. Skehan (1998) suggests that teachers should encourage learners to perform a task similar to the task they will perform in the task-cycle of the lesson in the pre-speaking stage. Prabhu (1987) shows that a pre-task should be similar to the main task in terms of content. Prabhu explains that the pre-task is conducted through interaction of the question and answer type.

- While-speaking stage

The first step of this stage is to set a time limit. Lee (2000) finds that giving limited time to students to complete the task determines students' language use. Yuan and Ellis (2003) argue that learners given unlimited time to complete a task use more complex and accurate structures than the ones in the control group given limited time. On the other hand, time limitation in the control group encouraged fluency.

In the next step, teachers will help students to work in pairs or groups. The main role in TBL is to require learners to perform tasks through often in pairs, group work. Working in pairs or groups plays a significant because learners are motivated to take part in the tasks, no matter how poor and limited in their language, so is a good chance for learners to communicate, which guided by teachers, so the role of the teacher is important. According to Willis (1996), the teacher's role as monitor should be emphasized at the while-speaking stage because this process encourage learners to understand and give assistance when needed and make sure that all pairs or groups are doing the right task.

In the last part of the "while-speaking stage", some groups or pairs present their oral report. Teachers' giving feedback only on the strengths of the report and not publicly correcting errors increases the effectiveness of the reporting session (Willis, 1996).

- Post-speaking stage

This phase enables learners to focus on the language they used to complete the task, perhaps, repeat the performed task, and make comments on the task (Ellis, 2003). The teachers selects the language forms to present. The learners are provided the opportunity to observe the language rules by their presentation or other models which the teachers have prepared and asked them to underline useful words and

phrases in this model and then the teachers begin teaching the grammar by telling the students the function of grammar. Finally, the learners need to time to write down useful words, phrases into their language notebooks.

2.3. Action research

2.3.1. Definition of Action Research

According to Mills (2000), action research is a “systematic procedure done by teachers (or other individuals in an educational setting) to gather information about and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning” .

Action research is “a comparative research on the conditions and effects of various forms of social action and research leading to social action; this type of research uses “a spiral step”, each of which is “composed of a circle of planning, action and fact-finding about the result of the action” (Lewin, 1946).

Also discussing action research, Stephen Kemmis, McTaggart, and Nixon (2013) pay much attention to the purposes of action research when they define it as a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationale and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.

Nunan (1992) states that action research is “problem focused”, mainly concerned with a single case in a specific situation, and tries to find solutions to the problem in focus. It not only encourages teachers to compare methods and ideas with critical eye and to adopt these ideas into their teaching environment but also engages them in their teaching in a deeper way.

Gibbs (1995) emphasizes that action research project contributes much to a lecturer’s understanding of her students’ and their achievement as a result of changing his/her conceptions of teaching and he states that this change is "a change essential for sustained pedagogical development".

Further, Burn (2010) points out that action research can be looked at as a professional development tool since it tries to enhance the capacity of teachers as generator of professional knowledge in contrast to enhancing their capacity to apply someone else’s knowledge .

In conclusion, no matter how many definitions there are to describe an action research, its aim is to identify problematic situation or issues that participants consider worth investigating and undertake practical interventions in order to bring about informed changes in practice.

2.3.2. Characteristics of action research

According to Nunan (1992), action research is best done by the practitioners or teachers. Collaboration gives the opportunity for participants in an action research to challenge each other's thinking. Sagor (2000) believes that "building the reflective practitioner" is an important purpose of the action research .

McDonough (2006) suggests four characteristics of "pure" action research as follows: (1) it is participant-driven and reflective; (2) it is collaborative; (3) it leads to change and the improvement of practice not just knowledge in itself; and (4) it is context-specific.

This is because an action research is usually implemented in a specific classroom by a particular teacher or group of teachers who work together (and in collaboration with students) to pursue a change or improvement in their teaching and learning issue.

Creswell (2012) proposes six key characteristics of action research as: (1) a practical focus; (2) the educator-researcher's own practices; (3) collaboration; (4) a dynamic process; (5) a plan of action; and (6) sharing research.

According to Dahlberg and McCaig (2010, p. 97), action research has a number of useful characteristics . Firstly, an action research is meant to be practical and accessible. Secondly, it can be done by anyone. Moreover, it may or may not involve more than one person. Next, reflection, research and action form its basis. An action research also aims to change practice. Furthermore, the research is problem driven and it involves participation and it is cyclical.

Creswell (2012) asserts that understanding the above characteristics will help teacher better design their own study to read, evaluate and use an action research study published in literature. Particularly, action research aims at addressing an actual problem in a specific education setting namely the teacher researchers are studying a

practical issue that will benefit education. Besides, teacher researchers engage in action research first and foremost because of their own situation rather than someone else's practice.

2.4. Previous studies on TBL

In recent years, research focusing on different perspectives of TBLT has been conducted and discussed. There are several benefits ascribed to the use of TBL such as enhancing speaking ability, promoting learners "autonomy", improving their motivation, being effective in oral tasks as well as in teachers' perception. The findings from those previous studies seem relevant and useful to the present study in terms of investigating the effects of TBL towards speaking learning.

Jeon and Hahn (2006) conducted a research in a Korean secondary context so as to explore EFL teachers' perceptions of TBLT and to examine their attitude toward TBLT in the classroom. Participants in the research study were 228 teachers in 38 different middle and high schools in Korea. The findings of the survey proved that the majority of respondents had a higher level of understanding about TBLT concepts. However, a number of teachers avoided implementing TBLT because of their lack of confidence. Others coped with negative problems in TBLT classrooms. The research has provided useful recommendations for teachers and teacher trainers to construct and implement TBLT more effectively such as: modifying leveled tasks, employing peer assessment, and offering a variety of task types including two-way information gap activities as well as one-way activities, such as simple asking and answering.

Khedidja Kaouter. Mechraoui (2014) confirmed TBL as an effective tool for promoting learner autonomy. He studied the implementation of TBL at the Center for foundation studies, International Islamic University in Malaysia. They implemented TBL in its curriculum with 80 participants. The data were collected through questionnaires and semi-structured interviews. The major findings proved that TBL improved learner autonomy and most teachers agreed that TBL was useful to contribute learner's own learning which encourages them to become more autonomous even though it might take some time for them to get accustomed to it. However, this study has not mentioned student's attitudes towards teacher's organizing learning activities.

Pongsawang (2014) conducted an experimental study in using Task-based learning to promote English speaking ability of Prathom 6 learners at Piboonprachasan school in Thailand. The participants in this research were 30 students. The study was carried out during two months, with 50 minutes one period, so it took 20 hours to complete this study. Observation, English speaking assessment charts and a rubric of speaking skill were used as data collection instrument. The researcher analyzed the data collection by comparing pretests (before taking the task-based course) and posttests (after taking the task-based course) in order to examine if using of task-based activities had helped learners to improve the participants' business English ability. The research revealed that the students were motivated and their English speaking ability was improved after going through task-based activities. However, the researcher suggested that the duration of conducting the experiment was too short to ensure the reliability.

Hasan (2014) studied the effect of using TBL through applying TBL activities to teach English on the oral performance of the secondary school students Saudi Arabia in Australia. Firstly, the author reviewed the success of the previous researches about task-based teaching in difference contexts. In the study, the experiment research was used to examine how the effect of TBLT to students' speaking ability. In order to examine the effectiveness of TBL, the researcher designed task-based program in teaching English on the secondary school textbook. The participants in this study were 23. The researcher used two different methods for two different groups; he divided students into an experimental group in which TBL was implemented, and a control group which focused on a teacher-central method. The researcher analyzed the data collection by comparing pretests (before taking the task-based course) and posttests (after taking the task-based course) in order to examine if the implementation of task-based activities had helped learners to improve the participants' business English ability. Besides, the researcher used SPSS to collect data. The result revealed that the majority of learners from the experimental group improved the posttest scores because there were statistically significant differences between means scores of the experimental group. The results supported the

effectiveness of applying TBL in teaching English as a foreign language. Though the researcher proved that TBL had positive effects on foreign language classrooms, it also existed some limitations. Firstly, the content of English textbooks should be reconsidered. Secondly, task-based learning activities should be supplemented in teaching foreign language and oral tests should be included in the students' evaluation program. Moreover, training programs of task-based activities should be added.

In Vietnam, Mai (2008) carried out an action research project at Ngo Quyen Upper Secondary School (NUSS). The subjects for the study were 35 participants of Grade 10B at NUSS. Survey questionnaires and observation were used to gather data for the study and task-based activities were applied in the English speaking lessons. The results of the research showed that the action plan was successful in generating students' motivation. After 14 weeks of applying TBL, the students were reported to be more motivated in speaking lessons. The supplementation of teacher's speaking activities was satisfactory and attractive to students. It proved that the implementation of TBL could be an effective tool to motivate students in speaking lessons.

Another research was undertaken by Nam (2015) at a Vietnamese upper secondary school. A case study investigated the effects of TBL and explored the attitude of teachers towards TBL. The participants were six teachers who were implementing task-based curriculum in an upper secondary school and the data collection instruments used for this study were class observation documents. The findings of the study revealed that teachers were aware of the importance of applying task-based activities curriculum for the success of their classroom practices. It proved that the teachers had positive perceptions toward TBL and this study asserted the value of TBL toward teacher's cognition..

Yen (2013) also applied task-based language in teaching speaking skills at Nghi Loc High School. The study was carried out to explore effect of TBL at Nghi Loc High School. The participants in this research study were 6 teachers and 82 students at *Nghi Loc High School*. The data collection instruments used for this study were class observation and questionnaires. The findings of the study showed that TBL was effective and encouraged learners to speak in the target language comfortably and

naturally in speaking lessons and all of them felt pleased with speaking lessons, and class atmosphere was exciting, which promoted their communicative skill.

According to the research above, task-based learning represents an important approach in teaching English for communication. Several studies explored students' general attitude on their autonomy and students' motivation towards TBL, but students' opinion towards teacher's organizing learning activities has not mentioned. Although some researchers carried out their studies with pretest and posttest, in such studies students' progress has not been measured through test using interaction.

The present study also highlighted the use of task-based learning to develop English speaking abilities. In this study, students' speaking competence would be examined through information-gap tests (PET).

Moreover, there has been no research to explore the effects of TBL on students' speaking competence at Diem Thuy Upper Secondary school so far whereas TBL can be a viable solution to improve students' speaking performance.

In brief, the findings and discussion from the previous studies have provided good evidence of implementing TBL and firmly supported the choice of the solution to the problem in this current study. Nevertheless, there are some limitations existing in these studies as mentioned above. To fill these gaps, the researcher has decided to conduct an action research in order to explore to what extent TBL might affect students' speaking learning and their opinions towards task-based activities in the class. Hopefully, this research will make some contribution to help push forward the implementation of TBLT in English education in Diem Thuy Upper secondary school as well as in Vietnam so as to help teaching and learning English speaking better.

2.5. Summary

Chapter 2 has described the background used as the foundation of the present study. Firstly, speaking skill in language learning was discussed. Next, there was a review of task-based learning, definition of action research, characteristics of action research. Finally, previous studies conducted on task-based learning were addressed. The review has indicated that "TBL offers a great of flexibility in task-based models

and provides more motivating activities for the learners. TBL is advantageous to the students because the role of learners is emphasized in the process of learning” (Willis,1996). Therefore, TBL can be seen as the key to success in acquiring a language. Regarding TBL, numerous researchers advocated the effects of TBL in their research papers and pointed out that TBL helped develop learner’s ability in learning language in general and in speaking in particular.

CHAPTER 3. METHODOLOGY

This chapter presents the research methodology including the description of the participants, teaching material, research design, procedures for data collection and data analysis.

3.1. Participants

In the academic year 2017- 2018, the researcher was in charge of teaching English for students in class 11A3 whose English speaking performance was not good. Therefore, the participants of the study were 40 students from class 11A3 at Diem Thuy Upper Secondary school, Phu Binh district, Thai Nguyen province, Vietnam. To those students, English is a compulsory subject at school. Moreover, such students have learnt English since they were in grade 3; however, they had bad ability in speaking.

3.2 Teaching materials

The English textbook used for the students of grade 11 at Diem Thuy Upper Secondary school is English textbook Grade 11 (by General Editor and Chief Editor Hoang Van Van et al., Vietnam Education Publishing House, 2007). This is a theme-based textbook, which includes 16 units and 6 review units. The six broad themes in the teaching content of Grade 11 English textbook are You and me; Education; Community; Nature; Recreation; People and places. Each unit focuses on one specific theme with five parts such as Reading, Speaking, Listening, Writing and Language Focus. Grammar and vocabulary presents central grammar points and vocabulary of each unit. This part enables student to understand and use the correct vocabulary and structures in communication. Six review lessons are presented in a form of test yourself paper. It is designed for students to assess their abilities and knowledge on their own after every 2 or 3 units. There is a list of vocabulary for each lesson at the end of the book. The specific purpose of the textbook is communication.

In Speaking, the purpose of the teaching is to develop students' speaking skills based on issues related to the topic. Thus, learners are given an opportunity to deal with various communicative activities. There are two to four tasks in this section. The first two tasks supply students with language input and enhance certain communicative competences. The other tasks require students to promote those language input and communicative competences into an oral text which lasts

approximately from two to three minutes to practice the speaking skill with or without teachers' instruction.

3.3. Research design

3.3.1. Rationale for doing action research

Stephen Kemmis and Mc Taggart (1998) point out that action research is classroom-based research carried out by teachers to reflect and check their teaching. The aim of the teacher is to get understandings of teaching and learning in his or her classroom and to use that knowledge to increase teaching efficacy or student learning. It can be understood that action research is designed to bring change for the better and benefit for all the participants.

Stephen Kemmis and Mc Taggart (1992) states that action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problems identification, systematic data collection, reflection, analysis, data-driven action taken, and problem redefinition. The link of the term “action” and “research” highlights the essential features of this method: Trying out ideas in practice as a means of increasing knowledge about or improving curriculum, teaching, and learning.

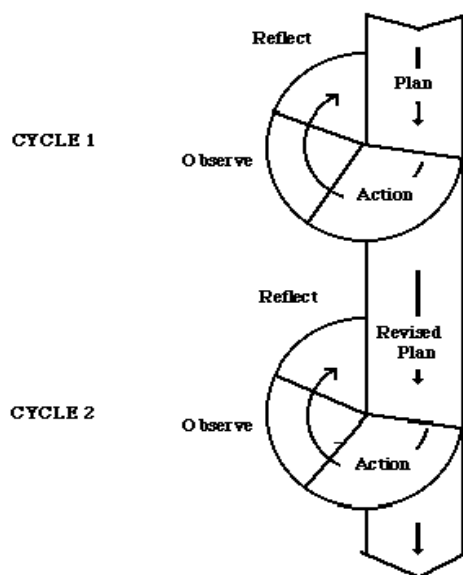
Action research was chosen to be the research method of this study because of its advantages. Glanz (1991) points out that it is feasible because the research is done by the practitioner – the research in his/her own practical context and situation. He also mentions that action research directly affects a teacher's practice and enables him/her to renew classrooms and promote instructional improvement. Finally, all the stages of action research are implemented in a strict order, which allows educators to systematically address topics and issues that affect teaching and learning in the classrooms.

Moreover, using action research in this study helps the teacher identify problems, solve the problems and bring about improvement in the teacher's classroom activities. Specially, it helps the teacher know what is actually happening in the classroom, what learners are thinking, why learners are reacting in the ways they do, what aspects of the classroom the teacher should focus on to develop

teaching in the most effective way, how these aspects should be changed , and what the effects of such a change are. Through teaching experience, observation, the teacher-researcher discovered that her students had problems in speaking English which reduced their interest in learning English. Hence, an effective method needed to be applied with the hope of bringing better change for students’ speaking ability in this institution.

3.3.2. Models of action research

Different researchers suggested different steps in the action research process. MacIsaac (1995) developed a simple model of the cyclical nature of the typical action research process (Figure 2). There are two cycles and each cycle has four steps: plan, action, observe and reflect.



*Figure 2. Simple Action Research Model
(from MacIsaac, 1995: p53)*

Susman (1983) distinguishes five phases to be conducted within each research cycle (Figure 3). Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem

is re-assessed and the process begins another cycle. This process continues until the problem is resolved.

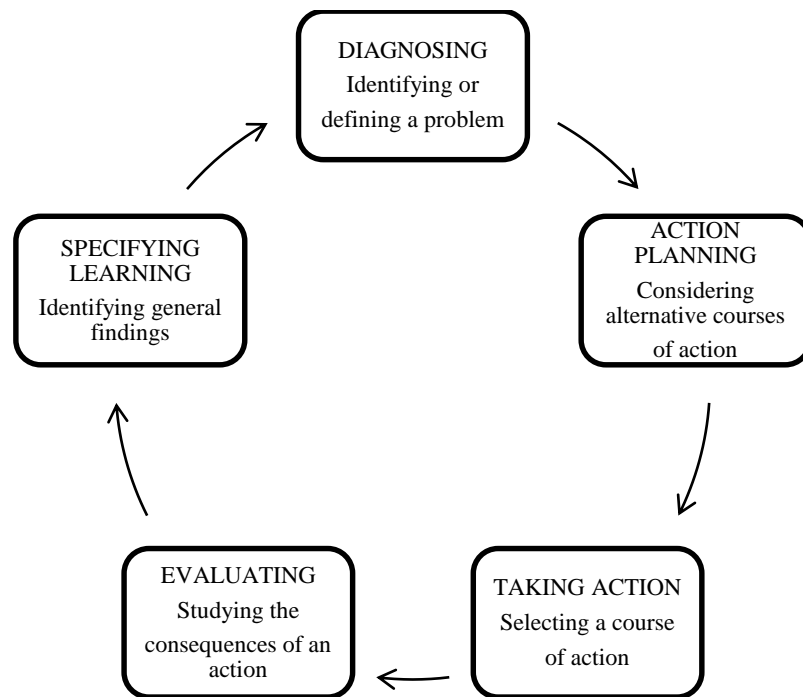


Figure 3. Detailed Action Research Model
(adapted from Susman 1983: p46)

Susman (1983) suggests 5 steps: Identifying a problem, Action Plan, Taking Action, Evaluating and Specifying Learning. S. Kemmis and Mc Taggart (1988) showed that action research procedure consists of 5 steps: problem identification, plan of action, data collection, analysis of data and plan for future action. However, According to Nunan (1992), action research procedure concludes 7 steps: Initiation, Preliminary investigation, Hypotheses, Intervention, Evaluation, Dissemination and Follow-up. (Henry, 2001) divide the action research cycle into five steps: problem identification, plan of action, data collection, analysis of data and plan for future action.

Creswell (2012) states that action research is a dynamic, flexible process and there is no blueprint exists for how to proceed. Hence, it is really impossible to assert this or that, the researcher is right with exact four, five, six, seven or eight steps in their action research. Sometimes, it is hard to define a clear cut between the steps and

the number of steps in action research because they may vary depending on different points of view held by researchers.

In this study, the researcher would adopt Nunan's action research cycles because of the clearly defined steps and detailed descriptions of steps and these cycles are widely accepted by both researchers and teachers.

3.3.3. Action research process

Step 1: Initiation (identifying a focus of interest or a problem) (week 1 and week 2): through observation, the researcher found that the 11 grade students at Diem Thuy Upper Secondary school were not motivated or interested in English speaking lessons and their speaking competence was not good. (See 1.1. Background to the study for more details)

Step 2: Preliminary investigation (collecting data) (week 3 and week 4): to confirm the students' level clearly in step 1, after teaching and learning three speaking lessons in a usual way, a pretest to test the students' speaking level was used and the pre-questionnaire was given to students to express their opinions towards the current teaching methods and materials.

Step 3: Hypothesis (analyzing data/generating hypothesis) (week 5) The collected information revealed that there were problems in the teacher's teaching method and the inappropriate speaking activities to students. In an attempt to help the students solve their problem, the researcher reviewed the literature relevant to the topic and chose task-based learning to design speaking tasks with the hope that task-based learning would be an effective solution which could create communicative tasks to improve student's speaking skills and give more chance for them to practice, be self-confident to express themselves in English.

Step 4: Plan Intervention (from week 6 to week 15)

Lesson plan writing and preparation for plan implementation (week 6)

The speaking lesson plans for seven units (unit 4, unit 6, unit 8, unit 10, unit 11, unit 12, unit 13) from English 11 textbooks were designed focusing on information-gap activities. Other techniques such as allocating time for each task, facilitating students during task implementation by answering questions and giving encouragement;

supplementing or substituting speaking activities to increase students' participation were included. The tasks were applied in the lessons as follows:

Table 1. A schedule of applying tasks in speaking lessons

Number of unit	Name of unit	Functions
Unit 4	Volunteer work	Ask and answer about volunteer work Talking about volunteer work
Unit 6	Competitions	Asking for and giving information about types of competitions Talking about a competition or contest
Unit 8	Celebrations	Talking about the celebration of Tet and other festivals' activities
Unit 10	Nature in danger	Talking about nature in danger and measures for protecting endangered nature
Unit 11	Sources of energy	Talking about advantages and disadvantages of energy sources
Unit 12	The Asian Games	Asking for and giving information about the Asian Games. Talking about sports results
Unit 13	Hobbies	Talking about hobbies Talking about collections

Plan implementation (from week 7 to week 20)

Seven speaking lessons of the newly designed lesson plan which implemented TBL were taught.

Pre-speaking task

In the pre-task phase, to arouse the students' curiosity about the topic of the speaking lessons, the researcher provided some non-task preparation activities such as brainstorming, mind maps and pictures with the aim of activating students' content schemata and providing them with background information.

In unit 4, the students were asked to list different kinds of activities related to volunteer work. After that, the teacher divided the class into small groups of 3-4 students and gave each group a set of pictures. Students were required to describe the

volunteer activity in each picture in one sentence only. For example, the student made up the sentence “The student is teaching the poor children.” The group which finishes first and has the most meaningful sentences will be the winner. This activity helped students revise phrases about volunteer work.

In unit 6, students worked in pairs to match the five given competitions with the correct pictures. Then the teacher checked the answer with the whole class. The teacher asked the students to tell which of these competitions they liked most and why. Then the teacher got students to name some other competitions that they knew or had participated in.

In unit 8, first, students named the festivals and celebrations they knew. Then the students were divided into small groups of three to four to match the picture of the celebrations with its suitable name.

In unit 10, students watched a short video about the causes and the effects of environmental destruction and took notes. After that, the teacher checked the answer with the whole class. Then, the students worked in groups of three to four and brainstormed solutions to the problems. The teacher called different groups to present their answers. The teacher wrote the ideas on the blackboard and helped the learners express their ideas correctly.

In unit 11, teachers showed six pictures referring to different sources of energy and the students worked in pairs to name the sources of energy. After two minutes, the teacher checked the answer with the whole class. Then, the students answered the questions what they needed energy for and what kinds of energy were used in their family or at their school. The students could also say something about the advantages or disadvantages of that kind of energy.

In unit 12, the teacher asked students to watch a video about sports at the Asian games. Then, they named the sports and told the teacher which Asian Games the video referred to, when and where they were held.

In unit 13, the teacher divided the class into small groups of 3 to four students. Then, the teacher distributed the matching game handouts for students to do in their own groups. The students matched the hobbies in column A with the appropriate

pictures in column B. The teacher set a time limit of one minute. The groups which finished first and had the biggest number of correct answers would be the winner.

In conclusion, through the non-task preparation activities used in pre-speaking task, the teacher introduced and defined the speaking topics and helped the students to learn some vital topic related words and phrases which made the students become more curious and more interested in the lesson. These activities also helped reduce the learners' cognitive and linguistic difficulties.

Task-cycle

In task cycle stage, the students communicate in the target language and negotiate meaning in order to achieve the goal of the task. During this process, the focus is put on meaning instead of language, and this stage “functions as a chance for students to achieve fluency in communication rather than accuracy of the language” (Zhang, 2008, p.53).

Several tasks were implemented and the students were required to work in pairs or in groups to do the speaking tasks. During this time, the teacher went around the class and gave a hand with their trouble. Besides, the time constraints on a task would be set carefully, so the learners would be aware of this. When the task was completed, the learners were given a period of time to plan and prepare their task report. With the support of group members as well as the teacher, the students tried to organize and improve their language. Finally, the students reported to the class and exchanged ideas. Such practice gave the students a chance to use language naturally in order to convey meaning.

For instance, in unit 4, the teacher first pre-taught students words and phrases related to doing volunteer work. Then, they practised a dialogue about volunteer activities as follows:

A: What kind of volunteer work are you participating in?

B: We're helping people in mountainous areas.

A: What exactly are you doing?

B: We're teaching the children to read and write.

A: Do you enjoy the work?

B: Yes, I like helping people

Next, the teacher asked students to work in pairs to interview their partner. The teacher provided the interviewees with a handout with information about a kind of volunteer work they were doing to help people, for example “Helping old or sick people – cleaning their houses, cooking meals, doing their shopping.”, which helped them to answer the questions. The interviewer asked their friend and took notes into the handouts the missing information such as “names, your activities, what exactly you are doing.” After the interview, the students reported the answer to the whole class using the present continuous tense.

In unit 6, the teacher organized a short English competition in class. After the competition, learners worked in groups of 4 for about 5 minutes and discussed the competition they had just joined based on the guidelines in the handouts which includes questions like “What type of competition did you take part in?”, “When did you take part in it?”, “Where did you take part in?”, “Who organized it?”, “Who participated in it?”, “Who won the competition?”, “Did you enjoy it? Why?/ Why not?”. Then, the leader of each group reported to the whole class. The teacher and learners listened and gave comments.

In unit 8, the teacher organized an interview. Students were given a handout with some missing information about time, purposes or activities of the holidays such as Thanksgiving, Valentine’s Day, Mid-Autumn Festival, which they learnt in pre-speaking task. Students worked in pairs to interview each other, using the sentence patterns they learnt in pre-speaking task, to get the information. When the students worked, the teacher went around the class to help if necessary. After about four minutes, students reported to the class. The teacher and students listened and gave feedback.

In unit 10, the teacher prepared seven different pictures of the reason why nature is in danger. The teacher asked students to work in pairs, and provided each pair with a picture. Then, the students talked together about the reason why nature is threatened and suggest measures to protect it. After 4 minutes, the student reported to the class. The teacher and students listened and made comments

In unit 11, the teacher provided students with a handout of pictures showing six sources of energy such as fossil fuels, nuclear power, solar energy, water power, wind power, geothermal heat, and their advantages and disadvantages. Students worked in pairs to match the source of energy with its suitable advantages and disadvantages. After that, students shared the answers with other pairs. Then the teacher called some students to present their answer in front of the class and gave feedback.

In unit 12, students learned how to share information about Asian Games. The teacher prepared two sets of cards. Each card had different pieces of information. For example, card A had information of the first, the third Asian Games which included the host country, year, numbers of countries took part in the games, number of sports while card B had information of the second and the fourth Asian Games. Students worked in pairs to ask for the missing information to complete the whole text.

In unit 13, the teacher got students to work in pairs to talk about their hobby of collecting things. The teacher prepared a card A with a picture of stamp collection and some prompts, for instance, buying from post office; asking members of family and friends; classifying stamps into categories like animals, plants; in album; broadening knowledge; collecting more stamps. A card B with some prompts like hobby; how to collect stamps; how to organize stamps; where to keep stamps; why to collect stamps; plan for the future. Each student was given a card, and they had five minutes to ask and answer questions using the prompts to talk about the hobby of collecting stamps. Then, some pairs made the conversation in front of the class. The teacher gave feedback. In conclusion, based on this activity, students could talk about the hobby of collecting books, dolls or coins.

Language focus stage

The language focus stage shifts the focus from meaning to forms. Distinguished from the traditional form-based teaching approach, here the forms are “contextualized through the task rather than decontextualized” (Zhang, 2008, p.56). In this stage, the students examined the language used in the performance of the task, analyzing the

forms (vocabulary, grammar, usage and so on) in order to get a deeper understanding of the target language. Relevant practice was offered during or after the analysis in order to reinforce the students' insight of the language.

For instance, in unit 4, the present continuous tense and present simple tense were focused to talk about the students' volunteer work. In unit 6, the present simple tense was used to express ideas about the type of the competitions that the students "like" or "dislike" and the past simple tense was reviewed to retell the competition or contest the learners joined or saw. In unit 8, the learners continued studying the present simple tense through talking about the purpose, the activities of some popular holidays and celebrations in Vietnam as well as in the world. In unit 10, the present simple tense was applied to talk about nature in danger and measures for protecting endangered nature. In unit 11, the students expressed opinions about advantages and disadvantages of sources of energy using the present simple tense. In unit 12, the past simple tense was focused to exchange information about the Asian Games and sports results. In unit 13, the learners applied the present simple tense and the simple future tense to make a dialogue about their hobbies, especially about the hobby of collecting things. In this section, language practice helps students to digest and assimilate the language knowledge. It is especially important in the Vietnamese educational context, where various form-focused examinations still play a dominant role.

Step 5: Evaluation (Collecting data to monitor changes): The pretest was implemented in the three first lessons of the action plan. After having taught and learned seven speaking lessons which were applied task based language learning, students took the posttest. The result of the posttest was compared with that of the pretest to see if there was any change occurring in the students' speaking competence and to investigate whether task-based activities could help learners to promote their speaking competence. A post- questionnaire was implemented to find more information about the effectiveness of task-based learning and evaluate the students' opinions towards task-based language teaching.

Step 6: Dissemination (analysis and evaluation): The data collected from the pretests, posttests, the pre-questionnaires, the post-questionnaires were analyzed and compared for the final report.

Step 7: Follow up: The researcher investigated alternative methods of motivating students.

3.4. Data collection instruments

3.4.1. Questionnaires

According to Maykut and Morehouse (1994), questionnaire is one of the most important popular instruments among educational researchers in general and ELT research in particular. Moreover, it is probably used with a large number of participants and the collected data is not too difficult to be analyzed (J. D. Brown, 1995)

Gillham (2000) also states the advantages of questionnaires as low cost in time and money, analysis of answers to closed question is straightforward, less pressure for an immediate response and respondents' anonymity.

As questionnaires save time and efforts for both researchers and participants, in this research, a questionnaire for students was employed as one of the primary instruments and used as the data collection, which helped the researcher explore student's problem in pre-questionnaires and students' opinions towards the use of TBL in post- questionnaires.

To make it easy to answer for the respondents, the teacher decided to utilize closed-ended questions, which the respondents were provided with ready-made response options to choose from. To be more specific, the Likert-scale, the most commonly used scaling technique was used when designing questions. Students were asked to indicate the extent to which they disagree or agree with these items by marking in the column of the responses ranging from 1 to 5. Then frequency counts and percentage of responses were used for data analysis. Forty grade 11 students of class 11a3 at Diem Thuy upper secondary school were requested to complete the questionnaires. In this study, almost every item was based on the theoretical framework on TBL reviewed in section 2.2, with some items in the questionnaires being adapted from the questionnaire of Kasap (2005) and that of Ellis (2003),. The questionnaires were presented in Appendix 1 and Appendix 2

The pre- questionnaires

The aim of the pre-questionnaires is to investigate students' opinions of teaching and learning speaking skills before the intervention to identify the problems and to establish the baseline of students' speaking competence. The pre-questionnaires with eight items were delivered to 40 students of the grade 11 after they finished the first three speaking lessons and then were collected on the same day.

Item 1 concerned students' interest towards learning English. Item 2 concerned students' interest towards speaking English. Item 3 was about students' self-rate of their speaking level.

Item 4 was aimed to ask students' feelings when taking part in the speaking activities in the class. Item 5 investigated students' opinions when taking part in the speaking activities

Items 6, 7, 8 focused on students' difficulties when speaking English.

The post - questionnaires

The post- questionnaire focused on answering the second research question "What are the students' opinions towards task-based learning used in speaking classes?"

The post-questionnaire was divided into three main sections. Firstly, section one with nine items was to seek students' opinions towards the teacher's organization of task-based activities. Secondly, the next five questions in section two aimed to collect the learners' ideas about the opportunities for practice speaking during the lesson. At last, six items in section three helped get the students' opinions on the benefits of the task-based activities designed in each lesson.

The post-questionnaire was delivered to 40 students of grade 11 in class 11A3 after they had learned the seven speaking lessons in which the researcher applied task-based learning.

3.4.2. Pretest and posttest

Test is a good tool to attain information. Whether the purpose of measurement is proficiency, placement, diagnosis, or achievement, test can provide a great deal of information about the general ability level of the students, about the specific problems

that the students may be having with the language, and about their achievement in previous programs (J. D. Brown, 1995).

Since the researcher wanted to explore whether task-based learning was beneficial in improving the students' speaking competence or not, a pre-test and post-test were given to students. The purpose of the pre-test was to evaluate the students' speaking competence before using TBL activities. After learning seven speaking lessons implemented TBL, the researcher conducted a post-test to assess the efficiency of using TBL activities.

As a department of the University of Cambridge since 1913, Cambridge Assessment has 160 years of expertise and an unrivalled depth of experience. They help millions of people learn English and prove their skills to the world. They provide the world's leading range of qualifications and tests for learners and teachers of English. They have over 2,800 exam centres in 130 countries. More than 5.5 million people take their qualifications and tests every year. Cambridge English exams are recognized by over 20,000 universities, employers and governments around the world. Each exam focuses on a level of the Common European Framework of Reference for Languages (CEFR), helping learners to improve their speaking, writing, reading and listening skills step by step. The CEFR is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.

Vietnam's National Foreign Language 2020 project has performed vigorous actions in the thorough renewal process of teaching and learning the foreign languages of the country. Within the issue of decision 1400/QĐ-TTg dated September 30th, 2008, the Ministry of Education and Training issued the Vietnam's 6-level-Framework of Foreign Language Proficiency, based on the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR). This Framework includes 6 levels equivalent to those of CEFR. Based on the Vietnamese six-level framework of reference for foreign languages, the requirement of foreign language proficiency for students who finish secondary education is set at Level 3 (B1 of CEFR).

According to Cambridge English language assessment, Cambridge English Preliminary, also known as the Preliminary English Test (PET), is part of a comprehensive range of exam developed by Cambridge English Language Assessment. Cambridge English Preliminary is at level B1 of the Council of European Framework of Reference for Language.

Based on the above discussed background, the pre-test and the post –test for this thesis adopted from Preliminary English Test for School of the Cambridge English Examination were implemented. The reasons for choosing these speaking tests were that the topics of the tests were appropriate to the contents of the speaking course. Moreover, they had the same level, format and test purpose. Hence, the threat to validity and reliability of the tests would be minimized.

Students were assessed on their performance throughout the test. The speaking tests had four parts. In the first part, the examiner asked two students some questions about themselves, their family, their hobbies and their studying about two minutes. In the second part, two candidates had about three minutes to talk to each other about a situation, expressed their opinions and made choices. In the third part, the examiner gave each candidate a photograph of people and places, and the candidate described the photograph in three minutes. In the fourth part, the candidates interacted with each other again, discussing themes from part 3 of the test in about three minutes.

Throughout the speaking tests, the teacher – examiner, who reached level 5 of the Vietnamese six-level framework of reference for foreign languages (C1 of CEFR), listened to what the candidates said and gave marks. The contents of the speaking tests were also recorded so that the examiner could check again.

Besides, the rubric of the test was adapted from Cambridge English Language Assessment which consisted of such criteria as Grammar and Vocabulary, Discourse Management, Pronunciation and Communication.

The assessment scales were adapted from the speaking assessment scales for Cambridge English Preliminary. The scales were divided into 10 bands from 0 to 10, with 0 being the lowest and 10 the highest, because they were suitable to the ten band assessment at Diem Thuy Upper Secondary school.

In short, by using tests, the researcher could discover the improvement of students' speaking ability before and after the intervention. Moreover, they could help the researcher answer the questions about the improvement of the students' speaking skill.

3.4.3. Observation

Observation is a way to collect "live" data. According to Mackey & Gass (2005), it is a useful means to gather information about phenomena in a second language classroom, such as types of language, activities, interactions and instruction. Marshall and Rossman (1989) states that observation allows the researcher to collect reliable information because they use their own eyes to observe and analyze. Besides, it helps to improve the precision of the research results and decrease the problems of depending on respondents.

With regard to the study observation process, one colleague-teacher played the role as the observer to take notes anything that occurred in the teaching learning process. The collaborator observed the teacher's activities and students' participation in the first three speaking lessons in which the researcher implemented task-based learning. The collaborator based on the designed criteria and checklists, which contain a list of different features of a lesson, to observe, analyze and assess. Then the teacher could know how TBL activities were implemented and what should be improved to make the next speaking lessons better.

Observation checklists were designed basing on the general task-based framework proposed by (Willis, 1996, p. 38). They were presented in the Appendix 3.

3.5. Data collection procedures

Table 2: Schedules of the data collection procedures

Time	Phases of the action research	Instruments	Aims
week 1- week 4	-Problem identification	-Questionnaires -Pre-tests	To get the initial data which shows the main problems and decide on the action plan
week 5 - week 20	-Hypotheses -Intervention	-Questionnaires -Post-tests -Observation	To get the data about the change brought by the action plan
After the course	- Evaluation - Dissemination - Follow up		To compare the data before and after the treatment to evaluate the changes and discuss the main findings

The data collected from the test was analyzed using Statistical Package for the Social Sciences (SPSS), version 2.0. The mean scores and the standard deviations of the test were calculated and compared; the statistical differences of the findings were verified by paired sample t-test. In order to find out whether the students performed better in the post-test after the use of TBL, mean scores of the pre-test and post-test were compared and a paired sample t-test was used to find out whether there were of any significant differences in the findings. The results of the test were used to draw the conclusions of the present study which were based on the following rules. Rule 1: if p-value is less than or equal to the significantly different level 0.05 (<0.05), it is confirmed that effects of TBL on students' speaking competence. Rule 2: if p-value is greater than the significance level 0.05 ($p > 0.05$), it is confirmed that there is no effect of TBL on students' speaking competence, and the research findings are statistically non-significant.

For the statements in the questionnaires, percentage count was calculated. For ease of comparison, agree and strongly agree were put together as a category to represent the percentage of agreement to the statements. The percentage of the participants who rated 1 or 2 to the statements was calculated and added up to represent the percentage of disagreement to the statements while that of the participants who rated 4 or 5 was added up to represent the percentage of agreement to the statements. The percentage of subjects who rated 3 was calculated and counted as having no ideas about the statements.

For observation, the researcher collected the observation checklists of the first three speaking lessons which implemented task –based learning from the collaborator to analyze and assess. .

3.6. Summary

Chapter 3 has presented information on the methodology for conducting the action research project. It has restated the research questions of the thesis, described the subjects who participated in the study and the teaching materials as well as rational for action research and research procedure. Furthermore, the data instruments used for the study have been presented in details. The procedure for data analysis has been described. The next chapter is to analyze and interpret the data collected with regards to the research questions.

CHAPTER 4. DATA ANALYSIS AND DISCUSSION

This chapter reports the results of the study and presents discussion of the major findings. The first section shows the data collected from the pre-test and post-test in order to see whether there is any possible speaking performance improvement before and after the intervention. The second section gives information about the data collected from the questionnaires. The third section presents the data collection from the observation. The last section discusses the results of the pre-test, post-test, the questionnaires and the observation.

4.1. Results of the pre-test and post-test

As mentioned in section 3.4.2, the pre-test and post-test were used before and after the intervention in order to examine the effects of TBL on students' speaking performance. The data from the pre-test and post-test were computed, analyzed and reported in the following subsections.

4.1.1. Results of the pre-test

Table 3: Descriptive statistics of the pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Valid N (listwise)	40	3.5	7.0	5.3125	1.01708

Table 4: Frequency of the pre-test scores

Scores	Frequency	Percentage	
8.5 - 10	0	0%	Excellent
7.0 - 8.0	5	12.5%	Good
5.5 - 6.5	13	32.5%	Average
4.0 - 5.0	20	50%	Poor
< 4.0	2	5%	Very poor

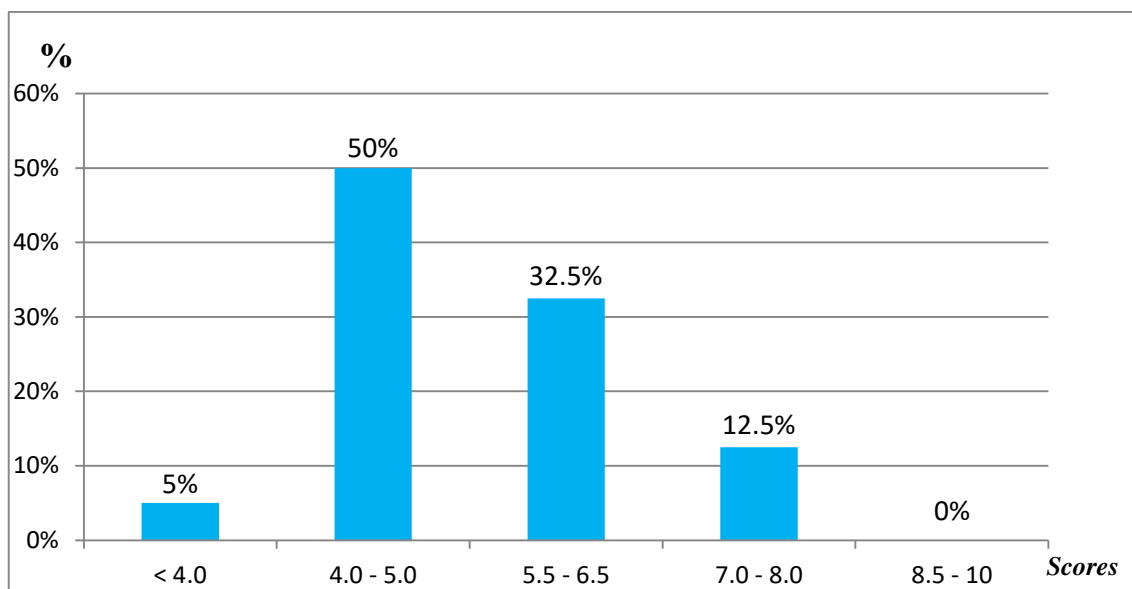


Figure 4. Results of the pre-test scores

The figure illustrates students' speaking marks before the intervention. It can be seen clearly from the table that the number of participants who had poor scores took the biggest proportion with 50% of the total while only 5 students accounting for 12.5% of the total got good speaking marks. Specially, about one third of the participants, accounting for 32.5% got the average mark. Additionally, 5% who had very poor mark and no one got excellent mark. In general, the data of the pretest results reports that the students' speaking competence was below the average level.

4.1. 2. Results of the post-test

Table 5: Descriptive statistics of the post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Valid N (listwise)	40	5.0	8.5	6.7250	.98025

Table 6: Frequency of the post-test scores

Scores	Frequency	Percentage	
8.5 - 10	4	10%	Excellent
7.0 - 8.0	15	37.5%	Good
5.5 - 6.5	18	45%	Average
4.0 - 5.0	3	7.5%	Poor
< 4.0	0	0%	Very poor

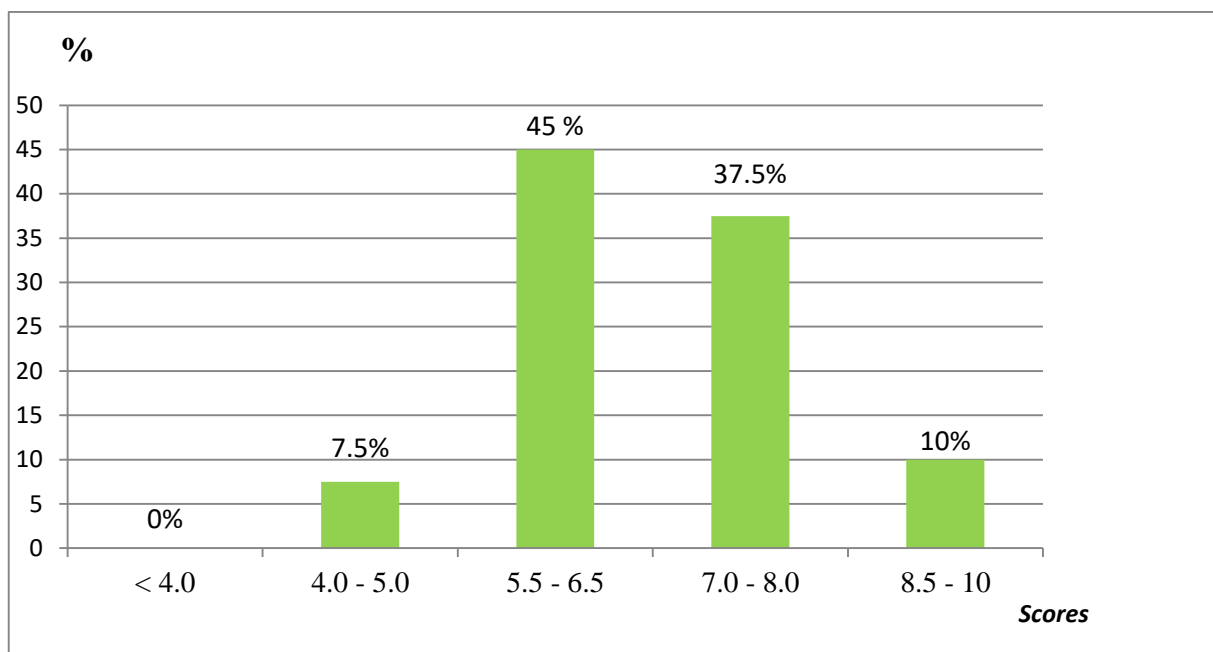


Figure 5. Results of the post-test scores

The bar chart describes the post-test scores of the students' speaking competence after the teacher applied TBL. In general, the students whose speaking marks ranging from 5.5 to 6.5 (average scores) account for nearly half of the students (45%) whereas the number of students who got poor scores fell to 7.5%. Moreover, the number of participants who got good marks of the tests increased significantly, accounting for 37.5% of the total number. In addition, it is also worth pointing out that four students were classified as excellent speakers, with 10% in scores while nobody got very poor marks.

The result of the posttest shows that in the posttest the students outperformed themselves with higher mean scores. The average score of the pretest was only 5.3125 while the average score of the posttest was 6.7250. It reveals that the positive improvement of the students' speaking competence would be reflected clearly through the scores they got. In other words, the use of task-based activities (TBL) seems to be effective in the sense that it helped the students learn speaking better.

4.1.3. Comparison of the pre-test and post-test

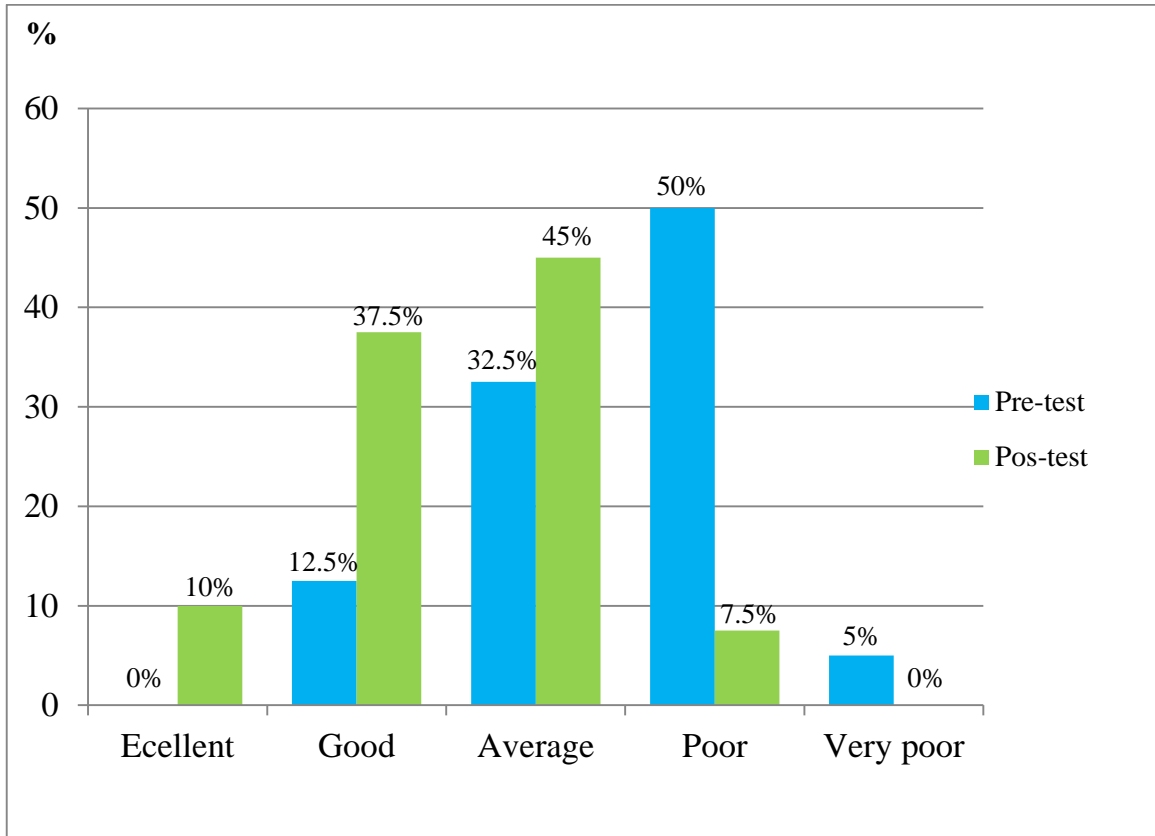


Figure 6. Comparison of the pre-test and post-test scores

The bar chart compares information about the scores the students got in the pre-test and post- test. As can be seen from the chart above, before the treatment the students' English speaking skill was at low levels as most of them got poor scores, with 50%; however, after the treatment, this number sharply decreased to 7.5%. Moreover, the collected data shows that the number of students at good and average levels went up in the post-test. In comparison with the results in the pre-test, there was a rather big difference in the students' speaking skill at good levels in the post-test. Three times as many students got good marks in the post-test compared to the pre-test.

Table 7 Descriptive statistics of the pre-test and post-test scores

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	40	3.5	7.0	5.3125	1.01708
Post-test	40	5.0	8.5	6.7250	.98025
Valid N (listwise)					

As can be seen from table 7, the pre-test scores ranged from 3.5 to 7.0 with the mean of 5.3125. It means that students' speaking competence before applying TBL was at poor levels whereas the scores of the post-test which applied task-based activities ranged from 5.0 to 8.5 with the mean of 6.7250. This proved that there was a significant difference between mean scores of the two tests. The students' speaking performance has been improved considerably. This significant improvement can be attributed to the effectiveness of the task-based learning applied in the study.

Table 8a : Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post_test	6.7250	40	.98025
	Pre_test	5.3125	40	1.01708

Table 8b: Paired Samples t-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
<i>Pair 1 Post_test - Pre_test</i>	1.41250	.33755	.05337	1.30455	1.52045	26.465	39	.000

The results of paired samples t-test shown in Table 8a and 8b indicate that there was a significant difference in positive direction between pretest and posttest results in students' speaking competence. This difference proves that task-based activities had a considerable influence on students' speaking competence.

From this data, after seven speaking lessons applied TBL, there is improvement of the average scores of the pre-test and post-test. This means that the results of the posttest were better than the pretest, which showed that TBL was effective in enhancing speaking achievement.

In short, the comparison of the test results using paired samples t-test showed that p-value of less than 0.05 reached a statistically significant difference between the

results of the pretest and posttest. This result revealed that task-based learning has had a significant impact on improving the students' speaking competence.

To sum up, the results of the pre-test and post-test helped answer the first research question. It can be concluded from the results that the students' speaking performance was improved considerably in the speaking post-test than in the pre-test thanks to the application of the TBL.

The improvement of the students' speaking performance was indicated by the increase in the number of the students who got good and excellent marks in the post-test compared with that in the pre-test. This proved that the aspects such as grammar and vocabulary, discourse management, pronunciation, interactive communication were improved significantly. As for grammar and vocabulary aspect, students knew how to use structures and vocabulary correctly and appropriately for the topics. As for discourse management criteria, most students could express ideas clearly and be easily understood and they could organize ideas logically. As for pronunciation aspect, their sounds were quite clear enough and their intonation was appropriate. As for interactive communication criteria, students were able to interact well with the other candidate and keep the conversation going.

4.2. Results of the questionnaires

To address the first and the second research questions, a quantitative analysis was carried out on students' responses to questionnaires. The questionnaire papers were distributed to 40 students of class 11A3 at Diem Thuy Upper Secondary school and all of them completed and returned.

4.2.1. Results of pre-questionnaires

The pre-questionnaire is aimed at investigating students' opinions of learning speaking skills before the intervention to identify the problems and to establish the baseline of students' speaking competence. The pre-questionnaire including eight items was delivered to the students after they finished the first three speaking lessons.

Table 9. The students' opinions towards learning speaking English (N = 40)
(Items 1,2,3,4,5)

Items	1	2	3	4	5
	n	n	n	n	n
Strongly disagree	2	7	10	10	13
Disagree	5	15	16	11	14
Neutral	10	6	12	5	6
Agree	18	10	2	9	6
Strongly agree	5	2	0	5	1
Percentage (%) for those who agree/ strongly agree	57,5	30	5	35	17.5

Table 9 presents and compares the percentages of students' responses to each of the 5 items in relation to learning speaking English. Item 1 and item 2 asked students about their interest in learning English and speaking English. As can be seen from the table, the majority of students showed that they enjoyed learning English, with 57.5 percent whereas only seven respondents, which accounted for 17.5 percent, disagreed with that point and 25 percent of the students remained neutral to this. Nearly one third of total students showed their willingness to speak English. Besides, item 3 concerned students' speaking ability, and the responses showed that a small minority of them had a good speaking ability, with only 5 percent. The result showed that the students' speaking ability needed to be improved. Item 4 concerned the respondents' opinion towards speaking activities implemented by the teacher. Only 35 percent of the students showed that these activities were attractive to them. Finally, item 5 was about students' participation in speaking activities in class. Seven in forty students agreed that they took part in the speaking activities actively. It proved that speaking activities in class were inappropriate to the students. Hence, more interesting activities should be designed in speaking lessons so as to improve students' speaking competence.

**Table 10. The students' opinions towards learning speaking English (N = 40)
(Items 6,7,8)**

Items	6	7	8
	n	n	n
Strongly disagree	4	3	0
Disagree	6	5	3
Neutral	3	6	8
Agree	17	14	16
Strongly agree	10	12	13
Percentage (%) for those who agree/ strongly agree	67.5	65	72.5

Table 10 gives information about a number and percentage comparison of students' responses to each of the three items on the relation of the students' difficulties when they speak English. It is obvious from Table 10 that the majority of students faced English speaking problems. Item 6 asked students about their anxiety when speaking due to a lack of vocabulary. More than half of the students, with 67.5 percent, agreed that they felt nervous when speaking English because of limited vocabulary. Additionally, responses to item 7 indicated that 65 percent of the respondents felt anxious in speaking skills because of a lack of grammar. Responses to item 8 revealed that 72.5 percent of the students did not have sufficient background knowledge of the topic, which caused nervousness when they spoke. It meant that students' speaking ability was low.

From the above analysis, it can be concluded that speaking activities were the main reasons which led to students' low speaking ability and anxiety. Therefore, the teacher realized that it was necessary to create more interesting activities and a new way to promote their speaking skill.

4.2.2. Results of post - questionnaires

This section presented the results from the five-point Likert-scale post-questionnaire administered to the subjects after the treatment in order to investigate their attitudes towards TBL. The information obtained through the questionnaire was

summarized, analyzed and evaluated by a descriptive analysis, including frequency and percentage and then were reported.

4.2.2.1. Students' opinions towards teacher's organizing learning activities

Part one of the questionnaires consisted of 9 items which were about students' opinions towards teacher's organizing learning activities.

Table 11. Students' opinions towards teacher's organizing learning activities.

Items	1	2	3	4	5	6	7	8	9
	n	n	n	n	n	n	n	n	n
Strongly disagree	0	0	0	0	0	1	0	0	0
Disagree	4	2	3	0	2	3	0	4	3
Neutral	6	4	5	1	3	7	8	3	4
Agree	14	20	19	19	18	13	21	15	17
Strongly agree	16	14	13	20	17	16	11	18	16
Percentage (%) for those who agree/ strongly agree	75	85	80	97.5	87.5	72.5	80	82.5	82.5

Table 11 illustrates students' opinions towards teacher's organizing activities using task based learning. As can be seen from the table, most of the students were interested in the task based learning process. In response to item 1, 75 percent of the students reported that the teacher set an interesting context to introduce the topic of the task. Responses to item 2 revealed that students mostly in agreement that they could understand English better because of the teacher's clear instruction. Item 3 was about the useful words and phrases that the teacher highlighted in the introduction, and according to the responses, a clear majority admitted the benefits of this activity, which accounted for 80 percent. An interesting point to note is that majority of respondents showed that they were pleased with pair work and group work with very high portion of 97.5 percent. Specially, none of them disapproved of this point.

Besides, in response to item 5, a very significant number of students agreed or strongly agreed that the teacher monitored, offered encouragement and gave guidance if the students required. As a result, their English speaking skill has been improved thanks to this point. Responses to item 6 revealed that 72.5 percent of the students agreed and strongly agreed that they had a good chance to prepare to report their task to the whole class while only four students disapproved of this and seven students were not sure about their opinions. In response to item 7, 80 percent of the students reported that the teacher asked them to present their tasks in pairs or groups, or exchange their reports and compare results. According to the response to item 8, students were mostly in agreement that the teacher asked them to examine and discuss specific features in the conversation to identify specific language features of the speech. Concerning the teacher's feedback in item 9, most respondents admitted that the teacher gave feedback on students' presentation and highlighted the language that the students had used during the report phase for analysis. To sum up, results in table 11 indicate that the students had positive attitudes towards the teacher's organization of task-based activities.

4.2.2.2. *Students' opinions towards the opportunities for practice*

Part two of the questionnaires consisted of 6 items which were about students' opinions towards the opportunities for practice.

Table 12. *Students' opinions towards the opportunities for practice*

Items	10	11	12	13	14
	n	n	n	n	n
Strongly disagree	0	0	0	0	0
Disagree	2	1	2	0	3
Neutral	3	2	4	2	4
Agree	16	20	19	18	17
Strongly agree	19	17	15	20	16
Percentage (%) for those who agree/ strongly agree	87.5	92.5	85	95	82.5

Table 12 illustrates students' views on the opportunities for practice in speaking lessons applied task based learning. It is obvious from table 12 that the students had positive attitudes towards English speaking practice. Item 10 and 11 were about students' confidence. According to the responses to item 10, a clear majority stated that they felt confident when answering their partner's questions in English speaking lessons, which accounted for 87.5 percent. Response to item 11 revealed that most students presented the reports to the class or exchanged the ideas confidently. Concerning to the students' learning conditions in item 12, 92.5 percent of the informants admitted that they had chances to exchange ideas with their classmates in pair or in group discussion.

Furthermore, it can be denied that in speaking practice, interacting and sharing opinions not only provide learners useful information for finishing the tasks required but also develop their communicative competence. Therefore, it is fortunately when most of the students, with 91 percent, stated that they enjoyed interacting with their teacher and classmates in response to item 13. Finally, response to item 14 revealed that 82.5 percent of the respondents were motivated in the speaking lessons, so they participated actively in speaking activities in class while only three of the respondents objected to the opinion and four of them were not sure about this. It meant that the students were active and tried to catch chances to take part in activities which made them promote students' progress in speaking English. To sum up, the results of the students' attitudes towards the opportunities for practice support the effectiveness and usefulness of TBL on students' interest in learning speaking lessons.

4.2.2.3. Students' opinions towards the benefits of the task applied TBL in seven speaking lessons

Part three of the questionnaires was about students' opinions towards the task applied TBL in seven speaking lessons. This part included 6 items, in which item 15 concerned students' interest, item 16 was about their relaxation, items 17, 19 and 20 were about students' motivation while item 18 was about students' confidence in English speaking.

Table 13. Students' opinions towards the benefits of the task applied TBL on their interest

	Frequency	Percent	Valid Percent
Strongly disagree	0	0	0
Disagree	4	10.0	10.0
Neutral	2	5.0	5.0
Agree	15	37.5	37.5
Strongly agree	19	47.5	47.5
Total	40	100.0	100.0

Table 13 illustrates the participants' opinions towards the tasks applied TBL in seven speaking lessons on their interest. As can be seen from the table, 85 percent of the students felt interested in the tasks. However, it seemed that the minority of 4 students which accounted for 10 percent did not find TBL interesting because they did not pay attention to the teacher's lecture, so they did not find TBL as effective as other students in their class. The results indicated that the tasks aroused the learners' interest.

Table 14. Students' opinions towards the benefits of the task applied TBL on their relaxation

	Frequency	Percent	Valid Percent
Strongly disagree	0	0	0
Disagree	1	2.5	2.5
Neutral	2	5.0	5.0
Agree	20	50.0	50.0
Strongly agree	17	42.5	42.5
Total	40	100.0	100.0

It is very obvious from table 14 that a very significant number of students, accounting for 92.5 percent agreed and strongly agreed that they felt relaxed when they did the task while only 1 respondent, accounting for 2.5 percent disapproved of this and 2 of them, with 5.0 percent felt uncertain about their choice because they might not sure about the effectiveness of this technique. Nevertheless, the results partly showed the usefulness of TBL on learning speaking English.

Table 15. Students' opinions towards the benefits of the task applied TBL on their motivation

	Frequency	Percent	Valid Percent
Strongly disagree	0	0	0
Disagree	3	7.5	7.5
Neutral	2	5.0	5.0
Agree	20	50.0	50.0
Strongly agree	15	37.5	37.5
Total	40	100.0	100.0

Table 15 presents students' views on the benefits of the task applied TBL on their motivation. It can be clearly seen from table 15 that a large number of the learners, accounting for 87.5 percent, agreed that task based activities motivated them in learning speaking English. As a result, task-based learning helped them improve their communication skills through group discussion and result presentation. Moreover, they tried to use newly-learnt words, expressions and sentence patterns while speaking. However, there were only three students, accounting for 7.5 percent, did not find the task motivating, which may resulted from the fact that some expressions were not familiar to their levels, so they only imitated the examples.

Table 16. Students' opinions towards the benefits of the task applied TBL on their confidence

	Frequency	Percent	Valid Percent
Strongly disagree	0	0	0
Disagree	3	7.5	7.5
Neutral	4	10.0	10.0
Agree	19	47.5	47.5
Strongly agree	14	35.0	35.0
Total	40	100.0	100.0

Table 16 shows students' opinions towards the effectiveness of the task applied TBL on their confidence. It can be clearly seen from table 16 that most of the learners, with 82.5 percent, stated that task-based learning made them confident in speaking lessons. However, there were only 3 students which accounted 7.5 percent disagreed with this and 4 students, accounting for 10 percent were uncertain about their choice. One possible for this limitation was probably of their low ability in English which affected their confidence in using language to communicate. In general, most of the students spoke English in a confident way during the lessons applied TBL.

In conclusion, the findings from the pre and post questionnaires gave the answer to the first question that TBL could improve students' speaking performance. It can be concluded from these questionnaires that TBL was applied appropriately and effectively in seven speaking lessons. According to the result, tasks support language learning and encourage students to speak English. Moreover, tasks made students more relaxed, more motivated, more confident and more interested in speaking English because the activities were interesting, related to real life, provided students with opportunities to work in pairs or in groups to solve the language problem.

The results from the post questionnaires responded to the second research question that students had a positive attitude towards the TBL. Most students preferred the application of TBL for the reason that it could give them more

opportunities to speak and thus improve their confidence as well as communication skill through pair and group discussion. Learning through task-based helped students have a purpose for speaking, so they had motivation. As a result, their speaking skill has been improved significantly after learning the lessons applied TBL..

4.3. Results of the observation

Observation had been done during the first three speaking lessons in which the researcher implemented task-based learning in the classroom. In the observing phase, some parts of teaching learning process was recorded using audio recorder in order to get the certain details data to be analyzed. Besides, when the researcher as the teacher was teaching the students, the collaborator played the role as the observer to record and took notes to jot down anything that occurred in the teaching learning process. Based on the 14 designed criteria and checklists, which contained a list of different features of a lesson that the collaborator observed, the observation results could be concluded as follows.

In the first lesson, seven of fourteen criteria were assessed as good points. First, the teacher set clear and specific objectives for the lesson. Second, the teacher set an interesting context to introduce the task. Third, the teacher highlighted useful words and phrases in the introduction in an effective way. Fourth, the students worked in pairs or in groups while doing the task. Fifth, the teacher monitored, offered encouragement and gave guidance if students required. Sixth, the teacher asked students to prepare to report their task to the whole class in an effective way. Seventh, the teacher gave feedback on students' presentation. However, there were several limitations in this speaking lesson. The first point was that materials that the teacher used were not very suitable to the objectives of the lesson. The second point was that students did not have much time for speaking practice. The third aspect was that the teacher's instructions were not very clear. The fourth drawback was that the students did not have a chance to present their task to the class, or compare results. One more weak point was that the teacher forgot to ask students to examine and discuss specific features in the conversation to identify specific language features of the speech. Another thing was that the teacher did not highlight the language that the

students had used during the report phase for analysis because of limited time. Hence, the students felt passive when they participated in speaking activities. Based on the data had been collected and analyzed by the teacher as collaborator and the researcher as well, it showed that there were so many things to be well-prepared again to gain the target.

In the second lesson applied TBL, beside the seven good points which were like in the first lesson, four weak points in the first lesson were improved. Firstly, the materials used in this lesson were useful and suitable to the objectives of the lesson. Secondly, students were provided with opportunities to present their task to the class, or exchange their reports, and compare results. This enhanced the students' speaking and motivated them to speak English. Thirdly, the teacher's instructions were clear enough for students to follow. Lastly, the teacher set appropriate time limit for the activities according to the objectives of the lesson.

Thanks to the feedback from the collaborator, task based activities in the third speaking lesson were adapted effectively to attract more learners' attention and to motivate them to involve in speaking activities. It was surprisingly that none of the criteria in the observation checklists needed to be improved. This might be concluded that TBL applied in teaching speaking lessons had some good effects.

To sum up, the findings from the observation supported the answer for the first research question that clear steps of TBL process enhanced and motivated students to speak English because learning through task-based encouraged students to have a purpose for speaking. Moreover, tasks helped them experience and remember new language easily. As a result, they felt confident to speak English because they could use the learnt vocabulary and structures in authentic communication.

In short, significant findings from the two tests, the questionnaires and the observation checklists demonstrated the superiority of TBL over existing methods of teaching and learning at Diem Thuy Upper Secondary school. It is thought that TBL may suit the learning style of most learners. Moreover, most students in class 11A3 presented their positive attitudes towards the application of TBL and their interest towards task-based activities, which proved that they believed in its positive effects.

4.4. Summary

In chapter 4, the researcher presents the data analysis of data collected from questionnaires and pre-tests, post-tests and observation which answered the two research questions, First, the collected data from the pretest, posttest, questionnaires and observation answered the first question “How can task-based learning help improve students' speaking skill?”

The result of the posttest proved that task-based activities helped enhance students' speaking competence as their scores improved after the treatment, which showed that TBL affected students' speaking competence positively. Second, the results from the questionnaires answered the second research questions “What are the students' opinions towards task-based learning used in speaking class?” The result of the questionnaires presented that the students had positive attitudes towards TBL. This research presents that task-based activities can help reinforce students' speaking competence. It can be said that the results of the study led to several significant findings. However, limitations of the research were unavoidable. To make up for those limitations, some recommendations and suggestions for further studies will be reported in the next chapter.

CHAPTER 5. CONCLUSIONS AND RECOMMENDATION

This chapter presents the summary of findings, the implications, limitations as well as suggestions for further studies.

5.1. Summary of major findings

The study was a small action research about the effectiveness of TBL on improving the speaking performance of the 11th grade students at Diem Thuy Upper Secondary school. It also investigated the students' opinion to the application of TBL in speaking lessons. This sought answer to the following questions:

1. How can task-based learning help improve students' speaking skill?
2. What are the students' opinions towards task-based learning used in speaking class?

To answer the first research question, the results from the pre-test, post-test and questionnaires, observation indicated that there was a considerable improvement in the learner' speaking skill by applying task-based learning. First, the better results at the post-test compared to those at the pre-test proved remarkable improvement in the students' speaking skill. Second, the results collected from the speaking assessment of the pre-test, post-test and observation showed that after learning seven lessons implemented task-based activities, the students' speaking criteria, such as grammar vocabulary, discourse management, pronunciation, and interactive communication were improved significantly. For instance, most students could express their ideas clearly and easily because they used structures as well as vocabulary appropriately for the topic. The students took part in the speaking tasks actively because of their better pronunciation and clear intonation. As a result, the students knew how to interact well with their partner and keep the conversation going. Third, the results collected from the questionnaires showed that task-based activities made students more interested, relaxed, motivated and confident when speaking English. In summary, from the findings of the research, it can be concluded that task-based learning could help improve students' speaking skill significantly.

To answer the second research question, the results from the post questionnaires showed that most of the students expressed their positive attitudes towards task-based learning carried out in speaking class. Firstly, it can be concluded from the results of the post questionnaires that most of the students found the teacher's organizing of task-based activities interesting, effective in promoting their speaking skill. Thanks to the teacher's clear instructions, her highlighting of useful words, phrases and languages, her encouragement, guidance and feedback, the students' pair and group discussion, the students' speaking competence has been better. Secondly, according to the results of the post-questionnaires, most students appreciated the application of TBL because it could give them more chances to interact with their teacher, their classmates in pair or group discussion and thus improve their communication skill, confidence, interest, motivation when speaking English. Third, the results from the pre and post questionnaires indicated that task based learning offered students a lot of benefits as it is communication based. Tasks supported language learning and encouraged students to take part in English speaking activities actively. Moreover, students expressed that they were more relaxed, more motivated, more self -confident and more interested in task-based English speaking activities. According to the student's opinions, the activities were interesting, related to real life, provided students with opportunities to work in pairs or in groups to use newly-learnt words, and language purposefully and effectively.

On the whole, the results in this study shows that the implementation of TBL is effective and can improve students' speaking performance at Diem Thuy Upper Secondary school. The results were not only consistent with the literature review but also supportive of other studies on using TBL conducted before. It can be said that the current study has supported the researcher in solving the students' problems in the teaching context. Therefore, further studies on TBL should be conducted with other participants on a larger scale and if possible, in different contexts.

5.2. Implications

5.2.1. For students

Firstly, students should be encouraged to practice speaking in real life situations which will take advantages of task-based activities more effectively.

Secondly, ask-based activities should be used frequently in the speaking lessons to encourage students to communicate with each other.

5.2.2. For teacher

Firstly, it is recommended that teachers need to create more activities and well prepare lesson plans to encourage students to communicate in class. On this basis, the teachers should think about how to introduce new language items, what questions or which activities they will ask their students to elicit the new words from the topic and give the students clear instructions on what they will do at each stage of the task.

Secondly, the time allocation for each task should be planned appropriately for each stage, and students should be controlled carefully. If the time for the task is too long, students will feel bored or tired. If the students do not have enough time to complete the speaking task, they will not get any sense of satisfaction.

Thirdly, the teachers should make more appropriate ready-designed tasks by supplementing some speaking activities that allow students to interact with others. The teachers should provide the students with a variety of interesting speaking tasks, which influence students' progress and attitudes towards the lesson.

5.2.3. For other researchers

Despite the restraint of the study, it is hoped that it can offer some guidelines for further research on task based learning in teaching English speaking.

5.3. Limitations of the study

Although the study has provided a comparatively detailed description of the task based learning in improving speaking performance of the 11th grade students, there are still some limitations of the study.

First, when implementing the action plan, some students were not aware of the importance of TBL. Hence, some participants did not concentrate on the tasks, which made the speaking lessons noisy and some of them used mother tongue in the class.

Second, the study was carried out in a limited time of twenty weeks. The study would be more reliable if the research had been taken in a longer time. The longer time is a key factor creating the more success for students' speaking competence.

Third, the results were particular from one class (11A3) at Diem Thuy Upper Secondary School. If the action research was implemented in more classes, the results of the study would be generalized to a larger population.

5.4. Recommendations for further research

Based on the limitation of the study as discussed above, the recommendations are raised for further research as follows.

First and foremost, further studies should be carried out in longer duration in order to produce more reliable results.

Second, the subjects of the study need to be broadened, for example with students in grade 10, grade 12.

Third, TBL may be applied in other skills, such as listening, writing and reading

Fourth, beside questionnaires, tests, observation, other instruments such as interview should be used in further research

Fifth, it is important, especially with less confident students, to create a positive, supportive, low stress atmosphere that encourages creativity and risk taking;

Finally, some further research, if possible, should be taken on studying the tips or techniques in order to apply task-based activities to improve EFL learners' speaking competence.

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APPENDICES

APPENDIX 1 PRE-QUESTIONNAIRE

Dear students,

We would like to ask you to help us by answering this questionnaire concerning learning speaking English. This survey is conducted by 40 students of class 11A3 at Diem Thuy Upper Secondary school to better understand the difficulties of learning English speaking skill. This is not a test, so there is no “right” or “wrong” answers. We are interested in your opinion. Please give your answers sincerely as only this can guarantee the success of the study. Thank you very much for your help!

Your name:.....(optional)

Date:.....

For each statement, please circle the number that best reflects your viewpoint on a five-point scale.

Statements	Options				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.I like learning English.	1	2	3	4	5
2.I am willing to speak English.	1	2	3	4	5
3. I can speak English well.	1	2	3	4	5
4. I like speaking activities implemented by the teacher.	1	2	3	4	5
5. I always participate actively in speaking activities in class.	1	2	3	4	5
6.I feel anxious when speaking English because of a lack of vocabulary.	1	2	3	4	5
7. I feel anxious when speaking English because of a lack of grammar.	1	2	3	4	5
8. I feel anxious when speaking English because of a lack of background knowledge of the topic.	1	2	3	4	5

APPENDIX 2 POST- QUESTIONNAIRE

Dear students,

This questionnaire is designed to investigate your opinions towards the seven speaking lessons, which were applied task based learning.

There is no “right” or “wrong” answers, so please give your answers sincerely as only this can guarantee the success of the study. Your cooperation in this matter is greatly appreciated.

Thank you very much for your help!

Your name:.....(optional)

Date:.....

PART 1: How do you find the teacher’s organizing of task-based activities?

For questions 1-9, please circle the number that best reflects your viewpoint on a five-point scale

The process of TBL	Options				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.The teacher sets an interesting context to introduce the topic of the task	1	2	3	4	5
2.The teacher gives clear instructions	1	2	3	4	5
3. The teacher highlights useful words and phrases in the introduction	1	2	3	4	5
4. The teacher asks students to work in pairs or in groups	1	2	3	4	5
5. The teacher monitors, offers encouragement and gives guidance if students require	1	2	3	4	5

6. The teacher asks students to prepare to report their task to the whole class	1	2	3	4	5
7. The teacher asks some groups or pairs to present their task to the class, or exchange their reports, and compare results.	1	2	3	4	5
8. The teacher asks students to examine and discuss specific features in the conversation to identify specific language features of the speech.	1	2	3	4	5
9. The teacher gives feedback on students' presentation and highlights the language that the students have used during the report phase for analysis	1	2	3	4	5

PART 2: What do you think about the opportunities for practice when doing speaking tasks?

For questions 10-14, please circle the number that best reflects your viewpoint on a five-point scale

Statements	Options				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
10. I feel self-confident when I answer my partner's questions in English speaking lessons	1	2	3	4	5
11. I feel confident when presenting the	1	2	3	4	5

reports to the class or exchanging the ideas.					
12. I have more chances to exchange ideas with my classmates in pair or in group discussion	1	2	3	4	5
13. I enjoy interacting with my teacher and classmates	1	2	3	4	5
14. I participate actively in speaking activities in class	1	2	3	4	5

PART 3: What do you think about the benefits of the tasks applied TBL in seven speaking lessons?

For questions 15-20, please circle the number that best reflects your viewpoint on a five-point scale

Statements	Options				
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
15. The tasks are interesting	1	2	3	4	5
16. I feel relaxed when I do the tasks	1	2	3	4	5
17. The tasks make me feel motivated in learning speaking	1	2	3	4	5
18. Task-based learning makes me confident in speaking lessons	1	2	3	4	5
19. Task-based learning helps me improve my communication skills through group discussion	1	2	3	4	5

and result presentation.					
20. I try to use newly-learnt words, expressions and sentence patterns while speaking	1	2	3	4	5

APPENDIX 3 OBSERVATION CHECKLISTS

Teacher's name: Date:

Observer's name:..... Subject:

School: Lesson:

Class:

Instruction: Check (√) the statement that you consider appropriate according to your criteria. *Good or Need improvement*

	Criteria	Good	Need improvement
	Preparation		
1	Clear and specific objective for the lesson		
2	Using suitable materials according to the objectives of the lesson		
3	Time planning according to the objectives of the lesson and activities presented		
	Teaching and learning		
4	The teacher sets an interesting context to introduce the task		
5	The teacher gives clear instructions		
6	The teacher highlights useful words and phrases in the introduction in an effective way		
7	Students work in pairs or in groups		
8	The teacher monitors, offers encouragement and gives guidance if students require		
9	The teacher asks students to prepare to report their task to the whole class		
10	Students present their task to the class, or exchange their reports, and compare results.		

11	The teacher asks students to examine and discuss specific features in the conversation to identify specific language features of the speech.		
12	The teacher gives feedback on students' presentation		
13	The teacher highlights the language that the students have used during the report phase for analysis		
14	Students participate actively in speaking activities		

APPENDIX 4 SPEAKING EVALUATION SHEET

(Adapted from Cambridge English Language Assessment)

Examiner's name:

Student's name:

Class:

Date:

Criteria		Notes
Grammar and vocabulary (2.5)	Show a good degree of control of simple grammatical forms. Attempt some complex grammatical forms Use a range of appropriate vocabulary to give and exchange views on familiar topic	2.5
	Show a good degree of control of simple grammatical forms. Use a range of appropriate vocabulary when talking about familiar topic	2.0
	Show sufficient control of simple grammatical forms. Use a limited range of appropriate vocabulary when talking about familiar topic	1.0
Discourse management	Produce extended stretches of language despite some hesitation.	2.5

Criteria			Notes
(2.5)	Contributions are relevant despite some repetition. Use basic cohesive devices		
	Produce responses which are extended beyond short phrases, despite some hesitation. Contributions are mostly relevant, but there are may be some repetition. Use basic cohesive devices	2.0	
	Produce responses which are characterized by short phrases and frequent hesitation. Repeat information or digress from the topic	1.0	
Pronunciation (2.5)	Intonation is generally appropriate Sentence and word stress is generally appropriate Individual sounds are generally articulated clearly	2.5	
	Intonation is quite appropriate Sentence and word stress is sometimes unclear Some individual sounds are articulated not very clearly	2.0	
	Intonation is not very appropriate Sentence and word stress is inappropriate. Some individual sounds are articulated not very clearly	1.0	
Interactive communication (2.5)	Initiate and respond appropriately Maintain and develop the interaction and negotiate towards an outcome with very little support	2.5	

Criteria		Notes
	Initiate and respond appropriately Keep the interaction going with very little prompting and support	2.0
	Maintain simple exchanges, despite some difficulty Require prompting and support	1.0
Student's score		

APPENDIX 5: SAMPLES OF PRE-TEST

(Adapted from Cambridge English Preliminary English Test for school)

Part 1 (2-3 minutes)

Phase 1

Examiner

A/B: Good morning / afternoon / evening.

Can I have your mark sheets, please?

(Hand over the mark sheets to the Assessor.)

A/B: I'm Dung

A: Now, what's your name?

Thank you.

B: And what's your name?

Thank you.

Back-up prompts

B	Student B, what's your surname? How do you spell it? Thank you.
A	And, Student A, what's your surname? How do you spell it? Thank you.

How do you write your family / second name?
How do you write your family / second name?

(Ask the following questions. Ask Student A first.)

Where do you live / come from?
Do you study English at school?
Do you like it?
Thank you.
(Repeat for Student B.)

Do you live in Thai Nguyen city?	
Do you have English lessons?	

Phase 2

Examiner

(Select one or more questions from the list to ask each Student. Use Students' names

throughout. Ask Student B first.)

What's your favourite school subject? Why?

Tell us about your English teacher.

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

Back-up prompts
1. Do you like studying Maths or Science?
2. Who is your English teacher?
3. What do you do in your free time?
4. Do you have brothers or sisters?

(Introduction to Part 2)

In the next part, you are going to talk to each other.

Part 2 (2-3 minutes)

LEAVING PRESENTS

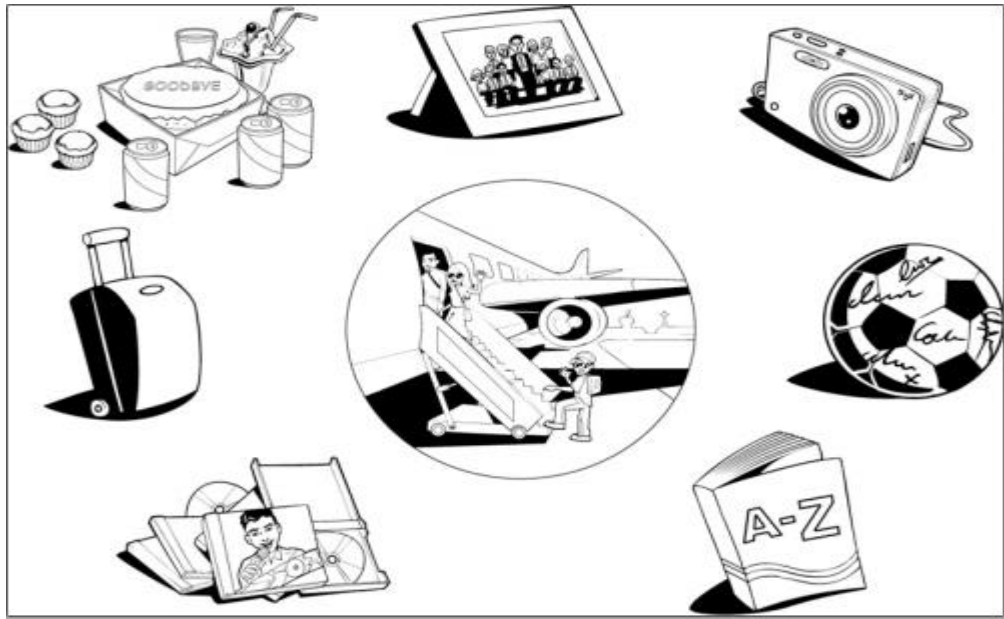
Examiner: *Say to both students*

I'm going to describe a situation to you.

A boy is **leaving** his school because his parents are going to work in **another country**. The students in his class want to give him a **present**. Talk together about the **different** presents they could give him and then decide which would be **best**.

Here is a picture with some ideas to help you.

Place *Part 2 booklet*, in front of the students.



Ask both Students to look at the picture. Repeat the frame

I'll say that again.

A boy is **leaving** his school because his parents are going to work in **another country**. The students in his class want to give him a **present**. Talk together about the **different** presents they could give him and then decide which would be **best**.

All right? Talk together.

Allow the Student enough time to complete the task without intervention.

Prompt only if necessary

PART 3 (3 minutes)

TEENAGER BEDROOM

Examiner: Say to both Students

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teenagers in their **bedrooms at home**.

Student A, here is your photograph. (*Place Part 3 booklet, open at Task 1A, in front of Student A.*) Please show it to Student B, but I'd like you to talk about it.

Student B, you just listen. I'll give you your photograph in a moment.
Student A, please tell us what you can see in your photograph.

(Part 3 booklet, open at Task 1A)



(Student A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Examiner

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Student A.

Now, Student B, here is your photograph. It also shows a teenager in his

bedroom at home. *(Place Part 3 booklet, open at Task 1B, in front*

of Student B.) Please show it to Student A and tell us what you can see in the photograph

(Part 3 booklet, open at Task 1B)



(Student B) *Approximately one minute*

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Student B

Part 4 (3 minutes)

Examiner

Say to both

students:

Your photographs showed teenagers in their **bedrooms at home**.

Now, I'd like you to talk together about the things you have in **your** bedrooms at home **now** and the things you'd like to have in your bedrooms in the **future**

Allow the students enough time to complete the task without intervention.

Prompt only if necessary.

Thank you. That's the end of the test.

Back-up prompts

1. Talk about the things you have in **your** bedrooms at home **now**
2. Talk about the things you'd like to have in your bedrooms in the **future**

3. Talk about why you'd like to have these things in your bedrooms in the **future**

APPENDIX 6: SAMPLES OF POST-TEST

(Adapted from Cambridge English Preliminary English Test for school)

Part 1 (2-3 minutes)

Phase 1

Examiner

A/B: Good morning / afternoon / evening.

Can I have your mark sheets, please?

(Hand over the mark sheets to the examiner.)

A/B: I'm Dung

A: Now, what's your name?

Thank you.

B: And what's your name?

Thank you.

Back-up prompts

B	Student B, what's your surname? How do you spell it? Thank you.
A	And, student A, what's your surname? How do you spell it? Thank you.

How do you write your family / second name?
How do you write your family / second name?

<p><i>(Ask the following questions. Ask Student A first.)</i></p> <p>Where do you live / come from? Do you study English at school? Do you like it? Thank you. <i>(Repeat for Student B.)</i></p>

Do you live in Thai Nguyen city? Do you have English lessons?

Phase 2

Examiner

(Select one or more questions from the list to ask each Student. Use Students' names

throughout. Ask student B first.)

Do you enjoy studying English? Why (not)?

Do you think that English will be useful for you in the future?

What do you enjoy doing in your free time?

Tell us about your family.

Thank you.

Back-up prompts

1. Do you like studying English?
2. Will you use English in the future?
3. What do you like to do in your free time?
4. Do you have brothers or sisters?

(Introduction to Part 2)

In the next part, you are going to talk to each other.

Part 2 (2-3 minutes)

GOODBYE PRESENTS

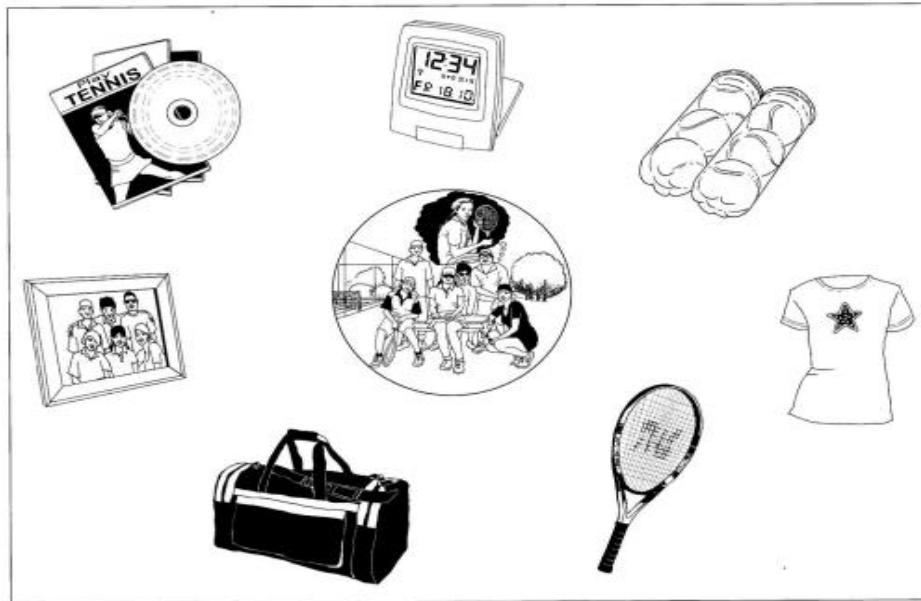
Examiner: *Say to both students*

I'm going to describe a situation to you.

A girl is **going to live** in another city. The people live in her tennis club want to give her a goodbye present. Talk together about the different things they could give her and then decide which would be best.

Here is a picture with some ideas to help you.

Place Part 2 booklet, in front of the students.



Ask both Students to look at the picture. Repeat the frame

I'll say that again.

A girl is **going to live** in another city. The people live in her tennis club want to give her a goodbye present. Talk together about the different things they could give her and then decide which would be best.

All right? Talk together.

Allow the Student enough time to complete the task without intervention.

Prompt only if necessary

PART 3 (3 minutes)

ENJOYING MUSIC

Examiner: *Say to both Students*

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people enjoying music.

Student A, here is your photograph. (*Place **Part 3 booklet**, open at **Task 1A**, in front of Student A and ask Student A to look at the photo.*) Please show it to Student B, but I'd like you to talk about it.

Student B, you just listen. I'll give you your photograph in a moment.

Student A, please tell us what you can see in your photograph.

(Part 3 booklet, open at Task 1A)



(Student A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Examiner

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Student A.

Now, Student B, here is your photograph. It also shows people enjoying music **bedroom at home**. (Place **Part 3 booklet**, open at **Task 1B**, in front of Student B and ask Student B to look at the *photo*.) Please show it to Student A and tell us what you can see in the photograph

(Part 3 booklet, open at Task 1B)



(Student B) *Approximately one minute*

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Student B

Part 4 (3 minutes)

Examiner

Say to both students:

Your photographs show people enjoying music

Now, I'd like you to talk together about when you enjoy music and say what you do when you're listening to music

Allow the students enough time to complete the task without intervention.

Prompt only if necessary.

Thank you. That's the end of the test.

Back-up prompts

1. Talk about when you enjoy music.
2. Talk about what you do when you're listening to music.
3. Talk about the type of music you like.
4. Talk about the type of music you don't like.

APPENDIX 7: RESULTS OF THE TESTS

STUDENT'S NUMBER	STUDENTS' NAME	PRE-TESTS	POST-TESTS
1	Nguyễn An	5.5	7.0
2	Dương Ánh	4.0	6.0
3	Dương Đình Cường	5.0	6.5
4	Dương Đình Dương	4.5	5.5
5	Nguyễn Tùng Dương	6.0	7.0
6	Dương Văn Điệp	5.0	6.0
7	Dương Việt Hà	5.0	6.5
8	Trương Thị Hạ	5.5	7.0
9	Nguyễn Thị Hằng	5.0	6.0
10	Nguyễn Thị Hậu	3.5	5.0
11	Nguyễn Thị Hòa	6.0	7.5
12	Nguyễn Thị Huệ	6.5	7.5
13	Dương Văn Huy	4.0	6.0
14	Nguyễn Thị Huyền	4.5	6.0
15	Nguyễn Thị Khánh Huyền	4.0	6.0
16	Phạm Thị Thanh Huyền	5.5	7.0
17	Trương Thị Huyền	6.0	7.5
18	Tạ Thị Hường	6.0	7.0
19	Ngô Thị Hương	5.0	6.5
20	Nguyễn Việt Lợi	7.0	8.5
21	Nguyễn Thị Ly	6.0	7.5
22	Dương Thị Mận	7.0	8.5
23	Dương Đình Nam	5.0	7.0
24	Dương Thị Nam	4.5	5.5
25	Trần Văn Nam	5.5	6.5

STUDENT'S NUMBER	STUDENTS' NAME	PRE-TESTS	POST-TESTS
26	Nguyễn Thị Ngà	6.0	7.5
27	Nguyễn Thị Ngọc	7.0	8.0
28	Lê Thị Ngọc	5.0	6.0
29	Phạm Thị Ngọc	4.5	6.0
30	Nguyễn Thị Nguyệt	4.0	6.0
31	Lưu Thị Phương	5.0	7.0
32	Tạ Thị Phương	7.0	8.5
33	Tạ Văn Quân	3.5	5.0
34	Tạ Như Tân	4.0	5.0
35	Lê Quang Thắng	5.0	6.0
36	Nguyễn Việt Thắng	5.0	6.5
37	Lưu Thị Thoa	6.5	7.5
38	Nguyễn Tuấn Thương	6.5	8.0
39	Tạ Đình Tinh	7.0	8.5
40	Dương Quốc Toàn	5.0	6.5

**APPENDIX 8: RESULTS OF THE PRE-TESTS ACCORDING TO
CRITERIA**

No	Student's name	Criteria and marks				Total scores
		Grammar & vocabulary (2.5)	Discourse management (2.5)	Pronunciation (2.5)	Interactive communication (2.5)	
1	Nguyễn An	1.5	1.5	1.5	1	5.5
2	Dương Ánh	1	1	1	1	4.0
3	Dương Đình Cường	1.5	1.5	1	1	5.0
4	Dương Đình Dương	1.5	1	1	1	4.5
5	Nguyễn Tùng Dương	1.5	1.5	1.5	1.5	6.0
6	Dương Văn Điệp	1	1.5	1.5	1	5.0
7	Dương Việt Hà	1.5	1	1.5	1	5.0
8	Trương Thị Hạ	1.5	1.5	1.5	1	5.5
9	Nguyễn Thị Hằng	1.5	1.5	1	1	5.0
10	Nguyễn Thị Hậu	1	1	1	0.5	3.5
11	Nguyễn Thị Hòa	1.5	1.5	1.5	1.5	6.0
12	Nguyễn Thị Huệ	2	1.5	1.5	1.5	6.5
13	Dương Văn Huy	1	1	1	1	4.0
14	Nguyễn Thị Huyền	1.5	1	1	1	4.5
15	Nguyễn Thị Khánh Huyền	1	1	1	1	4.0
16	Phạm Thị Thanh Huyền	1.5	1.5	1	1	5.5
17	Trương Thị Huyền	1.5	1.5	1.5	1.5	6.0
18	Tạ Thị Hường	2	1	1.5	1.5	6.0
19	Ngô Thị Hương	1	1.5	1	1.5	5.0
20	Nguyễn Việt Lợi	2	1.5	1.5	2	7.0
21	Nguyễn Thị Ly	1.5	1.5	1.5	1.5	6.0
22	Dương Thị Mận	1.5	2	1.5	2	7.0
23	Dương Đình Nam	1.5	1	1.5	1	5.0

No	Student's name	Criteria and marks				Total scores
		Grammar & vocabulary (2.5)	Discourse management (2.5)	Pronunciation (2.5)	Interactive communication (2.5)	
24	Dương Thị Nam	1	1.5	1	1	4.5
25	Trần Văn Nam	1.5	1.5	1.5	1	5.5
26	Nguyễn Thị Nga	1.5	1.5	1.5	1.5	6.0
27	Nguyễn Thị Ngọc	1.5	2	2	1.5	7.0
28	Lê Thị Ngọc	1	1.5	1.5	1	5.0
29	Phạm Thị Ngọc	1.5	1	1	1	4.5
30	Nguyễn Thị Nguyệt	1	1	1	1	4.0
31	Lưu Thị Phương	1	1.5	1	1.5	5.0
32	Tạ Thị Phương	2	2	1.5	1.5	7.0
33	Tạ Văn Quân	1	1	1	0.5	3.5
34	Tạ Như Tân	1	1	1	1	4.0
35	Lê Quang Thắng	1.5	1.5	1	1	5.0
36	Nguyễn Việt Thắng	1	1.5	1.5	1	5.0
37	Lưu Thị Thoa	2	1.5	1.5	1.5	6.5
38	Nguyễn Tuấn Thương	1.5	2	1.5	1.5	6.5
39	Tạ Đình Tĩnh	2	2	1.5	1.5	7.0
40	Dương Quốc Toàn	1.5	1	1	1.5	5.0

**APPENDIX 9: RESULTS OF THE POST-TESTS ACCORDING TO
CRITERIA**

No	Students' name	Criteria and marks				Total scores
		Grammar & vocabulary (2.5)	Discourse management (2.5)	Pronunciation (2.5)	Interactive communication (2.5)	
1	Nguyễn An	2	1.5	2	1.5	7.0
2	Dương Ánh	1.5	1.5	1.5	1.5	6.0
3	Dương Đình Cường	2	2	1.5	1	6.5
4	Dương Đình Dương	2	1	1.5	1	5.5
5	Nguyễn Tùng Dương	2	1.5	2	1.5	7.0
6	Dương Văn Điệp	1.5	1.5	1.5	1.5	6.0
7	Dương Việt Hà	1.5	1.5	2	1.5	6.5
8	Trương Thị Hạ	2	1.5	2	1.5	7.0
9	Nguyễn Thị Hằng	2	1	1.5	1.5	6.0
10	Nguyễn Thị Hậu	1.5	1	1.5	1	5.0
11	Nguyễn Thị Hòa	2	2	2	1.5	7.5
12	Nguyễn Thị Huệ	2	2	2	1.5	7.5
13	Dương Văn Huy	1.5	1.5	1.5	1.5	6.0
14	Nguyễn Thị Huyền	2	1	1.5	1.5	6.0
15	Nguyễn Thị Khánh Huyền	1.5	1.5	1.5	1.5	6.0
16	Phạm Thị Thanh Huyền	2	2	1.5	1.5	7.0
17	Trương Thị Huyền	2	1.5	2	2	7.5
18	Tạ Thị Hường	2	1.5	2	1.5	7.0
19	Ngô Thị Hương	1.5	2	1.5	1.5	6.5
20	Nguyễn Việt Lợi	2.5	2	2	2	8.5
21	Nguyễn Thị Ly	2	1.5	2	2	7.5
22	Dương Thị Mận	2.5	2	2	2	8.5

No	Students' name	Criteria and marks				Total scores
		Grammar & vocabulary (2.5)	Discourse management (2.5)	Pronunciation (2.5)	Interactive communication (2.5)	
23	Dương Đình Nam	2	1.5	2	1.5	7.0
24	Dương Thị Nam	1.5	1	1.5	1.5	5.5
25	Trần Văn Nam	2	1.5	2	1	6.5
26	Nguyễn Thị Ngà	2	2	2	1.5	7.5
27	Nguyễn Thị Ngọc	2	2	2	2	8.0
28	Lê Thị Ngọc	1.5	1.5	2	1	6.0
29	Phạm Thị Ngọc	2	1.5	1.5	1	6.0
30	Nguyễn Thị Nguyệt	2	1.5	1.5	1	6.0
31	Lưu Thị Phượng	1.5	2	2	1.5	7.0
32	Tạ Thị Phượng	2.5	2	2	2	8.5
33	Tạ Văn Quân	1.5	1	1.5	1	5.0
34	Tạ Như Tân	1.5	1	1.5	1	5.0
35	Lê Quang Thắng	2	1.5	1.5	1	6.0
36	Nguyễn Việt Thắng	2	1.5	1.5	1.5	6.5
37	Lưu Thị Thoa	2	2	2	1.5	7.5
38	Nguyễn Tuấn Thương	2	2	2	2	8.0
39	Tạ Đình Tinh	2	2	2.5	2	8.5
40	Dương Quốc Toàn	2	2	2	1.5	6.5

APPENDIX 10: LESSON PLAN SAMPLES

Unit 8: Celebrations

Lesson 2: Speaking

Time: 45 minutes

I. Aims

- Improve knowledge of celebrations in Vietnam and in the world
- Talk about the celebrations of Tet in Vietnam and other festivals' activities in Vietnam and all over the world

II. Objectives: By the end of the lesson, students will be able to



- Talk about the celebration of Tet and other festivals' activities, such as Thanksgiving, Valentine's Day and Mid-Autumn Festival.
- Use the present simple tense to talk about the celebration.

III. Skills: skill

IV. Materials: Textbooks "Tiếng Anh 11", chalk, computers, projectors, handouts, pictures, speakers.

V. Methods: Communicative approach and task based learning

VI. Procedures

Contents and time	Teachers' activities	Students' activities
I. Pre-teaching (10 minutes)	<p>-Ask some daily questions</p> <ol style="list-style-type: none"> 1. Who's absent today? 2. What's the date today? <p>-Let students listen to a piece of music of the song Happy New Year</p> <p>-Ask students some questions</p> <ol style="list-style-type: none"> 1. What's the title of the song? 2. What's the song about? 3. How do you feel when you listen to the song? 4. What do you often do at Tet? <p>- Lead in: Beside Tet, one of the most important holidays in Vietnam and in the world, can you name some other festivals?</p> <p>- Show three pictures of holidays and celebrations, ask students to work in pairs in 1 minute and tell what they are about.</p> <div style="text-align: center;">   </div>	<p>-Answer the questions</p> <p>-Listen to the song</p> <p>-Answer the questions</p> <ol style="list-style-type: none"> 1. Happy New Year 2. Feelings about the old year and the New Year 3. I feel excited / happy. 4. I eat banh chung and receive lucky money <p>-Name some festivals</p> <p>-Work in pairs, name the holidays and celebrations in each picture:</p> <p>-Suggestions:</p> <p>+ ,Picture 1: Thanksgiving</p> <p>+ ,Picture 2: Valentine's Day</p> <p>+ , Mid-Autumn Festival</p>

	<p>Lan: Well, we eat a lot of special foods, we dress up and visit friends and relatives, and we also play some traditional games.</p> <p>Mai: Oh, that sounds interesting.</p> <p>-Ask students to practise the dialogue in pairs</p> <p>-Go around to observe and give supports</p> <p>-Call some pairs to act out the dialogue.</p> <p>- Give comments</p>	<p>-Act out the dialogue</p> <p>- Listen</p>
2.Task 2	<p>Introduction: You are going to match the holidays with its description and activities</p> <p>-Ask students to work in pairs and match the holiday with its main purpose and activities at page 94.</p> <p>- Ask students to compare the answer with other pairs</p> <p>-Call some students to give the answer</p> <p>-Feedback</p> <p>- Guide students to read the information</p>	<p>-Work in pairs to match the information</p> <p>- Compare the answer</p> <p>- Give the answer</p> <p>1.c C</p> <p>2.a A</p> <p>3.b B</p> <p>- Listen and give feedback</p> <p>- Repeat in chorus</p>
3.Task 3	<p>Introduction: You are going to ask and answer questions about holidays in task 2, using the dialogue in task 1 as the model.</p> <p>-Give half of the students handout 1 with some missing information of the celebrations and holidays, half of the students in class handout 2 with some missing information of the holidays and celebrations.</p> <p>- Set a time limit of 4 minutes</p> <p>-Ask students to go around work in pairs to ask and answer questions about</p>	<p>-Listen to the teacher</p> <p>- Get the handouts</p> <p>-Go round, work in pairs to ask, answer to get the missing information</p>

	Thanksgiving, Valentine’s Day, Mid-Autumn Festival and take notes - Go around and help if necessary. - Check some pairs and give feedback.	-Act out -Listen
III. Post-teaching (7 minutes)	-Ask students to work in groups of three, report about the holidays they have just asked for the information in task 3. - Set a time limit of 2 minutes for students to prepare - Go around for help if necessary -Ask some students to make a report to the whole class - Feedback	- Work in groups of 3 to report about the holidays - Present the report in front of the class. - Listen
IV. Consolidation (3 minutes)	-Highlight the sentence patterns and the present simple tense which are used in the lesson -Give homework: Write a short paragraph of 60 words about the celebration you like best.	- Listen -Take notes

HANDOUT OF TASK 2

Holiday / Celebration	Its main purpose	Its activities
1. Thanksgiving (third Thursday in November)	a. People express their love to each other	A- They give chocolates, flowers or gifts to the persons they love
2. Valentine’s Day (February 14th)	b. People celebrate the largest full moon in the year.	B- Children wear masks, have parties with special cakes and lots of fruits, parade in the street, etc...
3. Mid-Autumn Festival (15th day of the 8th lunar month)	c. People celebrate the harvest.	C- Family members get together. They prepare a

		large meal with roast turkey.
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HANDOUT OF TASK 3

Handout 1. Ask your partner for the missing information about the holiday / celebration below

Holiday / Celebration	When is it?	What's it?	What do people do on that day?
1. Thanksgiving	third Thursday in November	The time people celebrate the largest full moon in the year.	Family members get together. They prepare a large meal with roast turkey.
2. Valentine's Day		The time people express their love to each other	
3. Mid-Autumn Festival			

Handout 2. Ask your partner for the missing information about the holiday/ celebration below

Holiday / Celebration	When is it?	What's it?	What do people do on that day?
1. Thanksgiving			
2. Valentine's Day	February 14th		They give chocolates, flowers or gifts to the persons they love
3. Mid-Autumn Festival	15 th day of the 8 th lunar month	The time people celebrate the largest full	Children wear masks, have parties with special cakes and lots of fruits, parade in the street, etc...

		moon in the year.	
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APPENDIX 11: TAPESCRIPTS OF PRE SPEAKING TESTS

(Notes: The slash // used to indicate there were pauses and wall brackets () used to mark the wrong pronunciation)

Pair 1: Student number 1: Nguyen An (Marks: 5.5)

Student number 2: Duong Anh (Marks: 4.0)

PART 1

Examiner: Good afternoon

Students: Good afternoon

Examiner: Can I have your mark sheet, please?

Students: Yes (Give the mark sheet)

Examiner: I'm Dung.

Now, what's your name? (Ask student student number 1)

Student number 1: An

Examiner: Thank you, what's your name? (Ask student number 2)

Student number 2: Anh

Examiner: Thank you. Anh, what's your surname?

Anh: Duong

Examiner: How do you spell it?

Anh: D-u-o-n-g

Examiner: Thank you

Examiner: Thank you. An, what's your surname?

Anh: Nguyen

Examiner: How do you spell it?

Anh: N-g-u-y-e-n

Examiner: Thank you

Examiner: An, where do you come from?

An: Phu Binh

Examiner: Do you study English at school?

An: Yes. It's very funny.

Examiner: Anh, where do you come from?

Anh: I (come) // from Thai Nguyen city.

Examiner: Do you study English at school?

Anh: Yes, of (course).

Examiner: Do you like it?

Anh: Yes

Examiner: Thank you. Anh, what's your favourite school subject?

Anh: English

Examiner: Why?

Anh: Because it // important // my (life).

Examiner: Tell us about your English teacher, An.

An: Our English teacher is nice to us and very funny. And I always try // learn English lessons.

Examiner: What do you enjoy doing in your free time, An?

An: I enjoy playing football // my friends. I watch TV and play (computer games).

Examiner: Anh, tell us about your family.

Anh: I live with // my (parents).

Examiner: Thank you

PART 2

Examiner: In the next part, you are going to talk to each other. I'm going to describe the situation to you. A boy is leaving his school because his parents are going to work in another country. The students in his class want to give him a present. Talk together about the different presents they could give him and then decide which would be best.

Here is a picture with some ideas to help you.

I'll say that again.

A boy is leaving his school because his parents are going to work in another

country. The students in his class want to give him a present. Talk together about the different presents they could give him and then decide which would be best.

All right? Talk together.

An: I think // the football is a great idea because if he // like playing football, he will never (forget) them.

Anh: But I think the (suitcase) // good idea , Uh.

An: Because every time when he's flying or going to another country, it's useful to them

Anh: I think // (picture) is // good, he never // forget // his friends.

An: But probably he // already got a picture from them.

Anh: Yes, // some CDs of the (singers) // good because when he (hears) the music, he //can remember // (moment) // his friends.

An: I think it's a good idea. I don't think the book // good.

Anh: // Uh, // (camera) // not good.

An: The CDs are really good.

Anh: Yes

Examiner: Thank you. Can I have the booklet, please?

An and Anh: Yes

PART 3

Examiner: Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of teenagers in their bedrooms at home. An, here is your photograph. Please show it to Anh, but I'd like you to talk about it. Anh, you just listen. I'll give you your photograph in a moment. An, please tell us what you can see in your photograph.

An: OK, that's a bedroom from a girl. I think //she plays // (guitar). She has the guitar in it. The bed room // pink. And, // there are // windows. She has a television. And she's reading a book on her bed. And //on the left, there are (paintings). And she has many CDs and (flowers). Uh...

Examiner: Thank you. Can I have the booklet, please? Now, Anh, here is your photograph. It also shows a teenager in his bedroom at home. Please show it to An and tell us what you can see in the photograph

Anh: There // a boy in // bedroom. It has a big (window). He // computer. I think he's (talking) with his friend. I think he// likes very much football//. Ah, Uh//

Examiner: Thank you. Can I have the booklet, please?

PART 4

Examiner: Your photographs showed teenagers in their bedrooms at home. Now, I'd like you to talk together about the things you have in your bedrooms at home now and the things you'd like to have in your bedrooms in the future.

An: In my bedroom, there // a bed.

Anh: // my bedroom, too.

An: There // a big window. // And // I've got // big (desk) and some (chairs)

Anh: I have got // one

An: I've got CD players and some CDs

Anh: you like music?

An: Yes, // I like (rock) // and pop

Anh: Me too.

An: The bedroom is // mess // because I have different things on it

Anh: I have // (posters) // my bedroom.

An: In the future, I want // have a bigger room because my room // too small.

And I want to have some posters too.

Anh: // (Posters) like// Uh...

An: Football (club). And I like to have a piano because I like // playing // piano

Examiner: Thank you. That's the end of the test.

APPENDIX 12: TAPESCRIPTS OF POST SPEAKING TESTS

(Notes: The slash // used to indicate there were pauses and wall brackets () used to mark the wrong pronunciation)

Pair 1: Student number 1: Nguyen An (Marks: 7.0)

Student number 2: Duong Anh (Marks: 6.0)

PART 1

Examiner : Good morning.

Students: Good morning.

Examiner: Can I have your mark sheet, please?

Students: Yes (Give the mark sheet)

Examiner: I'm Dung.

Now, what's your name? (Ask student number 1)

Student number 1 : An

Examiner: An, what's your surname?

Student number 1: Nguyen

Examiner: How do you spell it?

Student number 1: N-g-u-y-en

Examiner: Thank you

What's your name ? (Ask student number 2)

Student number 2: Anh

Examiner: Anh, what's your surname?

Student number 2: Duong

Examiner: How do you spell it?

Student number 2: D-u-o-n-g

Examiner: Thank you

Examiner: An, where do you live?

An: In Phu Binh

Examiner: Do you study English at school?

An: Yes, I have English four times a week

Examiner: Do you like it?

An: Yes, I love it

Examiner: And Anh, where do you live?

Anh: I live in Thai Nguyen city

Examiner: Do you study English at school?

Anh: Yes, we have English four times a week

Examiner: Do you like it?

Anh: I like

Examiner: Thank you. Anh, what's your favourite school subject?

Anh: I really like Maths and literature.

Examiner: An, tell us about your English teacher.

An: My English teacher, Uh, is friendly. Uh, She lives in Thai Nguyen city.

We have a good teacher.

PART 2

Examiner: Thank you. In the next part, you are going to talk to each other.

I'm going to describe the situation to you.

A girl is going to live in another city. The people live in her tennis club want to give her a goodbye present. Talk together about the different things they could give her and then decide which would be best.

Here is a picture with some ideas to help you. (The examiner place Part 2 booklet, in front of the students)

Examiner: I'll say that again. A girl is going to live in another city. The people live in her tennis club want to give her a goodbye present. Talk together about the different things they could give her and then decide which would be best. Alright? Talk together.

An: Maybe the photo is a good idea because she may have a good memory of her friend.

Anh: Yes, I think it would be // nice. Maybe a bag, so she can // put all the things she needs for tennis. It's a big one, so she can put everything in.

An: Yes, but she may have a lot of bags. I think it maybe the T-shirt.

Anh: Yes, we can make // T-shirt with her name (behind) it.

An: Yes. What do you think of the ball?

Anh: I don't think the ball // good present.

An: Yes, we have //a lot of balls.

Anh: What // you think about the DVD of (tennis)?

An: Uh, I don't know if it's so // good (gift) because // she knows how to play tennis.

Anh: Yes, exactly. It won't be really (useful).

An: What do you think about the rackets?

Anh: I think she has a lot of them. I don't like (rackets).

An: Yes, Uh, I think the photo is a good idea.

Anh: Yes, it would be perfect.

An: I think we can make a picture of all together and sign it and behind we can write something.

Anh: Yes

An: .It would be the best one to give her.// Maybe with the photo, we can give her a T-shirt.

Anh: Yes, so we can // (sign) or write something.

An: Maybe she can wear it // when she trains tennis.

Anh: Yes

An: So we can give her the photo and the T-shirt

Anh: Yes, that's a good idea

Examiner: Thank you. Can I have the booklet, please?

An and Anh: Yes

PART 3

Examiner: Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people enjoying music. An, here is your photograph.

Please show it to Anh, but I'd like you to talk about it. Anh, you just listen. I'll give you your photograph in a moment. An, please tell us what you can see in your photograph.

So, An, please tell us what you can see in your photograph.

An: In the photograph, we've got two girls // one is singing // in the microphone, // one // playing the guitar, in a bed. So, they're having fun. They're smiling, singing. Near the bedroom, we can see another guitar. // Uh, there are many colors in the bedroom. Yeah,

Examiner: Thank you. Now, Anh, here is your photograph. It also shows people enjoying music bedroom at home. Please show it to An and tell us what you can see in the photograph.

Anh: In the photograph, we have two (couples) dancing. // Uh, they're dancing in the (middle) of the street. // Uh, a lot of people are looking at them. They're (taking) photos of them. I think they like because they're smiling and clapping their hands. Uh, behind them some people are playing some music.

Examiner: Thank you. Can I have the booklet, please?

Anh: Yes

PART 4

Examiner: Your photographs show people enjoying music. Now, I'd like you to talk together about when you enjoy music and say what you do when you're listening to music

An: Uh, when I'm listening to music, I'm singing, // I'm dancing.

Anh: Me, too. When I'm with my friend, I always like // dance and // sing aloud. We seem to be crazy. Do you like pop music?

An: Yes, I like pop music. Do you often listen to pop music or classical music or rock?

Anh: Uh, no classical music. Sometimes rock, but more pop music

An: Me too. I like pop music and dance, maybe disco. When we are home together, we often listen to music and dance. It's really funny.

Anh: Yes, it's really nice.

An: One of the best thing we can do when we listen to music is talking. It's so (peaceful). Yeah, I like it. You know, Do you usually sing when you listen to music?

Anh: Yes, we often sing (together) when I am with my friends.

Examiner: Talk about the type of music you don't like.

An: I don't like classical music. Because I find it boring.

Anh: Yes, I don't like it too

An: I want // sleep when I listen to classical music.

Anh: Sometimes, you can hear it when you relax, when you stay in the bed.
But // listen // to music every day // so boring.

An: I don't like jazz music because it's boring

Anh: I don't like rock music

Examiner: Thank you. That's the end of the test.