

TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
LIST OF FIGURES	xii
 Chapter	
1 Introduction	1
Rationale and background of the study	1
Research questions	5
Purposes of the study	5
Hypothesis	6
Scope of the study	6
Definitions of the key terms	7
Significance of the study	8
2 Literature Review	9
The Basic Core Course Curriculum A.D. 2008.....	9
Course description: English listening and speaking	14
Communicative language teaching	15
Definition of communicative language teaching.....	15
Theoretical development underlying communicative language teaching.....	16
Oral communication	18
Teaching oral communication skills.....	18

Chapter	Page
Principles of communicative methodology.....	19
Speaking ability for communication	22
Developing oral communication skills	23
Teaching methods for developing English speaking proficiency.....	25
Activities for developing English speaking proficiency	25
Conversation and dialogues	26
Activities	28
Language learning strategies	29
Interaction strategies.....	30
Communicative tasks.....	32
Definition of communicative tasks.....	32
Types of communicative tasks	33
Descriptions of the five communicative tasks	34
Testing and assessing speaking proficiency	41
Testing methods	41
Assessing methods	42
Attitudes in language learning	44
Motivation in developing speaking skills	44
Related research studies	45
Research in language teaching in Thailand	45
Research in second language teaching and learning.....	47
The five communicative tasks teaching program.....	50
3 Methodology	55
Population and sample	55
Research design	56
Research instrument	59

Chapter	Page
Data collection	71
Data analysis	73
4 Results of the study	75
The findings of data analysis	75
The effectiveness of the five communicative tasks on students' English speaking proficiency.....	75
The findings from the Jigsaw tasks	76
The findings from the Information-gap tasks	76
The findings from the Decision-making tasks	77
The findings from the Problem-solving tasks	78
The findings from the Opinion-exchange tasks	78
A comparison of English proficiency scores prior to and after using the five communicative tasks	79
The findings from the Jigsaw tasks	80
The findings from the Information-gap tasks	81
The findings from the Decision-making tasks	81
The findings from the Problem-solving tasks	82
The findings from the Opinion-exchange tasks	82
A comparison of the differences on the English speaking proficiency results for each communicative task using the five communicative tasks.....	83
A comparison of the differences on each pair of the five communicative tasks	84
Students' attitudes towards the five communicative tasks	85
5 Conclusion, discussion and recommendations	89
Purposes of the study	89

LIST OF TABLES

Table		Page
1	Research design	57
2	English listening and speaking course (EN 43216) using the five communicative tasks	59
3	The effectiveness of the Jigsaw task on English speaking proficiency of Mattayomsuksa 6 students in Nongbuapittayakarn School with the standard criteria 80 / 80.....	76
4	The effectiveness of the Information-gap task on English speaking proficiency of Mattayomsuksa 6 students in Nongbuapittayakarn School with the standard criteria 80 / 80.....	76
5	The effectiveness of the Decision-making task on English speaking proficiency of Mattayomsuksa 6 students in Nongbuapittayakarn School with the standard criteria 80 / 80	77
6	The effectiveness of Problem-solving task on English speaking proficiency of Mattayomsuksa 6 students in Nongbuapittayakarn School with the standard criteria 80 / 80.....	78
7	The effectiveness of the Opinion-exchange task on English speaking proficiency of Mattayomsuksa 6 Students in Nongbuapittayakarn School with the standard Criteria 80/80	78
8	A comparison of English proficiency scores prior to and after using the five communicative tasks of Mattayomsuksa 6 students in Nongbuapittayakarn School	80
9	A comparison of English proficiency scores prior to and after using the Jigsaw task of Mattayomsuksa 6 students in Nongbuapittayakarn School.....	80

Table	Page
10 A comparison of English speaking proficiency scores prior to and after using the Information-gap task of Mattayomsuksa 6 students in Nongbuapittayakarn School.....	81
11 A comparison of English speaking proficiency scores prior to and after using the Decision-making task of Mattayomsuksa 6 students in Nongbuapittayakarn School	81
12 A comparison on English speaking proficiency scores prior to and after using the Problem-solving task of Mattayomsuksa 6 students in Nongbuapittayakarn School	82
13 A comparison of English speaking proficiency scores prior to and after using the Opinion-exchange task of Mattayomsuksa 6 students in Nongbuapittayakarn School	82
14 A comparison of the differences on the English speaking proficiency results for each communicative task using the five communicative tasks.....	83
15 A comparison of the differences on each pair of the five communicative tasks	84
16 Students' attitudes towards the five communicative tasks	85

LIST OF FIGURES

Figure		Page
1	The five communicative tasks teaching program.....	53
2	Conceptual framework of the study	54
3	Map of seating arrangement.....	58
4	The process of lesson plans construction to improve English speaking proficiency using the five communicative tasks.....	65
5	The process of speaking proficiency test construction to improve speaking proficiency using the five communicative tasks.....	68
6	The process of the students' attitude questionnaire construction to Improve English speaking proficiency.....	71
7	The process of data collection to improve English speaking proficiency using the five communicative tasks.....	72