CHAPTER 2

LITERATURE REVIEW

This study aimed at examining the effect of using the five communicative tasks on students' English speaking proficiency. In order to focus on the notion of the five communicative tasks, the basic concepts of related literatures were reviewed. This chapter presented the literature related to the conditions of the study which included the Basic Education Core Curriculum A. D. 2008, course description of English listening and speaking, communicative language teaching, learning strategies, interaction strategies, communicative tasks, types of communicative tasks, testing and assessing speaking proficiency, attitude and motivation, and related studies were described respectively.

The Basic Education Core Curriculum A.D. 2008

The Committee of Basic Education, under the Office of Basic Education (Ministry of Education, 2008: 252-279) has organized the Basic Education Core Curriculum A.D. 2008 of the Foreign languages department (English) as follows:

1. **Grade levels**

    1.1 Primary Education Grade 1 to Secondary Education Grade 3, (i.e., Grades 1 to 9).

    1.2 Secondary Education Grades 4 to 6, (i.e., Grades 10 to 12)

2. **Strands and Learning Standards**

    The foreign language curriculum is composed of 4 strands, or main components, as follows:

2.1 Language for communication - The use of language in listening, speaking, reading, and writing; to exchange information; to express feelings and opinions; to interpret communications; to present information, concepts and opinions regarding various issues; and to build up appropriate interrelationships.

2.2 Language and culture - The use foreign languages to relate to native cultures; to relate language similarities and differences between languages and their cultures; and to be able to communicate the Thai language and Thai culture to others.

2.3 Language and its relationship to other academic subject areas - The use of foreign languages to relate knowledge in other subject areas and to use the foreign language as a basis of development, knowledge acquisition, and searching and enlarging the students' self visions.

2.4 Language and its relation to the community and the world - The use of foreign language in various situations, both inside and outside schools, in community and society as a basic tool for furthering higher education, engaging careers and exchanging learning with the world outside of Thailand.

3. Eight standards of learning

The four strands listed above are subdivided into eight "standards of learning", as follows:

3.1 Language for communication

Students should be able to:

3.1.1 Listen and read. Understand and interpret spoken and written stories from a variety of media and express their opinions logically. This is known as "Interpretative mode".

3.1.2 Exchange news and information, and express thoughts and opinions effectively. This is known as "Interpersonal mode".

3.1.3 Speak and write. Present information, concepts and express opinions. This is known as "Presentational mode".

3.2 Language and culture

Students should be able to:

3.2.1 Understand how language is embedded in the cultures of English speakers. Behave properly for common social and formal occasions.

3.2.2 Understand the similarities and differences in the cultures and languages of English speakers and Thais, and apply this understanding correctly and appropriately.

3.3 Language and its relation to other academic subjects

Students should be able to use English to research information in connection with other academic subject areas and to open up and develop the students' understanding of the world.

3.4 Language and its relation to the community and the world

Students should be able to:

3.4.1 Communicate in various situations, including school, community, and society.

3.4.2 Use English as a basic tool for higher education, careers, and to exchange learning with the world.

4. **Quality of students**

After students graduate grade 12, they are expected to attain the ability as follows:

4.1 Follow instructions in the manual, guidelines, explanation and description listened and read, read out statements, news, announcements, propaganda, poems and skit with correct pronunciation, explain/write sentences and statements related to non-text media read, and identify/write non-text media appropriate to sentences and statements listened or read, give main ideas, analyze, summarize, interpret, and express opinions by giving reasons and explanation on the listened and read documentaries and entertainment.

4.2 Converse and write personal information, everyday life issues, events, news, and issues of social interests. Maintain conversation appropriately, choose and

use English to make requests, give advice, clarification and explanation in appropriate situations, speak and write to express desires, offer and, accept and refuse to give help in appropriate simulated and real situations, speak and write to ask for and give information, describe, explain, compare and express opinions appropriately on listening or reading issues, news and events, speak and write to express feelings and opinions and give reasons on various issues, activities and experiences, news and events appropriately.

4.3 Talk/write to present information about oneself, experiences, news/events of social interest, talk/write to summarize main ideas/themes analyzed from issues/ activities/news/events and situation of social interest, talk/write to express opinions, give reasons and examples on activities, experiences in real situation.

4.4 Use language, intonation and gesture appropriate to the persons and occasions and locations properly to social etiquette and culture of English speakers, explain/debate about ways of life, thoughts, beliefs and origin of tradition and culture of native speakers, participate in/give advices and organize language activities and culture appropriately.

4.5 Search, inquire, take notes, summaries and express opinions on information concerning other academic subjects from various learning sources and present orally/by writing.

4.6 Use English to communicate in real/simulated situations in the classroom, at school, in the community and society.

4.7 Use language to search, collect, analyze and summarize knowledge/ information from various media and learning sources for further education and careers. Promote in English information and news of school, community, local areas and country.

4.8 Listening-speaking-reading - writing: be able to use English to communicate about oneself, family, school, nearby environment, food and drink and free time and recreation, health and welfare, buying and selling, weather, education and careers, tourism, services, places, languages and science and technology within 3,600 to 3,750 words (with different use of English levels).

4.9 Use compound and complex sentences to communicate in formal and informal contexts.

5. Indicators

5.1 Observe instructions in manuals for various types of work, clarifications, explanations and descriptions heard and read.

5.2 Accurately read aloud texts, news, advertisements, poems and skits by observing the principles of reading.

5.3 Explain and write sentences and texts related to various forms of non-text information, as well as specify and write various forms of non-text information related to sentences and texts heard or read.

5.4 Identify the main idea, analyse the essence, interpret and express opinions from listening to and reading feature articles and entertainment articles, as well as provide justifications and examples for illustration.

5.5 Converse and write to exchange data about themselves and various matters around them, experiences, situations, news/incidents and issues of interest to society, and communicate the data continuously and appropriately.

5.6 Choose and use requests and give instructions, clarifications and explanations fluently.

5.7 Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.

5.8 Speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/issues/news and situations heard and read.

5.9 Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents with proper reasoning.

5.10 Speak and write to present data about themselves/experiences, news/incidents, matters and various issues of interest to society.

5.11 Speak and write to summarise the main idea/theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.

5.12 Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration.

5.13 Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of native speakers.

5.14 Explain/discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers.

5.15 Participate in, give advice and organise language and cultural activities appropriately.

5.16 Explain/compare differences between the structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language.

5.17 Analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them appropriately.

5.18 Research/search for, make records, summarise and express opinions about the data related to other learning areas, and present them through speaking and writing.

5.19 Use language for communication in real situations/simulated situations in the classroom, school, community and society.

In summary, the Basic Educational Core Curriculum 2008 provides the guidelines to develop the learners in English language learning. The learners are able to communicate globally in various situations. They will not only improve their English competency, but also potentially improve the quality of their lives.

Course description: English listening and speaking

The course syllabus of the English listening and speaking (EN 43216) of Mattayomsuksa 6 students (Nongbuapittayakarn School, 2010: 324) is elaborative designed and based on the Basic Education Core Curriculum A.D. 2008 of the Foreign languages department 2008. The course consists of 10 lesson plans and it takes

two-hour sessions a week within 10 weeks a term. In this course, the students gain benefits from listening and speaking skills. They are able to clarify, explain, and describe the language they hear and read. In addition, they are able to speak to express needs, opinions and about matters, issues, news, and compare, accept and refuse to give help in simulated or real situations appropriately. Besides, they are able to present data themselves and various issues of interest to the local area, society, and the world, as well as providing justifications and examples for illustration. Also, they have good attitude towards English. In other words, they consider English as the important means for communication around the world.

Communicative language teaching (CLT)

1. **Definition of communicative language teaching**

A number of theorists define the meaning of communicative language teaching below.

Hymes (1979: 4) states that communicative language teaching refers to an approach to the teaching of the second and foreign language that emphasizes interaction as both the means and the ultimate goal of learning a language.

Savignon (1983: 8) states that communicative language teaching is the continuous process emerging from feelings, interpretation and information exchange with unlimited communication.

Walton & Nayne (1995: 2) state that communication refers to language use in writing, speaking, or non-verbal language concerning at least two people, and they can understand and respond to the messages.

Harmer (2005: 43-44) states that communicative language teaching focuses on two main factors: grammar and function. Learners need to consider how the language used, what its objective is, and how to use it appropriately.

In summary, communicative language teaching means the approach which covers the four skills of the language: listening, speaking, reading and writing (receptive and productive skills), and contributes positively to the learners' communicative abilities.

2. Theoretical development underlying communicative language teaching

Communicative language teaching (CLT) is a multidisciplinary approach to language teaching and learning in EFL (Richard, Platt & Weber, 1986: 289). The failure of the past methodologies for second language teaching emerged in promoting genuine communication. Scholars from various fields have approached second language learning and teaching from different dimensions including the disciplines of linguistics, psychology, sociology, philosophy and educational research.

In conceptualization of psycholinguistics, Chomsky (1965: 3) distinguishes linguistic competence from linguistic performance and the distinction has prompted theoretical developments which afterwards became fundamental principles of CLT. He states that:

"*Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention or interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.*" (Chomsky, 1965: 3).

Subsequently, Chomsky's theory was challenged by sociolinguistic academics who considered language as social interaction. Halliday (1970: 143) proposes the function of the language which is the purpose of the underlying language used to express intentions in social contexts with appropriateness as a communicative competence.

In addition, Chomsky's notion of linguistic performance and linguistic competence seemed to be best challenged and enlarged by Hymes (1972: 282), who does not restrict competence to the ability to use grammar alone but considers it as tacit knowledge and ability to use language in contexts. In addition, he has found the effect of sociocultural factors in language use, and figured out that linguistic rules are only one part of competence. He entails the concept of the language competence to conclude appropriate contextualization.

It has become clear that communicative competence is no longer limited to linguistic rules. It should be considered in a broader perspective and other aspects such as sociolinguistics, psycholinguistics which should also be taken into consideration. To develop the communicative competence theory, various perspectives of communicative competences from a wide range of disciplines have been combined and subsequently, it has become the fundamental principle of CLT.

Canale & Swain (1980: 1-47) and Canale (1983: 2-27) propose communicative competence as the systems underlying communication. It refers to the knowledge and skills which are necessary to perform real-life communication, comprising of four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. It is believed that the actual communication occurs when they interact with one another. Grammatical competence is knowledge and skills of linguistic rules, vocabulary, pronunciation, and word forms. It relates to accurate expression and grammatical usage. Sociolinguistic competence refers to knowledge and ability to use language appropriately in contexts. Discourse competence is knowledge and ability to produce and understand cohesively and coherently how to link parts of language texts. Cohesion relates to the use of grammatical features or cohesion devices to link texts in order to facilitate interpretation. Coherence involves the logical meanings that link the texts together. Strategic competence refers to knowledge and skills to use verbal and non-verbal communication exercised to compensate when communication breakdowns occur due to limitations such as memory constraints and inadequate competence, and increase the effectiveness of communication in the fields of grammatical, sociolinguistic, as well as discourse competence.

In addition to communicative competence, language learning theory constitutes the fundamental basis of CLT. Krashen's distinction (1982: 100) between language acquisition and language learning greatly influenced the CLT theoretical development. Krashen points out that language acquisition differs from language learning that the former requires subconscious internalization of language whereas the latter involves a conscious in language learning process. Krashen claims that language acquisition is comparable to language use in communication. Learners experience language use by

expressing, interpreting, and negotiating meanings while engaging communicative activities.

In summary, language acquisition directs how CLT should be carried out while communicative competence is the theoretical framework that governs CLT. Both perspectives of CLT perform as fundamentals for interpretation. This concerns how knowledge and skills in language interact, and, eventually, are used as a building block for pedagogical development.

3. Oral communication

There are four skills of English language learning: listening, speaking, reading, and writing. People should have the ability to use the language to communicate with the others. Speaking is considered the most difficult skill in particular for EFL students (Angwattanakul, 1994: 167).

Speaking requires command of both listening and oral performance. In actual communication, people do not only use language, but also use facial expressions, gestures, and non-verbal behaviors such as eye - contact, posture and stance (Argyle, 1972: 338).

Porter (1982: 35-54) views that oral communication is the primary concern in language learning. Communication is composed of simultaneous cause and effect and it is not only complex, but also dynamic and systematic.

To sum up, speaking is the primary skill in language learning which is required in actual communication. Speakers need to master it in order to facilitate the listeners' comprehension through their oral communication.

4. Teaching oral communication skills

A number of scholars propose the various methods of teaching oral communication skills as follows:

Scott (1981: 70-71) states the 4 stages of communicative methodology.

1. Setting objectives. Terminal objectives and an enabling objective are required in language teaching for meaningful communication.

2. Presentation. Learners need to gain clear meanings in contextualization which is focused on communication.

3. Practice. Students need to learn the language according to various situations based on the real-life communication. Teachers can assist and encourage them to engage in practicing and allow them to work in interaction.

4. Transfer. Students can choose the contents for language practice freely. The teacher can be a facilitator and an assistant. Students can use more time producing the language. Various activities can be promoted them in communicative language learning such as role-play.

Byrne (1987: 20-30) classifies the teaching speaking into 3 stages as follows:

1. Presentation. The teacher needs to choose the contents of lessons in order that students can understand and memorize. Students need to study and comprehend the lessons: structure, vocabulary, and social communication. The most outstanding method is conversation because it provides opportunities for co-operative learning which most resembles the real-life situations. Students can use the language in actual communication.

2. Practice. Teachers organize the speaking activities, and have students practice speaking as much as possible. The speaking activities can be performed in pairs, groups, or individually. Students play more roles in learning.

3. Production (Free controlled). The teacher is only the counselor or advisor. The students are allowed to produce the language freely according to their requirements. They, therefore, apply the knowledge from the classroom to use in real situations. In addition, they will have confidence in language learning and gain motivation to continue their speaking.

In conclusion, teaching speaking methods need to be carefully chosen for students. This will help them gain more competencies in developing their speaking ability for the real communication.

5. **Principles of communicative methodology**

Communicative language teaching practitioners and theorists have been more interested much more in how to organize the classroom than what should be

taught. A number of theorists propose the principles and methods in communicative language teaching for ESL students.

Morrow (1981: 59-66) states 5 principles of communicative methodology as follows.

Principle one: know what you are doing. The starting point and end point of every lesson should be an operation of some kind which the students might actually want to perform in the foreign language. In reading, this might be understood as a set of instructions; in writing it might be a letter reserving accommodation at a hotel; in listening it might be a weather forecast on the radio; in speaking it might be asking for directions in a strange city. Every lesson should end with the learner being able to see clearly that he can do something which he could not do at the beginning and that something is communicatively useful.

Principle two: the whole is more than the some of the parts.

A crucial feature of a communicative method will be that it operates with stretches of language above the sentence level, and operates with real language in real situations. Interestingly, this principle may lead to procedures which are themselves either synthetic or analytic. A syntactic procedure would involve students in learning forms individually and then practicing how to combine them; an analytic procedure would introduce complete interactions of text and focus for learning purpose on the way those are constructed. Some discussions between 'analytic' and 'synthetic' approaches to language teaching have obscured the fact that both of these may be made to share the same concern with the 'whole' rather than the 'parts'. A communicative method is likely to make use of both.

Principle three: the processes are as important as the forms.

A method which aims to develop the ability of students to communicate in a foreign language will aim to replicate as far as possible the processes of communication, so that practice of the forms of the target language can take place within a communicative framework. There are three processes which can be isolated and incorporated either individually or together in teaching processes.

1. Information-gap. In real-life, communication takes place between two or more people, one of them who knows something that is unknown to the other(s), the purpose of the communication is to bridge this information gap.

2. Choice. Another crucial characteristic of communication is that the participants have choice, both in terms what they will say and, more particularly, how they will say it.

3. Feedback. When two speakers take part in an interaction, there is normally an aim of some kind in their minds; what they say to the other person will be designed to reach that aim; and what the other person; says to him will be evaluated in terms of that aim.

Principle four: to learn it, do it. What happens in the classroom must involve the learner and must be judged in terms of its effects on him. Learning becomes to a large extent the learner's responsibility, the teacher can help, advise and teach, but only the learner can learn.

Principle five: mistakes are not always a mistake. In communicative approach, teacher should not be strict with small mistakes made by students in language learning, particularly of grammar and pronunciation. Students need to focus on meaning for communication, not grammar.

Johnson (1982: 163-172) proposes 5 principles in communicative methodology.

1. The Information transfer principle. It is focused on the principle of understandable information and students know how to transfer the information from one language skill to another such as reading-writing, listening-speaking, reading - speaking, and writing-speaking. Most importantly, students who have a good competence in transferring information need to have clear understanding in reading and listening.

2. The Information-gap principle. The communicative activity which creates the interaction between the speaker and listener given different information, and they need to exchange the information to complete the task.

3. The Jigsaw principle. Each of the students is given different information. They need to connect all of the information to complete the whole task.

4. The Task dependency principle. It is a communicative activity which emphasizes on co-operation by sharing information. Each student needs to finish his sub task first and then bring his own information to complete the major task. Therefore, all students have to perform their own task well.

5. The Correction for content principle. This principle is simpler than all of the former ones that after the students finish the task, they will need to check their ability in exchanging information whether they can perform the task correctly. Any corrections can be made by their peers or teacher.

Larsen-Freeman (1986: 26-27) states 5 characteristics of communicative methodology.

1. Authentic materials which assist students to apply the knowledge inside the classroom to use in the real situations and students have more opportunities to learn the language in various ways.

2. Scrambled sentences which students need to put the sentences into the correct order. In the meantime, they gain knowledge in how to link the information.

3. Language games which facilitate students to practice the language and they have fun while getting involved.

4. Picture strip stories which challenge students to anticipate the other parts of the picture. Information-gap is required to perform the activity.

5. Role-play which provides the opportunity for each student to practice conversation in various social situations.

In conclusion, communicative methodology has made a great contribution to students in language learning and most importantly, they should have the competences required to produce the language in actual communication.

6. Speaking ability for communication

A number of theorists have defined the term "speaking abilities or speaking proficiency". It refers to the speakers' abilities in communication using appropriate vocabulary structures, expressions in situations with non-verbal behaviors (facial

expression, eye-contact, gesture, gaze and stance) while interacting with the listeners (Byrne, 1987: 8-12; Richards & Schmidt, 1993: 191-226; Valette, 1977: 831). In second language learning, learners are required to use the language for different purposes. Therefore, they should possess appropriateness of communicative competence in order to enhance the ability to speak a foreign language. In addition, Harris (1969: 84) divides the components of speaking ability into the following areas:

1. Pronunciation includes vowels, consonants, stress, intonation and rhythm while speaking.

2. Grammar includes the rules of the language and its implication.

3. Vocabulary which are the key components of the language that facilitate fluency.

4. Fluency refers to one's ability to speak fluently and at an appropriate speed.

5. Comprehensibility which allows listeners to comprehend the message effectively.

Some of these components are related to Weir (1993: 43) who states that there are six components which influence speaking proficiency:

1. Appropriateness

2. Adequacy of vocabulary for purpose

3. Grammatical accuracy

4. Intelligibility

5. Fluency

6. Relevance and adequacy of coherent usage

In summary, there are various factors facilitating the learners to be able to speak a language proficiently, including grammatical rules, appropriate selection of vocabulary and expressions, discourse competence and strategies in spontaneous actual communication.

7. **Developing oral communication skills**

Many scholars have provided considerable contributions to the analysis and theory of spoken language and oral communication.

Brown & Yule (1983: 3-8) define oral communication as short, fragmentary utterances in a range of pronunciation. There is a great deal of repetition and overlap between one speaker and another such as disorganized syntax, the use of non-specific words and phrases, and the use of fillers.

Pattison (1987: 30) argues that inadequate transfer occurs in genuine communicative interaction. She, therefore, considers a range of strategies by a selection of speaking tasks for making classroom practice more closely resemble communication in real-life situations.

Nunan (1989: 27-32) proposes a summary of successful spoken language skills which involves developing the following areas: ability to articulate phonological features of the language comprehensibly; mastery of stress, rhythm, intonation; degree of fluency; transitional and interpersonal skills; taking short and long speaking turns, management of interaction; negotiation of meaning; conversational listening skills; knowledge of negotiation purpose of conversation; using appropriate conversational formulae and fillers.

Backlund (1990: 158) provides three areas of knowledge that influence oral communication effectiveness: social knowledge, self-knowledge, and content knowledge. Oral communication will be impaired if these areas are weak. Other problems that hinder effective oral communication are: dominating the conversation, using inappropriate volume and pitch, using excessive small talk, ignoring someone, and constantly interrupting people (Newcombe, 1982: 158).

There are many scholars in language teaching, Littlewood (1995: 1) states that there is a great deal of ideas how to help learners achieve oral communication and how to monitor them while developing their speaking ability at various levels (Brown & Yule, 1983: 3-8; Byrne, 1987: 20-30; Scarcella & Oxford, 1992: 4 and Dörnyei & Thurrell, 1990: 3-5).

In brief, there are three major elements required to develop oral communication skills: conversation, activities, and interaction strategies.

8. Teaching methods for developing English speaking proficiency

A number of language theorists provide various methods for developing speaking proficiency. Richards (1990: 67-85) proposes two types: direct and indirect methods of teaching speaking. Byrne (1987: 20-30) provides the stages of language teaching: presentation, practice and production to facilitate the teaching process. Harmer (1991: 321) offers three methods to develop speaking proficiency: introducing new language, practicing and using communicative activities. Bygate (1995: 1) also claims that in developing speaking, learners should possess skills for understanding and developing their interaction skills.

Presently, two major considerations have been discussed on the teaching of oral communication. First, the development of skills for accurate production of speech forms is stressed. Second, they emphasize on enhancing fluency through communicative tasks (Nunan, 1989: 133-147). This thought enables opportunities for developing functional language use through non-controlled activities.

According to communicative approaches, the learner-centred model is noted with students' responsibility for learning, whereas dynamic shifts between the roles of the teacher and students are clearly addressed. However, types of interactional roles adopted by teachers are likely to be used between teacher intervention and guidance is a more complex way. More extensive research in the development of oral language skills is needed to identify the relationship between explicit instruction and increasing independent and autonomous learners.

9. Activities for developing English speaking proficiency

To be successful in teaching oral speaking skills, activities are considered as important tools. Littlewood (1995: 22-64) provides three types of communicative activities: activities for language functions, activities for social interaction, and activities for developing speaking strategies.

9.1 Activities for language functions

9.1.1 Identifying pictures

9.1.2 Discovering identical pairs

9.1.3 Discovering sequences or locations

9.1.4 Discovering missing information

9.1.5 Communicating patterns and pictures and models

9.1.6 Discovering differences

9.1.7 Following directions

9.1.8 Reconstructing story sequences

9.1.9 Problem-solving

9.2 Activities for social interaction

9.2.1 Using classroom-based activities

9.2.2 Simulation and role-play

9.3 Activities for developing speaking strategies

9.3.1 Information-gap activities

9.3.2 Communication games

9.3.2.1 Describe and draw pictures

9.3.2.2 Describe and arrange picture

9.3.2.3 Find the differences

9.3.2.4 Ask the questions

9.3.3 Simulations

9.3.4 Project–based interaction activities

In addition, Bygate (1995: 76-84) provides two types of communicative activities: simulations and project-based interaction activities.

In summary, there are three types of activities for developing English speaking proficiency: activities for language functions, activities for social interaction and activities for developing speaking strategies. All of these activities are important tools to assist learners successfully in oral speaking skills.

10. **Conversation and dialogues**

Currently, there are many key elements to be provided in language classroom: a new type of conversation settings, various contents of conversations, the guidelines for how to create actual situations, and teaching techniques. However, they fail to specify which conversational skills and what kind of language input the teacher should emphasis.

It is believed that informal conversation is unstructured. Dörnyei & Thurrell (1994: 3-5) argue that various forms and situations may be taken widely used and also certain patterns should be followed in all conversations in order that they can protect the conversations from breaking down. The following points which involve a conversation class are as follows:

1. Openings. Students need to learn how to start a conversation, for example, in greetings and introductions (e.g. How are you?/Fine, thanks).

2. Turn-taking. There are some suitable rules and signals to determine who talks, when to react, and for how long to continue the conversation. Turn-taking varies from one culture to another and it is difficult for EFL learners to act in the target language.

3. Interrupting. Interruptions refer to phrases which provide the learners polite and natural ways to perform interrupting activities.

4. Topic shift. The learners need to change the topic of the conversation in order to continue their talk. They may use phrases such as "oh", "by the way, . . .", or "that reminds me of . . .".

5. Adjacent pairs. Some utterances are required immediately, as responses or reactions from the partner.

6. Closing. Learners need a sequence of pre-closing and closing formulae to prepare for the ending of conversation.

From the above discussion, in teaching speaking skills, a number of requirements should be provided to the learners with a repertoire of set expressions, phrases, and essential vocabulary used in conversation. Conversational skills automatically exposure the learners to the target language through the use of communication activities such as information-gap and problem-solving tasks which learners are likely to perform making for a better conversation (Dörnyei & Thurrell, 1990: 34).

11. Activities

The activities that play an essential role in developing speaking proficiency have been proposed to language teachers for implementation in the classroom. Models and examples are drawn from the following theorists.

Harmer (1991: 122-152) provides seven categories which can provoke spoken communication: reaching a consensus, discussion, relaying instruction, communicative games, which include finding differences, describing and arranging pictures; and story reconstruction which includes problem-solving, interpersonal exchange and simulation, and role-play.

Littlewood (1995: 22-64) provides two main types of activities: activities for language functions and activities for social interaction. The former is comprised of sharing information with restricted co-operation including identifying a picture, discovering identical pairs, discovering sequences or locations, discovering missing information, and discovering secrets; sharing information with unrestricted cooperation including communicating patterns and pictures, communicating models, discovering differences, and following directions; sharing and processing information including reconstructuring story sequences and pooling information to solve a problem; processing information with emphasis on problem-solving. The latter is emphasis on classroom-based simulation and role-play.

Bygate (1995: 76-84) provides four main approaches to developing speaking skills: information-gap activities; communication games including describing and drawing pictures, describing and arranging pictures, finding the differences and asking the right questions; simulations and project-based interaction activities.

In conclusion, as activities are key factors in assisting the teacher to manage speaking class successfully, various types of communicative tasks are required to help students such as jigsaw, information-gap, decision-making, problem-solving and interpersonal exchange, as well as other spoken communicative activities: communication games, simulations and project-based interaction activities which are embedded in the speaking lessons.

12. Language learning strategies

The term language learning strategy has been defined by many researchers as follows:

Rubin (1987: 19), O'Malley & Chamot (1985: 1) define learning strategies as any set of actions, tactics, thoughts or behaviors facilitating the learners in comprehension, storage, retrieval and information use.

Richards & Platt (1992: 209) also state that behaviors and thoughts are intentionally used by learners while learning in order to get better help understanding, learning, or remembering new information.

According to Stern (1992: 261), the conception of learning strategies is based on the assumption that learners consciously engage in activities to achieve certain goals, and learning strategies can be considered as broadly conceived intentional directions, as well as learning techniques. Learning strategies either consciously or unconsciously are used when new information or performing tasks are processed in a language classroom. Language learners are likely to encounter new input and difficult tasks given by their teachers because a language classroom is regarded as a problem-solving environment and learner's attempts are found to be the quickest and easiest way to do what requirement is unavoidable through language learning strategies.

Besides, Oxford (1990: 8) divides learning strategies into two main types: direct and indirect. Direct strategies are divided into three sub types: memory strategies which stores and retrieves the perspectives of the target language; cognitive strategies which use the language in order to see how it works; compensation strategies which use the language to despite gaps in knowledge. Indirect strategies involve metacognitive framework for approaching to tasks positively and social strategies which are used for working with others to get input and practice.

According to Wenden (1987: 159) and Rubin (1987: 15-29), they propose that in second language learning and in learner independence, the main focus of learner training should be on metacognitive strategies used for planning, monitoring, and evaluating and cognitive strategies used for practicing, receiving and sending

messages, analyzing and reasoning, creating structure for input and output. The importance of metacognitive strategies is also emphasized by O'Malley & Chamot (1985: 561) who state that metacognitive approaches are essentially learned by learners. Metacognitive approaches are the key factors promoting learners through direction or opportunity to review their progress, accomplishment, and future directions. The implementation of metacognitive strategies is called the executive because learning process requires these strategies to manage or control language learning (Dickinson, 1992: 19).

To summarize, to be successful in language learning, there are two types of learning strategies: cognitive and metacognitive. Learners can employ either one according to their ability and how much they are able to acquire knowledge to promote their learning.

13. **Interaction strategies (Communication strategies)**

Interaction strategies or communication strategies refer to strategies used to communicate when the learners fail to demonstrate the necessary language knowledge. In other words, they can use non – verbal behavior when the communication breakdowns, for example mime or paraphrase (Hedge, 2000: 407).

Long & Porters (1985: 207-275) conducted a review of second language literature on group work and it was found that group work provides second language learners with more opportunities to use the target language. According to Gass & Veronis (1994: 283), interaction refers to the opportunity which is engaged by the learners working in pairs or groups in order to perform tasks in the language classroom. The learners, therefore, gain more opportunities to use the language.

Dörnyei (1995: 18) defines interaction as a method of language classroom management which assigns students to work in a small group like pair work or group work.

In summary, interaction strategies refer to strategies used for communication while the learners are conversing in a language classroom.

13.1 Types of interaction strategies.

There are many types of interaction strategies which are relevant to this study.

Gass & Veronis (1994: 283-232) propose two types of interaction: repair mechanism and negotiation of meaning which includes comprehension check, clarification request and confirmation check. Dörnyei (1995: 25-84) also proposes two types of interaction: appealing for help and meaning negotiation which includes comprehension check, clarification request and confirmation check.

Bejarano, Levine, Olshtain & Steiner (1997: 205) provide two main types of interaction strategies. The modified interaction strategies which include checking for comprehension and clarification, appealing for assistance, giving assistance and repairing. The social interaction strategies which include elaborating, facilitating flow of conversation, responding, seeking information or offering an opinion and paraphrasing.

In applying interaction strategies in the speaking classroom, the modification of conversation has been applied. Tsui (1996: 145-167) suggests that comprehensible input and negotiation in second language instruction should be considered in adapting the language use. Tsui proposes six types of strategies: comprehension check, clarification request, confirmation check, self repetition, group repetition, and decomposition. Plough & Gass (1993: 39 - 42) suggest the adaptation of language use: confirmation check, echoes, back channel cues, clarification requests, overlaps, interruptions, and sentence completion.

In summary, to open a conversation, learners need more than linguistic knowledge to continue. They also need to learn how to manage a conversation by using various interaction strategies which are needed to apply in a language classroom.

13.2 The use of communication strategies in speaking

Two main factors concerned with communication strategies are the ability in the language use and tasks that affect the use of communication strategies.

Tarone (1985: 183) reports that learners with low language ability are likely to use topic avoidance rather than an achievement strategy. Similarly to Ellis

(1985: 182), he concludes that low language ability learners prefer topic avoidance in L1 or L2 while high language ability learners prefer paraphrasing.

Cook (1989: 31) provides conversational principles: co-operation, politeness, social basis, speech acts, declarations and performatives. She also advises ways to teach conversation. The characteristic features of conversation include greater varieties and freedom, and a greater equality among participants than in other discourse types.

To facilitate the use of communicative strategies, pair work and group work are managed in order to serve the learners' need to interact in the speaking process. Hence, they have opportunities to practice spoken language in the classroom. Materials for speaking class should be well-organized and also the functions designed in language use with spontaneous communicative activities in real-life situations are required (Wessels, 1987: 41-69).

In brief, communicative strategies must be well-prepared in order to facilitate the language learners experience in using the language. The teacher must be aware of the ability of the learners in order to help them use the best methods for the particular situations.

Communicative tasks

1. Definition of communicative tasks

Communicative tasks are defined by various theorists as follows:

Pica (1993: 18) communicative tasks refer to types of task in which language learners engage in the practice of the language in classroom.

Ellis (2000: 195) defines a task as a work plan; the type of material for searching or teaching language. Typically, it involves some input and instructions.

Nunan (1991: 279) defines a communicative task as 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.

Prabhu (1987: 24) defines a communicative task as an activity which requires learners to achieve the goal from given information through some process of thoughts, allowing the teacher to control and regulate the learning process.

To summarise, a communicative task is a piece of work that involves the learners in language learning through interaction, and in which the communication focuses on meaning rather than form. Ultimately, communicative task supports the learners to use the target language in their real-life situations.

2. **Types of communicative tasks**

Pica (1993: 14-40) defines the various types of communicative activities in this study as follows:

1. Jigsaw tasks involve learners holding different pieces of information and they have to form a whole story.

2. Information-gap tasks involve a group of students each of whom has different information. They must negotiate to find out the other partner's information in order to complete the tasks.

3. Decision-making tasks involve students who are given a problem for negotiation and discussion. Actually, there are a number of possible outcomes and they must choose one to finish the task.

4. Problem-solving tasks involve students who are given a problem and a set of information. They must find the solution to the problem. Generally, a single solution of the outcome is expected.

5. Opinion exchange tasks involve learners who engage in discussion and exchange the ideas. They do not need to reach agreement.

In summary, there are a number of communicative tasks that the teachers may employ in the class. However, the five communicative tasks: Jigsaw, Information-gap, Decision-making, Problem-solving, and Opinion-exchange are tasks that should be taken into consideration for the purpose of developing students speaking proficiency, particularly in the EFL classes.

3. **Descriptions of the five communicative tasks**

The five communicative tasks are differently performed each of them as follows:

3.1 **Jigsaw tasks**

3.1.1 **Definition**

Jigsaw tasks refer to an activity which involves learners in combining different pieces of information to form a whole story (e.g. three individuals or groups may have three different parts of a story and have to piece the story together).

3.1.2 **Procedure**

A group of students are each given a partially completed chart. As in a puzzle the individual parts have to be fitted together to find the solution. Firstly, the students have to understand the bits of information they are given and describe them to the rest of the group. Secondly, they have to organize the process of finding the solution.

3.1.3 **Learner role**

The students work in a group and they have to do a lot of talking before they are to fit the pieces together in the right way. Each of them is equally important because he/she holds a part of the solution. Vocabulary and expressions are provided by the teacher. Finally, they play an active role in negotiation.

3.1.4 **Teacher role**

The teacher needs to provide some useful vocabulary and expressions to promote students in negotiation and encourage them to create and use the language.

3.1.5 **Benefits of Jigsaw task** (Pica, Kanagy & Falodun, 1993: 42).

Outstanding characteristics of the jigsaw task impact on EFL speaking classroom are as follows:

3.1.5.1 It encourages listening, engagement, and empathy by giving each member of the group an essential part to perform in the language activity.

3.1.5.2 It promotes valuable socialization skills which students experience both inside and outside the classroom.

3.1.5.3 It promotes negotiation in which group members must give and receive information.

3.1.5.4 It facilitates interaction among all students in class, leading them to value each other as contributors to their common task.

3.1.6 **Drawbacks of Jigsaw task** (Pica, Kanagy & Falodun, 1993: 43)

Although jigsaw strongly supports the speaking class, some limitations occur as follows:

3.1.6.1 Students seem to engage in the speaking activities as competition, not cooperation.

3.1.6.2 Students do not involve themselves in conversations.

3.1.6.3 Mixed-ability groups of students disorganize the real communication. High ability students enthuse engaging the activity while the low ability ones are reluctant to participate in the speaking process.

3.2 **Information-gap activities**

3.2.1 **Definition**

Information-gap refers to an activity which involves a transfer of given information from one person to another in a pair or a larger group. One student or group of students has a complementary set of information. They must negotiate and find out what the other student's information is in order to complete an activity.

3.2.2 **Procedure**

Students are given different information in Student card A and B (Handout) and both are required to ask and answer and supply this information to each other to complete the task.

3.2.3 **Learner role**

The students work in pairs. Their role is to have a handout which provides some information, language functions to be used and some specific

vocabulary and expressions. They need to perform their speaking as they exchange information.

3.2.4 Teacher role

The teacher needs to create a learner-centered classroom where real communication occurs. The teacher can motivate the learners by providing practical, real-life situations that the learners can apply to everyday life. Demonstration is required to ensure the students can perform the information-gap techniques fluently.

3.2.5 Benefits of the Information-gap task (Klanrit, 2005: 69).

The advantages of the information-gap task are as follows:

3.2.5.1 It encourages real communication.

3.2.5.2 It offers learners the instruction – information exchange.

3.2.5.3 It assists language acquisition.

3.2.5.4 It helps develop learners' speaking ability.

3.2.5.5 It creates comfortable / less threatening atmosphere in which to learn the target language.

3.2.5.6 It enables students to find different solutions to problems.

3.2.6 Drawbacks of the Information-gap task (Klanrit, 2005: 69).

Some limits noticed by using information-gap task are as follows:

3.2.6.1 It does not involve students in conversation.

3.2.6.2 There is a lack of negotiation of meaning.

3.2.6.3 The meaning learners have to express cross over into the language function. In fact, there is a wide range of communicative functions that are likely to occur for example, greeting, inviting, or asking permission.

3.2.6.4 The situations which learners are asked to perform are sometimes from the outside world, such as matching pictures or sorting jumbled sentences.

3.2.6.5 As a result of this lack of similarity with real-life situations, the learners' social role is not clear and becomes irrelevant to the functional purpose of the interaction.

3.3 Decision-making tasks

3.3.1 Definition

Decision-making tasks refer to an activity in which students are given a problem for which there are a number of possible outcomes and they must choose through negotiation and discussion. They are expected to work towards a single outcome.

3.3.2 Procedure

Students are given the problem. Each participant has his/her role to find the information and present their ideas to the group. The group needs only one resolution of outcome. This activity involves interactant relationship and interaction requirement.

3.3.3 Learner role

Students work in a group. Each of them is assigned a role in the group, e.g., the group leader or members. He/She needs to find information and present it to the group. Many arguments can occur among the group in order to make decision.

3.3.4 Teacher role

The teacher needs to provide resources such as pictures and dictionaries to the class. Certain vocabulary and expressions are required in discussion. The teacher must play a neutral role and lead the activities to consensus and provide some help if necessary.

3.3.5 Benefits of the Decision-making task (Harris, 2009: 1)

There are some advantages found in the decision-making task. They are as follows:

3.3.5.1 It encourages real communication.

3.3.5.2 It enables students to find a certain solution to the problem.

3.3.5.3 It develops creative thinking skills in order to negotiate.

3.3.5.4 It does not require all students to participate.

3.3.5.5 It promotes the learner to seek vocabulary and grammar in negotiation.

3.3.5.6 It builds motivation and confidence to engage speaking activity.

      3.3.6 Drawback of the Decision-making task (Harris, 2009: 2)

There are some disadvantages of the decision-making task in speaking activities which can be described below.

3.3.6.1 The decision-making task provides more than one outcome as long as the final single outcome is mutually acceptable to the participants.

3.3.6.2 The decision-making process is open-ended and does not require the participation of all students. Therefore, the speaking activity doesn't challenge or excite all the learners through interaction.

3.3.6.3 Risk and the uncertainty of the solution can create anxiety.

    3.4 Problem-solving task

      3.4.1 Definition

Problem-solving tasks refer to an activity which students are given a problem and a set of information. They must reach a solution to a problem. There is generally a single resolution as the outcome.

      3.4.2 Procedure

The teacher describes the task to the students. They are given a problem. Each of them initially works individually to find the information. Then the group discussion is performed. The participants need to present their ideas and negotiate using the information they have to solve the problem.

      3.4.3 Learner role

Students work in a group. They have to make suggestion, give reason, and accept, modify or reject suggestions and reasons given by others.

      3.4.4 Teacher role

The teacher needs to clarify how to process the task. The teacher may provide some help in clarifying unfamiliar or unclear information. Certain vocabulary, expressions and resources are necessarily used to promote the activity.

3.4.5 Benefits of the Problem-solving task (Taylor, 1987: 45-46)

Various factors occur to benefit the problem-solving task. Their details are as follows:

3.4.5.1 It promotes teamwork by using the language.

3.4.5.2 It encourages real communication.

3.4.5.3 It enables students to find solutions to the problem.

3.4.5.4 It helps develop students' creative thinking.

3.4.5.5 It increases students' motivation and participation in the classroom.

3.4.5.6 It leads to enjoyable communicative language sharing for both teachers and students.

3.4.5.7 It widens students' perspectives in speaking activity.

3.4.6 Drawbacks of the Problem-solving task (Taylor, 1987: 47)

There are some limitations with the problem-solving task to consider as follows:

3.4.6.1 There is an uncertain consummation of time until the group reaches a consensus. Time management is difficult.

3.4.6.2 It does not require every student to participate in the task.

3.4.6.3 This task works best for negotiation if the problem is one that really interest students and one where they all have plenty of knowledge and understanding about the problem.

3.5 Opinion-exchange

3.5.1 Definition

Opinion-exchange tasks refer to an activity in which students engage in discussion and exchange of ideas. They do not need to reach an agreement.

3.5.2 Procedure

Students work together in a group. They are given a problem. Each student works individually to find the information and then suggests his/her solution to the group.

3.5.3 Learner role

Students work in a group. Each of them needs to find information and suggest solution of his/her own to the group.

3.5.4 Teacher role

The teacher should select the topic (problem) of activity carefully in order that students are not confused or misunderstand the teaching. Breaks up the silence with new vocabulary and expressions to continue the activity. The teacher needs to provide the students with opportunities for genuine interaction which have relevance to them.

3.5.5. Benefits of the Opinion-exchange task (Pica, Kanagy & Falodun, 1993: 45)

There are some good points facilitating students to engage in the Opinion-exchange tasks. They are shown respectively.

3.5.5.1 It promotes thinking skills.

3.5.5.2 It might gain more than one outcome.

3.5.5.3 It promotes negotiation rather than decision-making, and problem-solving.

3.5.6 Drawbacks of the Opinion-exchange task (Pica, Kanagy & Falodun, 1993: 45)

There are some limitations from the problem-solving task to consider and they are provided below.

3.5.6.1 It does not require all students to participate. Therefore, the speaking activity doesn't challenge or excite the learners through interaction.

3.5.6.2 Some students take over the interaction and others refrain from much talking.

3.5.6.3 The task has proved to be a reliable source for interlingua data.

3.5.6.4 It limits opportunity for negotiation or interlingua modification.

3.5.6.5 It limits in vocabulary and grammar use in speaking activities.

Testing and assessing speaking proficiency

In the language learning process, testing and assessing are considered to be important to evaluate students' speaking proficiency.

Underhill (2001: 22-42) states that a speaking test can be used alone or combined with tests of other skills. There are various types of oral test. Some models involve more than three people, others have fewer. The most common type incorporates two people, the learner or the speaker, and a person who is both listener and assessor.

Various criteria are considered when assessing learners' speaking proficiency such as pronunciation, sound, stress and intonation. In addition, to organize the oral classroom setting with suitable interaction contributes to the development of learners' speaking abilities.

1. Testing methods

Language testing theorists propose two main types to assess speaking skills. Detailed descriptions of these types are as follows:

1.1 Direct Methods

The three main direct methods used in testing speaking proficiency are pictures, interviews and tapes. Pictures are used to test descriptions, comprehension, sequencing, problem solving and reasoning. Heaton (1990: 59) and Ur (1996: 125-25) used pictures with speech bubbles while Underhill (2001: 45-66) used pictures to tell a story. Both Ur (1996: 125-28) and Wongsothorn (1995: 72) used pictures to test problem solving while Wongsothorn (1995: 73) also used pictures to test for description, comparison, reasoning, prediction and imagination.

Interviews are used to test oral communication, as well as interaction between students and the examiner or interlocutor, or between students (Heaton, 1990: 60). Interviews are used to test oral presentations and the ability to narrate (Weir, 1990: 48). Tapes are used within short activities, student presentations, free speech recording, feedback evaluation and assessment of student speaking performance.

1.2 Indirect methods

In this type of testing method, scores are used to interpret the speaking performance. Harris (1969: 52) proposes the following stages of testing: allow students to repeat sentences or words: allow students to read short sentences: and alter the sentence patterns. Wongsothorn (1990: 79-81) also suggests the scores to count by using multiple choice, matching and understanding dialogues. However, it is not advisable to use the scores from these methods in testing speaking skill because the speaking test should be measured by spoken performance.

2. Assessing methods

A standard set of criteria for assessment is required to evaluate students' speaking skills. The criteria of a speaking test should cover all aspects in knowledge of language.

2.1 Criteria in assessing speaking proficiency

Harris (1969: 13-23) suggests the following criteria: pronunciation, grammar, vocabulary, fluency, and comprehensibility. Underhill (2001: 84) proposes criteria for assessing oral proficiency such as grammar, vocabulary, pronunciation, intonation and stress, style and fluency, and content. Each criterion reflects the characteristics of speaking ability.

In this study, the researcher developed and proposed these criteria in assessing speaking proficiency: stress, intonation, pronunciation, vocabulary, language use, body language, and language correctness.

2.1.1 Stress

Students need to emphasize the sound on the correct syllable of the word.

2.1.2 Intonation

Students need to raise their voice up and down their voice of the sentence correctly.

2.1.3 Pronunciation

Students need to be evaluated on how well they can pronounce the words and in what areas they encounter difficulties.

2.1.4 Vocabulary

Vocabulary is a factor to evaluate students on how well they can use a wide range of words.

2.1.5 Language use

Students need to use the language appropriately.

2.1.6 Body language

Students need to use non-verbal language when communication breaks down.

2.1.7 Language correctness

Students need to evaluate how well they can use the language correctly.

2.2 Constructing speaking tests

It is not advisable to mark the test in front of the students. This will help avoid tension and nervousness. In practical, speaking assessments should be focused on their speaking rather than the processes used during the test.

Testing students in pairs would help relieve their tension (Hughes, 1992: 16 and Underhill, 2001: 25). An activity to perform in pairs or in groups would be able to demonstrate students' ability to use language naturally for a real purpose. Although this kind of test is time-consuming, it is the most effective way to gain insight into students' real speaking proficiency.

Nevertheless, grammatical accuracy and fluency are considered as important criteria to grade oral ability in a language progress test. It is difficult to interpret the students' performance by using a rating scale, therefore, it is strongly recommended to grade students' ability by using oral tests.

Attitudes in language learning

Webster's third International Dictionary defines attitudes as a physical, mental, or emotion position. In learning a second language, attitude has come to include conscious mental position, as well as a full range of often subconscious feeling emotions. For example, security, self-esteem, self-identity, and motivation.

Savignon (1983: 111) states that among various factors in second language learning, the learners' attitudes are the most important. An attitude plays an important role in language learning because it can facilitate or hinder the learner's learning.

Dulay, Burt & Krashen (1982: 71) also agree that attitudes and feeling are the main factors to help learners succeed in second language learning.

Ellis (1994: 198-199) states that a learner's attitudes have an influence on the level of second language proficiency achieved by her or him and in turn are themselves influenced by this success. Therefore, learners with positive attitudes will have these attitudes reinforced. However, learners' negative attitudes may be strengthened by a lack of success.

Wenden (1991: 52–60) proposes that ability in English language learning in general means that learners are confident in learning a language, know how to learn and are not discouraged due to obstacles in learning. Learners are assumed to be able to plan and set goals in English language learning, select the appropriate learning methods and materials, monitor their own learning process, check the progress and do the self-assessment if they have the ability for independent English language learning.

In conclusion, learners' attitudes towards language learning are very important factors. They have an impact on the level of their readiness in taking responsibilities for their own learning and also have an influence on their learning behaviors.

Motivation in developing speaking skills

A variety of studies found that motivation is very strongly related to language learning achievement.

Crookes (2003: 128) discusses two distinctive kinds of motivation: integrative and instrumental motivations which have recently been concentrated in connection with the language classroom. The integrative motivation involves the learners' requirement to integrate themselves with the culture of that language, while the instrumental motivation involves their ability to use that language effectively.

According to Keller's theory of motivation (1983: 277), there are four major components of motivation: interest, expectancy, relevance, and outcomes.

Gardner (1985: 78-84) proposes that attitude is determined as the main factors to succeed in developing the language classroom. He also defines that motivation is the combination of effort and desire to achieve the goal of language learning, as well as the development of favorable attitudes towards learning the language.

Dörnyei (1994: 276) investigates the integrative and instrumental theory and argues that integrative motivation might be less relevant in foreign language learning situations because the language is learned in the unreal place of ordinary communication. Dörnyei suggests that instrumental motivation is associated with the need for achievement and these two factors particularly influence foreign language learners at intermediate level and above (Dörnyei, 1990: 67).

To sum up, motivation is considered as a key factor in encouraging learners in a language classroom. To achieve the goal of language learning, well-planned activities, materials, as well as motivation are required.

Related research studies

Research on language learning has been focused on verifying the effectiveness of communicative tasks on English speaking proficiency. A number of studies related to communicative tasks have been carried out both in Thailand and foreign countries.

1. **Research in language teaching in Thailand**

There have been many similar studies in Thailand, a few of which are illustrated on the next page.

Ton (1989) investigated communicative strategies employed by fourteen Thai learners from the faculty of Science, Mahidol University to communicate with their native English teachers. Her study was designed to find differences in communicative strategies used between two groups: seven of them had high language proficiency and the other seven had low language proficiency. They were asked to narrate a picture story to their native English teachers. Both quantitative and qualitative analyses were undertaken. The quantitative analysis was done by counting the number of times each communication strategy was used. The qualitative analysis was done on the basis of the tape transcript and the information gathered from an interview on the use of avoidance. Then, the effectiveness of the use of each communication strategy was analyzed based on the achievement in having a native English teachers get an understandable meaning from the messages. Four distinct findings were found: students were found to ask for help, paraphrasing, avoidance, word borrowing, asking for explanation, context, direct translation and mime; both groups used the same communicative strategies but students with low language ability used avoidance, word borrowing, direct translation and mime far more than the students with higher language ability; with all students the most effective strategies were found to be paraphrasing and mime and the ineffective ones were avoidance and partialization; factors affecting the effectiveness of communication strategies were sensitivity and high comprehension rates of native speakers and basic knowledge of pronunciation.

Pimsri (2004) investigated the development of communicative English learning and teaching activities using the integration of the information-gap principle and the role-play technique of 72 Mathayomsuksa 1 students in Bannadee Kai-sawang wittaya School group, Office of Primary Education, Suwan Khuha District, Nongbua Lamphu Province. The number of participants in the experimental and control groups were 37 and 35 respectively. The finding was found that the English speaking ability of the experimental group was higher than the control group significantly different at the 0.05 Level.

Klanrit (2005) investigated the effectiveness of the two communicative activities, information-gap and role play in developing students' speaking proficiency in

English as a foreign Language (EFL) classroom. This study was conducted in a normal language classroom of 38 students in Thailand and 9 participants were targeted: 3 high, 3 medium and 3 low, based on their language proficiency levels. The results of this study revealed that using the two communicative activities had a significant impact on improving EFL students' speaking proficiency.

Pliankham (2008) investigated the development of English reading comprehension ability using task – based language learning of Mathayomsuksa 3 students. The sample group consisted of 25 Matthayomsuksa 3 students at Baan Naseenuan School, under the Office of Sakon Nakhon Educational Service Area 3 in the first semester of the academic year in 2008. The research revealed that the students' English reading comprehension ability was significantly different at the 0.01 Level.

In summary, communicative tasks can help contribute the English language classroom to be more interesting through interaction and also improve the EFL students' speaking proficiency in Thailand based on the above research.

2. **Research in second language teaching and learning**

There have been various studies in foreign countries related to communicative tasks which are enhancing learners to improve their speaking proficiency. They are illustrated below.

Doughty & Pica (1986) investigated the second language learning by using information-gap activity. The research was done over two successive years. The first year investigated what tasks could influence on second language learning. The second year, they investigated the comparison on the three task types of second language learning: controlled activity, small group activity, and pair work activity. The target participants were adult students and a teacher of English who ranked in the medium level in English competency. The instrument used in the research was "Two ways Information-gap and Non Information-exchange". The first finding was "Two ways Information-gap" could encourage students in second language learning more than "Non Information-exchange". The second finding was that controlled activity

encouraged students least. Small group activity utilized the second language learning competence as much as pair works activity.

Horwitz, Horwits & Cope (1986) investigated foreign language classroom anxiety. The sample was 78 foreign language students in university classes at the University of Texas. 'Foreign Language Classroom Anxiety Scale' was used as the research instrument to determine students' foreign language anxiety level. Findings showed that anxiety can effect the communication strategies students employ in language classroom, especially in the listening and speaking classes which was the great difficulty while they are performing their speaking. Anxious language learners encounter the difficulties discriminating the sounds and structures of a target language messages. Moreover, they have little or no idea what the teacher is saying in extended target language utterances. Horwitz, Horwitz & Cope (1986) stated that learners are most anxious when they perform their speaking in front of the class. They feel embarrassed and lack confidence when they are laughed at or made a fool to themselves.

Long (1989) discussed two common forms of communication tasks: the distribution of task-essential information and the goal of learners to attain that information. Long discussed task in which information is distributed from one source and needs to be distributed to a group. This form of information distribution requires learners to share and integrate the knowledge in order for them to complete their goal. Long dubbed this the 'one way' strategy. Long also suggested that within goal orientation strategies there are 'open' tasks, during which learners understand that there is no definitive solution to the task, and 'closed' tasks, during which students understand there is only one, or only a very small range, of answers. In 1993 Pica, Kanagy and Falodun combined these conditions to produce a typology of tasks based on the opportunities for communication they provided.

Yule (1997) proposed that there were in fact three types of learning tasks: descriptive, instructional and narrative, and he provided a second typology based on his findings. He argued that the skills required for descriptive tasks are based within the instruction tasks, and that the skills required for both tasks are based within the narrative

tasks whereas Pica, Kanagy and Falodun's typology helped to understand how learners needed to interact during a given task. Yule provided a basis for sequencing the tasks development. Both of the typologies given by Yule and Pica, Kanagy and Falodun are still relevant today and both still offer a basis for organizing foreign language instruction.

Lambert (2004) proposed that the learner becomes more involved with their own learning and put forward a planned sequence of communicative tasks which act as building blocks. As a result of completing earlier tasks, students would be able to draw on their own ideas to generate the content of subsequent tasks. Lambert suggested that building the knowledge would increase the learners understanding of tasks, increase their awareness of the potential of tasks and offer practical ideas for teachers and materials designers to set tasks.

Wang (2006) investigated the communicative tasks designed for the students in Chongquing Normal University & Yangtze Normal University, China. The major aim of the investigation was to provide college teachers with a framework for analyzing and designing communicative tasks, presenting teachers with two approaches of designing communicative tasks to solve the learners' two main problems, they had lower rates of verbal participation and they failed to express themselves with basic fluency and accuracy, which will help teachers select, adapt or create their own design of effective communicative tasks and make their college English teaching more successfully and effectively.

This investigation provided some ideas about how to design communicative tasks through task-based learning in non-English major classrooms. The finding was that the communicative tasks design proved to be effective in teaching a foreign language to promote the learners' competency in using the language according to their requirements. Moreover, it offered a change from traditional methodologies which formerly discouraged students to perform their spoken language to gain confidence to express their speaking fluently and accurately.

In summary, the results of many studies cited above have provided contributions to this study in terms of managing the English speaking classroom, particularly in EFL settings.

The five communicative tasks teaching program

The teaching program was administered in10 weeks, two-hour sessions a week, providing students with classroom instruction using 10 units of learning with the five communicative tasks: Jigsaw, Information-gap, Decision-making, Problem-solving, and Opinion-exchange. The researcher had designed the teaching procedures as follows:

1. Orientation stage. Students needed to be oriented how to perform each of the five communicative tasks and demonstration was provided.

1.1 Jigsaw task. Students worked in a group of 5. Each student held a different piece of information. He/She studied his/her own information and then described the information to the rest of the group. The group organized the process of finding the solution by connecting all of the information.

1.2 Information-gap task. Students worked in pairs. They were given different information, Card A and Card B (Handout) and both were required to ask and answer and supply this information to each other in order to complete the task.

1.3 Decision-making task. Students worked in a group of 5. They were given a problem. Each member had her/his role to find information and then presented ideas to the group. There were a number of possible outcomes but the group must negotiate and discuss in order to choose the only one outcome.

1.4 Problem-solving task. Students worked in a group of 5. They were given a problem. Each of them initially worked individually to find information. Then, the group performed the discussion. Group members had to present their ideas and negotiate using the information they had to solve the problem.

1.5 Opinion-exchange task. Students worked in group of 5. They were given a problem. Each member worked individually to find the information and then suggested it to the group.

2. Teaching stage. There were three steps of teaching communicative tasks in a class.

2.1 Presentation stage

    2.1.1 Inform the indicator.

    2.1.2 Motivate students to learn by pictures, games, or songs.

    2.1.3 Have students practice pronunciation.

    2.1.4 Present the language contents by reading or listening related to dialogue. The content was composed of vocabulary, expressions, and grammar. Students might have some background on these areas.

    2.1.5 Encourage students to learn and then checked their understandings how well they could understand the listening and reading contexts by using Yes/No-questions or True/False sentences.

    2.2 Practice stage. Students worked in a group of 5, except Information-gap task which students needed to work in pairs. There were five groups of students and each group performed different tasks. All of these five groups were solidarity groups which meant they could not change their groups throughout the experiment.

Group 1 employed Jigsaw task

Group 2 employed Information-gap task

Group 3 employed Decision-making task

Group 4 employed Problem-solving task

Group 5 employed Opinion-exchange task

During the practice stage, students needed to engage in speaking tasks under controlled practice which emphasised on accuracy of language patterns. Teacher circulated and provided some help when necessary. The role of the teacher could be changed based on the situations. For example, she was a judge when the discussion could not reach a consensus.

2.3 Production stage

    2.3.1 Students were still in the same group; reviewing the language use and vocabulary from the presentation stage.

      2.3.2 Students applied the knowledge from the practice stage to do the free activity.

      2.3.3 Students volunteered to perform the task in pairs or groups.

      2.3.4 Teacher's role was a facilitator helping students achieve the tasks.

      2.3.5 Extended assignment was provided after class.

    2.4 Students' attitude questionnaire distribution.

    After the teaching program finished, the sample was asked to complete the students' attitude questionnaire in order to check their attitudes towards the five communicative tasks.

    The four steps of the five communicative tasks teaching program: pretest, communicative tasks instruction, posttest, and the students' attitude questionnaire distribution were presented in Figure 1 on the next page.
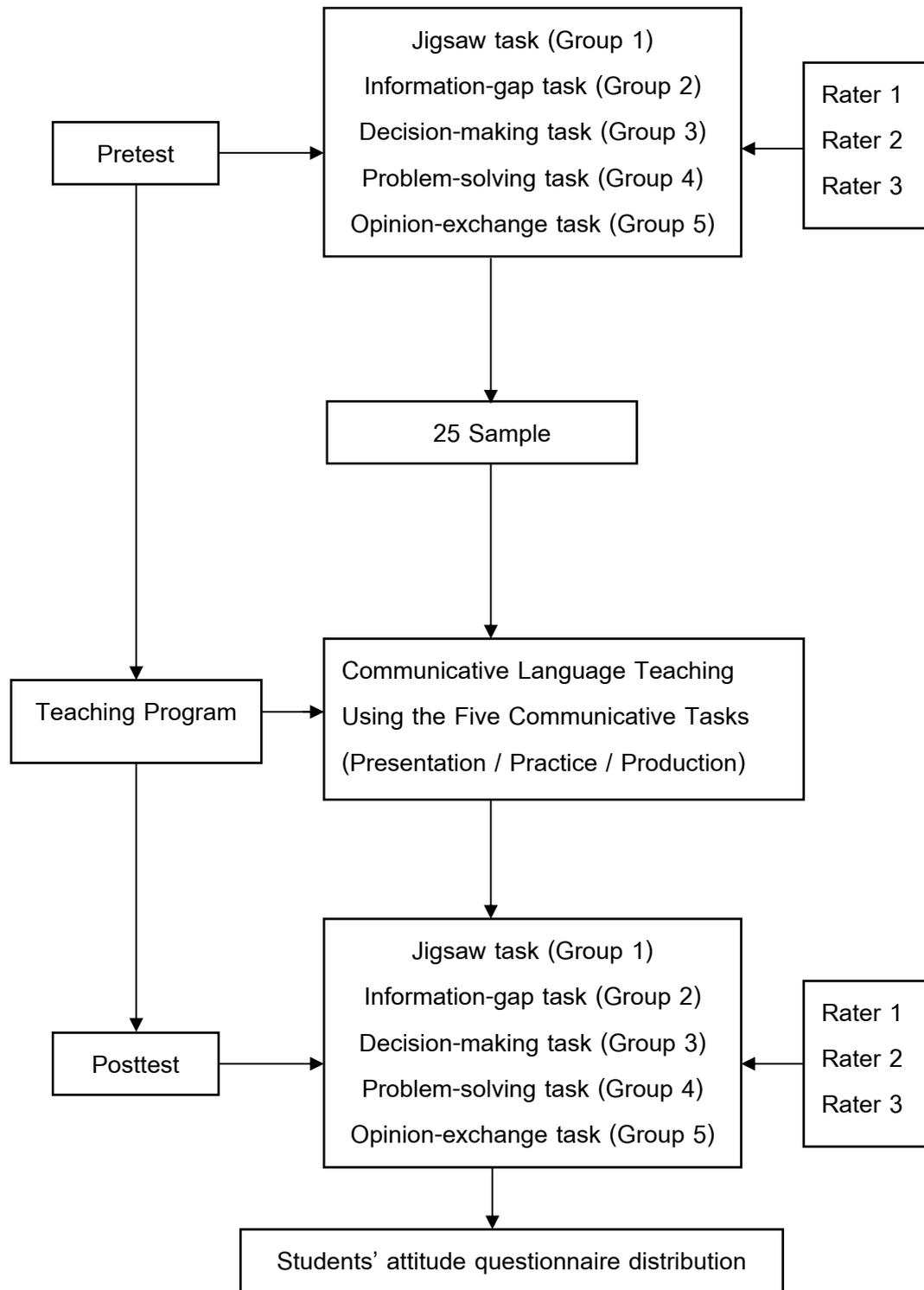
Figure 1: The five communicative tasks teaching program

The conceptual framework of the study was shown in Figure 2 on the next page.
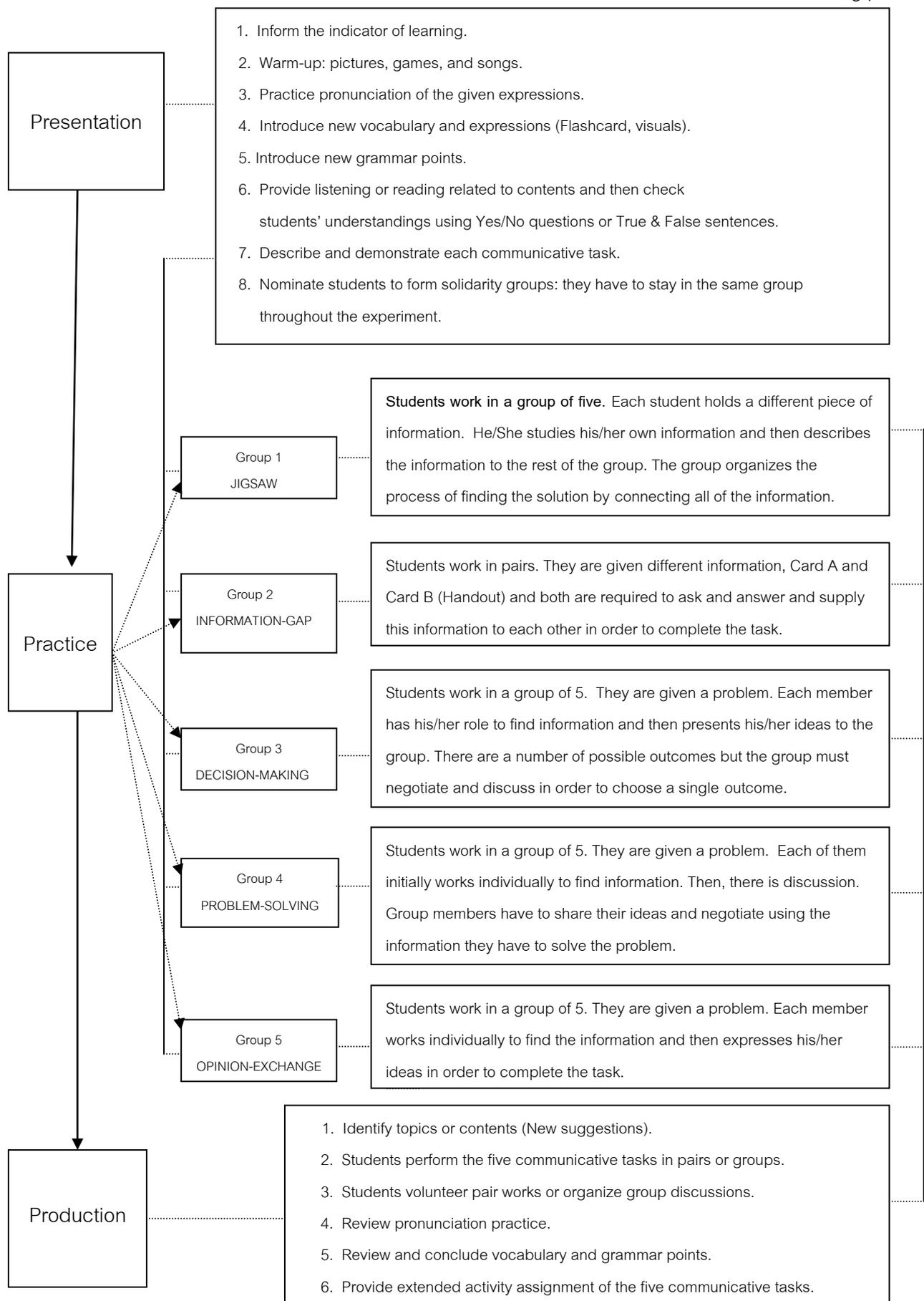
| Presentation | 1. Inform the indicator of learning.
2. Warm-up: pictures, games, and songs.
3. Practice pronunciation of the given expressions.
4. Introduce new vocabulary and expressions (Flashcard, visuals).
5. Introduce new grammar points.
6. Provide listening or reading related to contents and then check students' understandings using Yes/No questions or True & False sentences.
7. Describe and demonstrate each communicative task.
8. Nominate students to form solidarity groups: they have to stay in the same group throughout the experiment. |

Practice	Group 1 JIGSAW	**Students work in a group of five.** Each student holds a different piece of information. He/She studies his/her own information and then describes the information to the rest of the group. The group organizes the process of finding the solution by connecting all of the information.
	Group 2 INFORMATION-GAP	Students work in pairs. They are given different information, Card A and Card B (Handout) and both are required to ask and answer and supply this information to each other in order to complete the task.
	Group 3 DECISION-MAKING	Students work in a group of 5. They are given a problem. Each member has his/her role to find information and then presents his/her ideas to the group. There are a number of possible outcomes but the group must negotiate and discuss in order to choose a single outcome.
	Group 4 PROBLEM-SOLVING	Students work in a group of 5. They are given a problem. Each of them initially works individually to find information. Then, there is discussion. Group members have to share their ideas and negotiate using the information they have to solve the problem.
	Group 5 OPINION-EXCHANGE	Students work in a group of 5. They are given a problem. Each member works individually to find the information and then expresses his/her ideas in order to complete the task.

| Production | 1. Identify topics or contents (New suggestions).
2. Students perform the five communicative tasks in pairs or groups.
3. Students volunteer pair works or organize group discussions.
4. Review pronunciation practice.
5. Review and conclude vocabulary and grammar points.
6. Provide extended activity assignment of the five communicative tasks. |

Figure 2: Conceptual framework of the study