

國立政治大學英國語文學系英語教學碩士在職專班碩士論文

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運用任務型語言教學法提升國小學生英語口說表現之行動研究－以苗栗縣一所
學校為例

Implementing Task-Based Language Teaching to Promote English Speaking
Performance of Sixth Graders in an Elementary School in Miaoli County: An Action
Research Approach

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Research Approach



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To Yi-Ping Huang

獻給我的恩師黃怡萍教授



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國立政治大學英國語文學系碩士在職專班

碩士論文提要

論文名稱：運用任務型語言教學法提升國小學生英語口說表現之行動研究－以
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論文提要內容：本研究係採行動研究法，旨在探究任務型語言教學法之任務設計對於低成就學生之口說流暢度和精確度表現的影響，並瞭解學生在兩循環任務教學法中對於任務設計的看法，經由學生於教學現場的反應持續修正教學方案。本研究以苗栗縣某國小的五位學生為研究對象，進行十七週的任務型語言教學研究。過程中，研究者透過影音記錄、教室觀察、省思、訪談及學生回饋單等方式進行資料蒐集、分析、整理、歸納，以進一步瞭解學生英語口說表現發展歷程。本研究的結果與結論如下：

- 一、此任務型語言教學法之任務設計能幫助低成就學生提升英語口語之精確性
與流暢性
- 二、參與研究之低成就學生對於語言任務設計營造之真實情境、充分練習機會、多樣教學活動等，皆給予正面的評價

此外，實施任務型語言教學有利於研究者於教學歷程中的省思與成長，亦提供教師於教學現場及未來研究方向之建議。



Abstract

This action research aims to gauge what types of task design promoted the low-achieving learners' speaking performance in the aspect of speaking fluency and accuracy, and their task perceptions after seventeen weeks implementation of Task-Based Language Teaching during the two action research cycles. Besides, it also explores the problems occurred during the tasks and how the teacher researcher modified the task design to solve the problems. Data were collected from the audio and video recording of teaching, classroom observation fieldnotes, teaching logs, student interviews, and student reflection sheets.

The important findings are listed as follow. First, the task design of the TBLT courses could promote the speaking fluency and accuracy of the low-achieving learners. Second, the low-achieving learners developed positive perceptions towards the task design of the TBLT courses, because the task design could provide an authentic learning context, and integrate different activities with sufficient practices to learners.

In the end, the process of the task design and implementation helped the teacher researcher to reflect on teaching and promote professional growth. Also, pedagogical implications and future suggestions for in-service teachers are presented as well.

CHAPTER 1

INTRODUCTION

English is universally used as a medium for communicating in the global village nowadays. The Taiwanese government has highly emphasized the importance of implementing English Education in each learning stage. According to 2018 curriculum guidelines, the Twelve-Year Basic Education curricula proposed by the Ministry of Education of Taiwan, one of the core competences is to engage individuals in interaction with people and environment (MOE, 2018). As a result, it is pedagogically significant for elementary school students to apply oral communication skills to a real-life scenario.

The acquisition of oral skills is important for language learners to achieve effective communication. In this way, students can learn to express themselves and reach a consensus with others (Hassaskhah, Barekat, & Asli, 2015). However, speaking is a complex skill with a series of cognitive processes. To EFL learners, speaking performance is influenced by linguistic, cognitive and affective factors (Wang, 2014). Prior research has proposed that most EFL learners meet difficulties in developing speaking competence related to the linguistics deficiency, speech processing, affective factors as well as less participation opportunities (Gan, 2013). Since Taiwan is an

EFL (English as a Foreign Language) context, most of the students do not have enough opportunities to practice speaking in real life. As a consequence, teachers are suggested to design communicative tasks for students to practice speaking in authentic situations at school (Elmahdi, 2016; Wang, 2014).

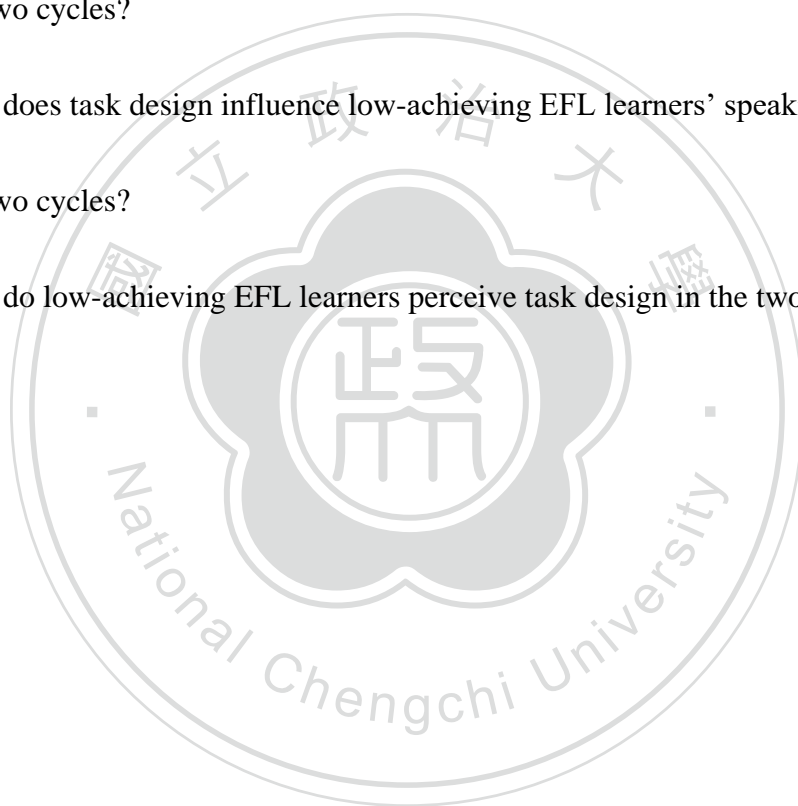
In the past decades, research acknowledges that TBLT approach advantages in issues related to communication, oral interaction and four skills teaching and learning (Ellis, 2009; Nunan, 2005; Skehan, 1996; Willis, 1996). Many studies shed of evidence that implementing TBLT approach can engage learners in communication purpose and increase their speaking proficiency, and it is proved effective in helping learners make progress in fluency, accuracy and complexity (Ellis, 2003; Nunan, 2005; Willis, 1996).

As a homeroom teacher in elementary school, I found my students tended to have speaking difficulties in English class, they are unwilling to speak English and produce speech halting with long pauses. Thus, to address these concerns, I decide to find solutions to help them improve speaking performance. Although previous research has employed TBLT approach in promoting learners' speaking proficiency, little research has been done to discover TBLT incorporating with teaching speaking

for low-achieving learners in Educational priority areas (EPAs). The purpose of this study aims to enhance low-achieving EFL learners' speaking performance by implementing TBLT in speaking lesson through an action research approach.

The following research questions guided my study:

1. How does task design influence low-achieving EFL learners' speaking fluency in the two cycles?
2. How does task design influence low-achieving EFL learners' speaking accuracy in the two cycles?
3. How do low-achieving EFL learners perceive task design in the two cycles?





CHAPTER 2

LITERATURE REVIEW

The literature review covers two aspects: First of all, acquisition of speaking competences and its application in language learning are introduced. Secondly, the definition of TBLT is discussed. The purpose of reviewing research on speaking acquisition is to know how language learners develop speaking skills, and relevant studies of the implementation on speaking instruction. Prior research on TBLT is to understand its pedagogical contribution and how teachers design tasks in classroom context.

Acquisition of Speaking Competence and Speaking Difficulties of EFL Learners

Though speaking is an effortless work, it is actually cognitive demanding with “the myriad complex processes” working interactively (Goh & Burns, 2012, p.35). Due to its complicated operation, the development of the speaking competence should start from training of automaticity of speech production to the capability of communicating (Albino, 2017). As Tam (1997) suggested, providing students with a variety of situations with confidence and competence usually lead to strengths of speaking skills.

Levelt (1989) proposed three stages involved in the production of speech: conceptual preparation, formulation and articulation. That is to say, speakers select relevant ideas to construct messages what exist in their mind; during the formation stages, messages are represented to specific forms for speaker's intention; and the speech finally produced by the articulatory system. Subsequently, speakers consider pragmatic demands and employ communication strategies to help convey messages in different interactional and social contexts (Goh & Burns, 2012).

Speaking competence mainly covers speaking fluency and accuracy (Bygate, 1999). Fluency indicates the message is communicated coherently with few hesitations and pauses, thus causing minimal comprehension difficulties to the listeners. Accuracy refers to message is communicated with correct grammar, vocabulary and pronunciation of target language norms (Skehan, 1996).

According to the twelve-year curriculum guidelines, the core competences in the elementary school learning stage proposed students should equip with four skills in English learning. In Taiwan, in most of the English class, speaking is usually taught in a traditional way, like “repeat after teacher.” However, in order to build up meaningful English learning, the communicative skill and speaking competence should be involved in English class; prior research has introduced various types of communicative tasks can be assigned to learners in class.

In the EFL context like Taiwan, learners may experience different kinds of difficulties while speaking. Many factors may hinder learner's speaking performance and cause difficulties (Chen, 2011; Chin, 2011; Huang, 2015; Yeh, 2016). Research reported that anxiety and low motivation are affective factors related to speaking difficulties. Initially, learners enter the backdrop of learning with the unpleasant strain due to their ingrained fear about English language. Further, insufficient exposure to English in the EFL classroom results in creating apathy of the learners towards learning (Chakrabarty, 2014; Gan, 2013; Pérez, 2016; Wang, 2014). Some studies pointed out learners' oral production were limited by undeveloped linguistics domain like vocabulary, grammar, pronunciation and discourse knowledge (Al Hosni, 2014; Gan, 2013). Moreover, insufficient oral activities or one-way practices design in the textbooks may also exclude the communicative functions of speaking (Al-Hosni, 2014). In Chakrabarty's (2014) study, one of the problems to the low-achievers is to pronounce an English word accurately. In Gan's (2013) study, he found out the participants' phonological and linguistic knowledge would compromise their spoken fluency and accuracy.

To develop the communicative competence, learners' activities should be designed based on equivalence between fluency and accuracy achievement (Mazouzi, 2013). Furthermore, teachers should teach communicative skills and be aware of

speaking acquisition of students, analyzing their strengths and weaknesses of speaking performance, providing support during cognitive phases involved in speech production (Boonkit, 2010; Rohani, 2011; Huang, 2015). Teacher can also provide the right level of tasks to engage learners of different age groups and learning needs to assist them to improve fluency and accuracy. Though language tasks in the classroom cannot substitute the real-world communicative situations, a thoughtfully planned speaking task can still facilitate application and transfer of speaking skills to various contexts beyond curriculum.

In the light of the prior studies, the teacher is dedicated to finding ways to help students overcome speaking difficulties encountered by the low-achieving EFL learners.

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is an evolution of Communicative Language Teaching, it emphasizes the communicative purpose and language learning, and focuses on content-oriented meaningful tasks rather than linguistic forms (Littlewood, 2004; Mohammad & Sabariah, 2014). In the respect, TBLT is accordant to a learner-centered educational philosophy (Ellis, 2003; Murphy, 2014; Nunan, 2005; Richards & Rodgers, 2014; Skehan, 1998; Willis, 2007). According to Nunan

(2004), TBLT allows learners to learn through communication and interaction in an authentic context.

Researchers advocated tasks are the central component in TBLT. Skehan (1996) pointed out task is an activity with emphasis on meaning. Concerning both meaning and form, Willis and Willis (2007) proposed that tasks need learners to focus on using words and expressions they can recall to create meanings during task cycles. Nunan (2005) indicated task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning. Above all, task is a purposeful learning activity with communicative objectives; besides, it requires learners to make use of linguistic resources to convey meaning and attain consensus.

Various types of tasks have been designed for different teaching goals. Prabhu (1987) classified task types for learners at different language proficiency levels, such as, information gap, reasoning gap and opinion gap. Nunan (2004) drew a distinction between pedagogical tasks and real-world tasks; In pedagogical tasks, learners acquire language skills by participating actively to achieve outcomes in the classroom. Real world tasks are the ways learners use the language beyond classroom context to accomplish tasks with more pragmatic, lexical and syntactic knowledge.

Scholars propose three main steps to perform a task (Ellis, 2003; Nunan, 2005; Oxford, 2006; Prabhu, 1987; Skehan, 1998; Willis, 1996). Firstly, in “the pre-task stage,” teachers introduce the topic and procedures of the task, and how learners attain the requirement. “Task cycle” consists of planning and report phases for learners to present the outcomes by negotiating meaning with partners. “Language focus” is the last part; it encourages learners to modify their production, and evaluate the performance. Teachers can address learner’s attention to the form as well (Crookes & Gass, 1993; Littlewood, 2004; Skehan, 1998; Willis, 1996).

Different task types and task components will lead to different speaking outcomes. Information gap tasks count on learners to convey incomplete messages verbally to the other and exchange information to meet completeness and correctness (Nunan, 2004). Interpersonal tasks like role playing and co-operating can enhance speaking interaction. In Aliakbari and Jamalvandi (2010) research, role-play provided a chance for EFL students to express themselves in a more forthright way, the classroom was broadened to include the outside world, thus offering a much wider range of language opportunities. Mercado and Rosa (2017) applied role-play, problem-solving tasks to the ninth graders’ English class; learners made progresses in speaking performance by negotiating meaning with classmates. Furthermore, Rojas and Villafuerte (2018) consented that role-play promoted learners’ creativity by

working collaboratively in class and improving their speaking fluency.

Moreover, the way tasks are performed can also have impact on communicative effectiveness and language acquisition (Ellis, 2003, p. 208). Research have highlighted that task repetition increases attentional focus on form and learners' task familiarity with more accurate and fluent of oral production (Ahmadian &Tavakoli, 2010; Bygate, 2009; Ellis, 2003). Kim and Tracy-Ventura (2013) assigned task repetition and procedural repetition to different groups of Korean junior high school students. Results indicated that procedural repetition promoted syntactic development and both types of task repetition were beneficial for the task-induced linguistic features.

Several studies investigated task implementation factors that are related to the learners' production, task planning is one of the factors can affect EFL learners' oral performance. Zohreh (2016) investigated that with enough planning time and strategic training with the productive tasks, the experimental groups provided further evidence to justify the facilitating role of task planning in enhancing fluency. Zahra, Ramin and Bahador (2015) conducted a study to Iranian students and found out that three types of task planning. Three experimental groups accepted different treatments: rehearsal planning, strategic planning and unpressured planning performed can bring out speaking accuracy. The results indicated that teachers can use task planning in their

teaching programs, providing students with opportunity to plan a task performance and pursue a more accurate language production. Yuan and Ellis (2003) designed a study to investigate the pre-task planning and on-line planning on oral production of the Chinese undergraduates. The results showed that pre-task planning promoted the complexity of the language use, and the on-line planning significantly influenced speaking accuracy and complexity.

All in all, many studies have scrutinized the development of speaking competence of EFL learners and discovered learners had achieved substantial educational outcomes after TBLT implementation. Therefore, the present study aims to adopt TBLT in English class for elementary low-achieving EFL learners in Taiwan to promote their speaking performance.

CHAPTER 3

METHODOLOGY

This present study used an action research approach. Action research involves teacher researchers in a series process that includes identifying an area of focus, planning the action, taking an action, observing and reflecting the results to a further action planning (Burns, 2009). In doing so, teachers can improve pedagogical skills by understanding students' learning process. They also can modify teaching methods by critically reflecting on curriculum and activities design with an initiative way (Mills, 2010). Thus, since this study aimed to examine the impact of TBLT in promoting low-achieving learners' speaking performance, an action research approach was used.

The methodology of the research is displayed in the following sections. The research context and participants are introduced first. After that, two cycle plans in the study are explained. The last phase describes how and what data is collected and interpreted to reflect on planned intervention.

Context and Participants

The study was conducted in an Atayal indigenous elementary school in

Educational priority area in Miaoli, Taiwan. All of the students in the school are Atayal indigenous people. On account of family economic status and culture deprivation, students' parents show few concerns on students' academic performances, which directly has impacted on students' attitudes and motivation toward learning (Kao & Lin, 2016). Due to environmental factors and economic status, none of the students has opportunity to join English cram school.

I have served as a homeroom teacher and taught the English class for three years. Five fifth grade students in my class voluntarily joined in the current study, including two males and three females; they started learning English since they were in third grade. According to the teacher's observation, the participants exhibited extremely limited English skills and their English proficiency levels were in the low-achieving level. Four out of five participants always earned poor scores in school exams, and two of them failed the English remedial test. In addition, all the participants faced the similar speaking difficulties with gaps of silence, short and incorrect answers, mispronunciation, grammatical errors while they were speaking in English class.

A diagnostic speaking test in the needs analysis plan was conducted to determine the participants' speaking ability, their performance in the speaking test showed that they could only say simple words and incomplete closed questions. From the teacher's perspective, the participants' speaking difficulties might attribute to little

vocabulary size, and they were unable to compose sentences independently without the teacher's assistance and guidance.

Cycle Plan

The current research was undertaken in 2019. It consisted of two cycles. The first cycle began in the spring semester, and the second cycle started in the fall semester. Each action cycle lasted for 8 weeks, 7 weeks were to take action, and the last week was to evaluate and reflect on the action. Modifications were made before the second cycle according to the outcomes of the first cycle (See Table 1 for the timetable of the cycle plan).

Table 1. Timetable of the cycle plan

Week	1 st Cycle	Curriculum design	Data collection methods
1	Planning	needs analysis	Speaking diagnostic test Questionnaire Interview
2	Action & Observation	Pedagogical tasks: <i>A Meal Survey</i>	Audio & video recording Classroom observation field notes Teaching log
3			
4			
5		Real-world tasks:	
6		<i>Simulation role play</i>	
7			
8			
9	Reflection	Review Activities	Semi-structured individual interview students' written reflection
Planning to the 2 nd Cycle			

Week	2 nd Cycle	Syllabus	Data collection
10	Action & Observation	Pedagogical tasks	Audio& video recording Classroom observation field notes
11		<i>Information gap tasks</i>	
12			
13		Real-world tasks	
14		<i>Simulation role play</i>	
15			
16			
17	Reflection	Review Activities	semi-structure individual interview students' written reflection

1st Cycle planning

In order to understand students' speaking performance, learning preferences and styles, the teacher conducted a needs analysis in the first week in April 2019(see Appendix A). First of all, students took a speaking diagnostic test. From the test results, the teacher identified their speaking difficulties. Next, students filled in a survey so that the teacher knew about their learning styles and preferences, the survey was adapted from Tzotzou's (2014) case study about a needs analysis to primary school EFL learners about English learning. Finally, the individual interviews were addressed to gauge about students' opinions about learning speaking.

The survey consisted of two sections: speaking ability and learners' learning preferences and styles. In the results of the survey, in Question 1 to 10, the participants self-reported that they performed well in English speaking with the

average score of 2.92 out of a 4-point scale (4 represents the participants strongly agree with the item, and 1 represents the participants strongly disagree). Among the items in the survey (Table 2), the participants presented they were able to use simple words and sentences to introduce themselves (3.4), to say simple words and sentences (3), to make briefly description of things and events (3), to ask or answer simple questions (3), to communicate with others by simple words and sentences they have learned (3).

Table 2. Self-reported English-speaking ability

	Avg.
1. I can spell the vocabulary.	2.8
2. I can say the vocabulary and sentences I've learned in English class.	3
3. I can use simple sentences to introduce myself.	3.4
4. I can use simple sentences to introduce my family members and friends.	2.8
5. I can say some daily English patterns.	2.6
6. I can briefly describe an event or a thing.	3
7. I can use simple sentences to ask questions or answer questions.	3
8. I can communicate by using simple vocabulary and patterns I've learned.	3
9. I can use the patterns to greet people.	2.8
10. I can use English to do simple role playing.	2.8

From Question 11 to 17, the participants self-reported that they preferred

learning English by games, video clips, pictures and songs. Also, they were in favor of cooperating with partners and classmates while learning English. With an average score of 3.4 out of a 4-point scale, the results of the survey suggested that the participants had a positive attitude toward learning English.

Table 3. Self-reported learning preference and style

	Avg.
11. I like to learn by games in the English class.	3.6
12. I like to learn by participating in the conversation in the English class.	3.2
13. I like to learn by pictures, songs and video in the English class.	3.6
14. I like to learn by doing the task individually in the English class.	2.6
15. I like to learn by doing the task in pairs in the English class.	3.6
16. I like to learn by cooperating with group members in the English class.	3.6
17. I like to learn with the whole class in the English class.	3.6

The results of the interview gathered participants' opinions toward learning speaking. First, with the insufficient exposure to English and little chance to speak English, some of the participants said that they considered learning English was only for academic purposes. Second, most of the students thought learning English could help them travel abroad more easily, communicating with people from different countries and know more about western cultures, but they did not know how to improve their speaking skills. Third, the participants said they were interested in the

topics of western cultures, food cultures and traveling, such as conversation taken place in fast food restaurant, train station, shopping mall and so on.

The outcomes of the needs analysis showed that students had low proficiency in English speaking. Moreover, students reflected that they seldom had opportunities to English speaking; though four of five stated that learning to speak English was important for efficient communication or academic purposes in the future; yet one student pointed out he did not know the purpose of learning English. The abovementioned problems were identified and giving reasons to the task design for the first cycle.

In attempt to help learners improve their speaking competence, the researcher developed a task-based syllabus featuring speaking tasks with spoken interaction around situational topics and pair-practice activities in the 40 minutes English class for each week. Based on the fundamental speaking competence stated in the twelve-year curriculum guideline, students should be able to communicate in English at a basic level for formulaic expressions, the researcher integrated vocabulary from textbooks *Dino on the Go* published by *Hanlin* into the task design, and the topical themes were decided by the needs analysis outcomes.

Initial studies have introduced a typology of task design which are based on communicative language uses. According to the research proposed by Nunan (2004),

Pattinson (1987) and Richards (2001), the information gap gives learners a set of complementary information, they have to questions and answers by transferring messages so as to complete an activity. In the role play task, learners display a range of real-life spoken language they acquired, trying to solve a problem or complete a mission in an authentic situation. As the consequence, the teacher decided to combine situational topics including ordering meals in a fast food restaurant with communicative tasks. The tasks were tailored to suit students English speaking proficiency, and the teacher hoped to create possibility for students to communicate with English.

In the first cycle, students completed information gap tasks in the first three weeks, and they applied the patterns used in the fast food restaurant to solve problems in simulation role play in the last four weeks (See Appendix D).

Action

During week 2 and week 4, students accomplished pedagogical survey tasks, they employed restaurant language to the tasks and finished the meal surveys (See Appendix F~H). From week 5 to week 8, students performed simulation real-world role play tasks by ordering meals in a fast food restaurant. During the first action research cycle, the teacher took actions and observed students' performance

simultaneously.

Reflection

In week 9, both the teacher and students reflected on the planned curriculum design. The outcomes showed that students' speaking performance was related to the task design, and the key factors affected the implementation including task repetition, task complexity, task difficulty and time allocation. Consequently, the teacher adjusted the ways of implementing TBLT in the subsequent cycle.

Cycle 2 Planning

According to the data collected from the first action research cycle, there were some modifications of curriculum design in the second cycle. First of all, sufficient pre-task activities including comparing and classifying were carried out to help students be familiar with the topic in the prior three weeks. Second, the teacher catered enough planning time for students to rehearse the task at the priming stage. Third, to ensure an appropriate level and manageable of task complexity, cognitive demands and linguistic knowledge were increased gradually to suit students' abilities. Fourth, the teacher provided students with more exposures to language focus activities in the last stage. The abovementioned features were combined into the curriculum

design and the situation was set in the supermarket. Students would do pedagogical and real-world tasks by communication (See Appendix E) .

Action

During week 10 and week 12, students finished pedagogical information gap tasks. To complete the first pedagogical task, students had to finish the survey by comparing two supermarket's ads and found out the differences. In the second and third tasks, they used question-and-answer patterns to finish the survey (See Appendix E). From week 13 to week 16, students performed a simulation role play and finished the shopping list in the supermarket.

Reflection

Similar to the first cycle, in week 17, the teacher and students reflected on the task design of the second cycle. In doing this, the data collected from the last week could provide information for the further curriculum design and application of TBLT in the English class.

Data collection

There are five sets of data collection instruments in order to answer the three

research questions: audio and video recording of teaching, classroom observation fieldnotes, teaching logs, student interviews, and student reflection sheets.

Audio-recording and Video-recording

There were audio-recording and video-recording in 8 weeks for 40 minutes of each action research cycle. The camera was placed in the back of classroom in order to document students' speaking performance and interaction. Audio-recording of each lesson aimed to document the speech performance for the teacher to evaluate the students' speaking competence. The purpose of video-recording was to observe students' interaction while doing the tasks, and measuring individual students' ongoing development.

Observation field notes

Teacher observation field notes were used to record students' individual performance and how they interacted with classmates in the two action cycles (See Appendix J). Moreover, the teacher could see whether there were speaking difficulties or interaction occurrences, including students' turn takings while doing the tasks. Fourteen observation field notes in the two cycles were completed, and the information allowed the teacher to investigate individual students' growth during the

research.

Students' written reflections

Reflection sheets were distributed to students in the last week of two action research cycles, in order to know what extent students had learned in the class. Also, it was a tool for students to self-record their learning experiences. Students were encouraged to write down their reflections, judgements about the curriculum design on the reflection sheets. The guided questions were printed in Chinese, and the teacher explained each question to make sure students fully understood. Students were allowed to write in Chinese, so they could fully express themselves (See Appendix M).

Interview

Two semi-structured individual interviews were conducted with students in the last week of each cycle. Each interview was face-to-face for approximately 15 minutes and audio-recorded. The interview questions were designed to explore students' perceptions and experiences about the tasks (see Appendix L). Students were asked to tell about difficulties they have encountered and how they have coped with the problems. The interview was executed in Chinese and audio recorded, and

then transcribed. In order to get access to students' deeper thoughts with the pedagogical and real-world tasks, the teacher told students the main purpose of the interview was to understand their feedbacks of the intervention, and their engagements in answering questions could be worthy to the later class modification.

Teaching Logs

The teacher documented teaching logs for each lesson in the two action cycles. In each cycle, the teacher wrote the teaching logs for eight weeks (See Appendix K). Teaching logs assisted the teacher to self-examine teaching skills, helping teacher retrospect and respond to any problematic phenomenon existing in the class. Moreover, it allowed the teacher to record the classroom events, and to document students' learning behaviors. As a result, the teacher can thus deepen the understandings of self-role with ideas and insights about teaching.

Data Analysis

In order to evaluate outcomes from various perspectives, the present study employed five sets of instruments to gather data: audio-and video-recording, classroom observation field notes, students' written reflection, interviews and teaching logs. The audio-recording and interviews were transcribed, and video-

recording was noted.

The analysis of this study started when the data was still being collected. In the two research cycles, audio recording excerpts of the task performances from week 2 to week 16 were examined by researcher and another rater to attain the inter-rater reliability. The analysis focused on indicators of language fluency and accuracy, which are generally used concepts for measuring progress in language learning and evaluating second language learner (Housen & Kuiken, 2009). The excerpts from the conversation in each speaking task were extracted and transcribed; the pauses, silence seconds and mistakes existed during the conversation were noted and counted by both of the raters to achieve the agreement of the measurements. The average scores of the participants' performance was measured as a class in order to provide some insight into overall improvement in their speaking competence. Second, the transcriptions of interview were coded and systematically categorized into different themes in an attempt to address the third research question. Third, the written data included learners' reflections, observation field notes and teaching logs were noted to identify themes, and the themes were compiled to help the teacher to interpret and clarify learners' performance and opinions toward the tasks.

CHAPTER 4

RESULTS

The results of the two action cycles are displayed in this chapter. The results of each week are shown in sequence, in order to focus on participants' speaking performance and their perceptions of speaking tasks. At first, the results of needs analysis are provided. Secondly, the plans for the speaking tasks and participants' performance during the implementation of TBLT are presented. In the last part, the modification for the classes in the second cycle and participants' reaction to the tasks are shown.

Cycle 1: Week 2~8

The first cycle of action research began from the second week of the English class. The task design was for participants accomplishing tasks in the fast food restaurant situation during week 2 to week 8, the pedagogical tasks were given in week 2 to week 4, and the real-world tasks were performed in week 5 to week 8. In week 9, both the teacher and students reflected on the outcomes and task design of the planned intervention in this cycle.

Week 2

At the beginning of the class, the students were asked to share their experiences about ordering food in different restaurants, and to share sentences they used while they were ordering food in Chinese. Most of the students dined in the eatery of the tribe they have lived in; some of them shared experiences of dining in the restaurants in the suburban area. After sharing the experiences, the student took turn to write down the patterns they knew in Chinese on the blackboard. Subsequently, the teacher

guided students to translated the sentences into English and created a fast food restaurant dialogue.

After the students had practiced the dialogue alternately with their classmates, the teacher gave each student a survey worksheet. The teacher explained to them how to investigate the most popular food among their classmates, and recorded results in the worksheet. The students were encouraged to use the vocabulary they have learned in the conversation.

During the task cycle, all of the students faced speaking difficulties, and their performance were full of lengthy breakdowns because they could not recall the sentences and the vocabulary. Some of the students blurted out Chinese when they forgot how to answer the questions and asked for help. One student spoke with slow and choppy sentences because she kept mimicking the other group in order to recall how to ask the questions. The teacher noted “S1 constantly stopped and listened to the correct way of asking the questions from the student in different group, she tried to imitate the right way of using the sentences such as ‘Anything to drink?’, ‘Is that all?’, and it caused a lot of pauses in her speech” (OB1-0419019).

After finishing the survey, the students demonstrated the results individually in front of the class. The teacher judged that the students’ speaking abilities in this task were identical to those in their speaking diagnostic test; from her observation of students’ speaking performance during the task, there were long silence, constant pauses and mistakes appearing in the task cycle. For example, all of the students mispronounced “French Fries”; they spoke slowly and tried to recall the sentences “Is that all?” and “Anything to drink?”. When they forgot how to answer the questions, they kept silent until the teacher provided a sentence strip or guided them to say the sentences.

In the language focus stage, the teacher corrected students' pronunciation and helped them practice unfamiliar sentences as a wrap up activity. In the meantime, the students stated that they forgot the vocabulary and it cost them plenty of time bringing the sentences into mind. Therefore, the teacher concluded in the teaching log that insufficient time spent on the vocabulary and sentences in the pre-task activity led to the inaccuracy and unsmooth of students' speaking performance during the task cycle. The teacher reported "It was the first time for the students to use the new sentences in a conversation, so they were completely unfamiliar to the sentences; and it led to many pauses and many lengthy breakdowns during their speech. I thought maybe they need more task repetition and rehearsal time before the task began" (TL1-0419019).

Week 3

In the pre-task stage, to help students overcome the major difficulty of speaking was to prepare them for the unfamiliar vocabulary. Due to this reason, the teacher brought McDonald's menu, visual aids and sample products for the pre-task activity, she put all the things into a box. It was meant to assist students to remember the vocabulary. To make sure students learned the vocabulary, the teacher chose the students randomly and asked them to say vocabulary the teacher took out from the box. Before the task cycle, the students were distributed menus and survey worksheets, they had three minutes for preparation, it was the first time they had planning time before the task. The students rehearsed all the sentences and the vocabulary repeated; some of them asked for the teacher's help to check pronunciation of the vocabulary during the planning time.

During the task cycle, each student searched for partners and had a conversation with them. They had to gather information by asking 'May I help you?' 'Anything to

drink?’ ‘Anything else?’ ‘Is that all?’, and their partners answered in ‘I would like...’, ‘I want some...’. The students exchanged information and wrote down the results in the survey. While students doing the task, the teacher walked around the class and took note, she discovered two students had problems in pronouncing the vocabulary with more than one syllables and the longer sentences. They were the major difficulties overwhelmed the two students. The other two students spoke fluently and seldom broke off in the speech during the task. Also, the teacher noticed that one of the students spoke with hesitation and a nervous face, he spoke cautiously before answering the questions in order not to make mistake, though he spoke slowly but he made obvious progress in this week. After he finished the task, the teacher asked him to read the vocabulary on the menu to check his pronunciation, and the student performed accurately while saying the vocabulary. And he told the teacher, “I was afraid to mispronounce the words, so it took me few seconds to check the accuracy by repeating the words silently in my mind” (OB2-0426019).

In the language focus stage, the teacher collected the worksheet and discovered many students’ misspelt words and grammar mistakes, and it caused by there was too much information to fill in the blanks, and the students could not spell some of the vocabulary. For example, the students need to jot down the meal numbers, sides and drinks after they heard the answers immediately. They acted hesitantly to spell the vocabulary such as ‘French Fries’ and ‘hamburger’ because they had to recall the spellings. Once they stopped to think the words, the conversation was suspended. The teacher firstly reviewed the sentences with students, then she asked students to share their opinions and what difficulties they faced in the process, they spoke in one voice that they were confused by ‘Anything to drink?’ and ‘Anything else?’. They thought the two sentences looked similar and sounds identical. Apparently, the students did

not comprehend the meaning of the two sentences, no doubt that they could not use them appropriately. The teacher concluded that the students need more repetition with the sentences in the pre-task activity, and it might help them remember the sentences and enhance speaking fluency while performing the task.

Week 4

In the pre-task stage, the teacher designed a matching activity. The student took turns saying a word or a sentence related to the fast food restaurant, and the other students need to touch the pictures or sentence strips on the blackboard as soon as possible. The activity aimed to help students memorize the words with more practices. During the game, the students pronounced the words more accurately. Similar to week 3, the students were provided three minutes for the planning time. However, the teacher assigned three students in a group, and the other two were in another group. Each group had a leader with better speaking performance, their job was to assist their group members to rehearse the dialogues. The students sit together and prepared for the sentences.

During the task cycle, the students were in pairs and had the conversation in order to finish the survey. However, the teacher noticed that the students would sacrifice fluency for the accuracy. That is to say, they could not take care of the speaking competences simultaneously. For example, the students repeated the sentences ‘for here or to go?’, ‘what sizes of your drink?’ for many times in order to pronounce the words correctly, yet they made choppy sentences in the speaking.

After all of the students finished the survey, they reported information in front of the class. The students shared the survey without speaking hesitancy, but they made few mistakes in adding ‘s’ to the plurals. Besides, when the students reported the outcomes, some of them did not wait for their partners’ answers instead of cutting off

the conversation with their questions. This situation made the teacher doubt whether the students knew how to use the patterns when the scenario changed, or they just learned the sentences by rote.

In the language focus stage, the teacher reminded students of the mistakes about grammar and pronunciation. They said they forgot to add 's' while saying 'fries' and 'cookies', the teacher emphasized the grammar rules of singular and plural with the flashcards and had each student practiced individually later.

After this class, the teacher wrote in the teaching log, "I observed their [students'] performance and thought they actually could accomplish the task successfully, but they need more repetition to get familiar with the words and sentences. In addition, their listening ability were their advantages, they never made mistakes in listening, if they had much more time to practice, they could make evident progress." (TL3-0503019). As a consequence, the teacher considered that there should be more time for individual students to practice unfamiliar vocabulary and sentences in the language focus stage. In addition, she listened to the audio record and analyzed the mistakes made by each student, four students could say the words accurately and fluently, one could say the word correctly but she need more seconds than others. Speaking of the sentences, four students required further practicing to get familiar to the sentences such as 'Anything to drink?' and 'Is that all?', but there was one could already say the sentences proficiently.

Week 5

From week 5 to week 8, the class were scheduled to perform the simulation role play task, and the students were going to solve the problems by using the fast food restaurant conversation. Different from the previous weeks, the students played the

role of customers and staff, and they need to have a conversation and order a meal.

In the pre-task stage, the teacher reviewed the words and the food prices with the students. After that, the teacher and the students brainstormed other sentences they have heard while ordering food; one student replied in Chinese “the staff should tell the customers how much are the food; also, they should tell the customers their meals are ready.” Therefore, the teacher taught the new sentences to students, they learned ‘How much is it?’ ‘It is ...dollars.’, ‘There you go’ and practiced individually for three minutes.

When the task began, four customers took the menu and queued in front of the desk, they took turn to have conversation with the staff and ordered the meals. The staff jotted down the information, calculated the bill and finally replied to the customer. From the teacher’s observation, the cognitive complexity impacted speaking fluency and accuracy of the student who performed staff. She sometimes stopped to recall the new sentences; also, she was too busy to calculate the money and answer questions. As a result, even though she usually had outstanding speaking performance than others in the task, this time, she had more mistakes in numbers and said choppy sentences frequently than the customers. On the contrary, the students who performed customers did the task with more accuracy and fluency.

In the language focus stage, all students showed a relief face and complained that they felt under pressure while doing the task. The students who demonstrated customers said they did not face difficulties, but the workload of the staff shocked them. The student who performed the staff expressed that she was confused when the numbers were too complicated, it was difficult for her to say the sentences without any mistakes. For example, ‘It’s seven hundred and ninety-eight dollars.’ Moreover, she told the teacher that she spent a lot of time to calculate the numbers, and it caused

her panic because there were customers waiting for her. After listening to students' opinions, the teacher wrote down the numbers from five hundred to one thousand randomly. To her surprise, only two students could answer without mistakes.

The teacher reflected in the journal if she had provided the student who performed the staff a calculator, her cognitive burden would have reduced, and the task would not have paused all the way due to the staff's performance. In addition, by watching the video-record, the teacher discovered the staff had breakdowns before saying 'It is... dollars.' The teacher thought there might be possibility the other students also had the problem of saying numbers, but it did not show in their parts of the speech. The teacher decided to design the activity for students to practicing numbers next week.

Week 6

The teacher prepared a pre-task activity for students to review the vocabulary about the fast food restaurant menu. The activity was similar to the Charades; that is, the students were separated into two teams and took turn putting a sticky note on their forehead. Their team members provided hints until the one said the correct answer. If the students answered correctly, they could stick the notes on the realis and got points. When the game was over, the teacher guided students to review the words on the menu. Once the roles were decided, the teacher explained missions. The staff need to circle the food on the menu and calculate the bills. The customers need to order meals and pay for the bills. Afterwards, the students each prepared for three minutes. They took a menu and prepared for the dialogue what they were going to say in the conversation.

During the task cycle, all of the students spoke fluently in the task, they were

able to order the meals without failures. Though some mistakes were made by them while asking for degrees and sizes of drinks, also the numbers, they had made some improvement. The teacher discovered two students ordered the meals without making any mistake; moreover, they acted flexibly and responsively in the conversation.

Though the whole task went more smoothly than the previous class, the teacher observed two major problems from students' speaking performance. First, the students faced difficulties to distinguish 'thirty' between 'thirteen' and the category of numbers with suffixes 'ty' and 'teen', because 'ty' and 'teen' had the same beginning sound and they also sound very similar. Second, the students usually forgot to say 'welcome', 'please', 'thank you', 'there you go', 'here you are' in the conversation probably because all of them did not have opportunities to practice the phrases in daily life conversation.

In the language focus stage, in order to solve the abovementioned problems, the teacher played 'numbers bingo' with students. The game allowed students to practice saying the numbers and try to tell the distinction of the 'teen' and 'ty'. To play the game, they had to recognize the sounds of the words and pronounce accurately. On the other hand, to solve the second problem, the teacher demonstrated how the daily conversation patterns could be used and gave some authentic examples for the students. She searched several short video clips on YouTube such as 'Collection of Easy Dialogue' and 'Greeting& Introduction' produced by *English Singing*. The students were absorbed in the themes, they watched the video with interest, and they took initiative in learning the sentences by repeating the dialogues.

Week 7~8

In week 7 and week 8, the teacher prepared the mission cards for each student,

they needed to accomplish the task according to their missions.

In week 7 and 8, five minutes were provided for the task planning due to there were more information on the mission cards for students to process than the prior weeks. After the roles of staff and customers were decided, the teacher distributed mission cards, menu and toy cash to the customers, and the staff had a survey to fill in.

In the task cycle, there were two rounds in the stage. The students solved the problems and ordered meals more successfully. Although the students made several grammar errors such as saying 'fry' without adding 's', and saying 'a apple pie' instead of 'an apple pie', they began the conversation and performed more fluently than the previous week. During the task, a customer was stuck while the staff was asking 'for here or to go?'. He thought the staff had already asked him the question, but actually the staff was not. They stopped for one minute and started all over again. In the second round, the staff was performed by a different student, and he acted rigorously towards customers' mistakes. The teacher thought his behavior was because he knew the vocabulary and could differentiate the correct pronunciation from the wrong one.

From the teacher's observation, there were some errors in the second round. First, some of the students still faced problems in saying the numbers; there was only one student can speak without hesitation and accurately in the entire task cycle. Second, the staff needed the others to remind him saying the sentence 'It's...dollars.' He forgot how to say the numbers after calculating the bills. Third, two customers spoke fluently but the other two stuck for words and forgot how to answer when they heard 'hot or iced?', it cost them plenty of time to recall the sentences. The teacher discovered their difficulties and provided instruction for the words by the sentence

strips, and soon they caught up on the conversation.

In the language focus stage, the teacher reviewed the words and reminded students of the grammatical rules such as plurals and quantifiers, mispronunciation parts of the words like 'fifteen' and 'fifty'. Some students still hesitated before saying the numbers with 'ty' and 'teen' accurately, and sometimes they forgot to plus 's' of the plurals. Since the students did not want to stop the conversation, they focused on fluency rather than accuracy. In the last five minutes of the class, the teacher gave each student three hundred dollars and invited them to order meals and had conversation with her. The students tried their best and attempted to perform accurately while having the conversation with the teacher, and the teacher noticed some of them had adjusted their mispronunciation into the correct one, they spoke accurately and fluently in this activity.

Week 9

A semi-structured interview and a reflection sheet were conducted in order to understand students' thoughts of the pedagogical and real-world tasks, also their feedback to the intervention in the first cycle.

From the semi-structured interview and the reflection sheet, the students reflected that the different pre-task activities helped them to prepare for the upcoming task. The teacher designed various games and prepared the sample products for the class. One student said "I liked the matching game and guessing game before the task, because they helped us learn the words in an interesting way" (IN1-0605019). Another student expressed, "The teacher taught the vocabulary with realia, and it helped me learn the words more efficiently" (IN1-0605019). Also, the students agreed the short video played in the pre-task stage gave them opportunities to listen to the

authentic conversation taking place in the fast food restaurant. Some of them wrote down “I learned some sentences from the video and noticed that there were many different ways to say while ordering meals instead of one way” (RE1-0605019). In addition, all the students mentioned that the planning time provided before the pre-task stage of role play task allowed them to rehearse the conversation, and thus they could do the task more smoothly. The replies of the students confirmed that the rehearsal of the planning time could enhance the speaking task performance, the students made progress in the speaking fluency.

During the task cycle, the main difficulty that influenced students’ speaking performance was they could not remember some of the content: the sentences included ‘hot or iced?’ ‘What sizes?’, and the words included ‘medium’ and ‘large’. One of the students specified, “I forgot how to pronounce the vocabulary; sometimes, I felt the sentences were too long to remember, so I felt confused and stopped with lots of sentences wandering in my head” (IN1-0605019). Besides, all of the students said they had difficulties in saying number words. “I spent a lot of time on recalling the numbers. And ‘eighty’ and ‘eighteen’ sounded identical that I was confused by them” (IN1-0605019).

Due to the task repetition in each class, all of the them commented that they had acquired the words and patterns and that they could speak with less hesitation and spend fewer seconds in silence in the last week of survey task. Three students said they thought there were improvements in their speaking accuracy. One student indicated, “I could say the words and sentences more accurately with less mispronunciation” (IN1-0605019). One student wrote in his feedback, “In the beginning, I felt I was not familiar with the sentences and did not speak fluently, but I discovered I had made progress in speaking fluency in the role play task” (RE1-

0605019). One further expressed, “Sometimes, in order to say the words or sentences accurately, I tried to slow down my speaking speed and pronounce the words in an exact way” (IN1-0605019).

In the survey tasks, the students shared the results in the report stage, several students wrote down they noticed there were advantages in the report stage. For example, they paid more attention to the pronunciation and the grammatical rules while speaking because they wanted to perform their best in front of their classmates. Also, the students noticed the others’ excellency by concentrating on their speaking accuracy and fluency. “While reporting the outcomes to the class, I had opportunities to practice speaking and sometimes I could reexamine my mistakes in pronunciation” (RE1-0605019). Another student wrote down “I observed my classmates’ performance and saw light in them, then I tried to learn from their strengths” (RE1-0605019).

In the language focus stage, the students mentioned that they could modify their speaking performance, including accuracy in grammar and pronunciation with teacher’s and partners’ assistances. One of the students said “I learned from my partner when she helped correct my pronunciation. The teacher also helped review the complex sentences with us” (IN1-0605019).

All in all, the students agreed they had made some progress in speaking fluency and accuracy due to the task repetition and the panning time in the priming stage. The pre-task activities triggered their interesting in learning the vocabulary and helped them practice the sentences. The students performed smoothly in the pedagogical survey task; however, in the role play task, they faced more obstacles due to the linguistic complexity and cognitive complexity. In the conversation, they paused with constant silence in order to recall the complex sentences, such as asking for and

answering ‘sizes’, ‘temperatures’, ‘prices’ of the food. They faced difficulties while calculating the money and to answer immediately in order to paying the bills or returning the change. The role-play tasks gave the students intense feeling because they need to deal with the problems by applying words and sentences they had learned; as the result, the linguistic complexity hindered their speaking fluency and accuracy. Even though the students still hoped to do the speaking tasks because they felt a sense of fulfilment after they accomplished the speaking tasks, they thought their speaking competences had enhanced after the first cycle.

Cycle 2: Week 10~17

The second cycle of action started from the ninth week to the seventeenth week in the fall semester. After collecting data from the first cycle, the teacher decided to keep task repetition and planning time in the pedagogical tasks and real-world tasks because they could enhance learner’s content familiarity. She also modified the TBLT courses. First, because the students said they faced difficulties toward words and complex sentences and they could not remember them, the teacher spent more time on different games and activities in the pre-task stage in order to facilitate students to memorize the words and sentences. Second, the sentences were taught spirally to students in the former three weeks for diminishing the linguistic complexity they might confront to, so they could do the tasks more smoothly. Third, while the students were performing the task, the scaffolding was provided for them to reduce cognitive complexity. Fourth, in the language focus stage, the students were given controlled exercises to practice language forms; in doing so, they could adjust the mistakes and achieve the tasks more accurately. In the last week of the cycle, the teacher and the students reflected on the outcomes and perceptions of the planned intervention in this

cycle.

Week 10

From week 10 to week 12, the tasks were designed to help students know about the shopping expressions and vocabulary used in the supermarket. In the pre-task stage, the teacher showed a picture of a supermarket. There were several items in the picture such as “checkout counter”, “aisle”, “section”, “household supplies”, “dairy”, “can” and so on. The teacher asked students to observe the picture and brainstormed what they could buy in the supermarket. The students answered actively by mentioning many words included fruits, drinks, candies and the rest in both English and Chinese. The teacher drew a mind map and had students write the vocabulary to extend the mind map. The students were willing to say and spell the words they knew; also, they asked about the words they did not know in English. Afterwards, the teacher played a short video and discussed with the students about the shopping expressions together. The students said the customers would ask whether the supermarket had the products they wanted, and the customers would ask about prices and locations of the items, and the staff need to give the information. The teacher translated the sentences that students specified in English, and wrote them on the blackboard. In the end of this activity, the teacher guided students to review the words and sentences.

In the planning time, the teacher explained the task, the students would pair up and had different worksheets. Then, they needed to use the patterns such as ‘Do you have ...?’, ‘Yes, we do.’, ‘No, we don’t.’ and ‘Sorry! we are out of...’ to accomplish the information gap task. They had to ask and answer questions until they discovered the different items from the two worksheets. Since many new words and sentences

were on the board, the students spent five minutes on rehearsal; some of the students kept asking the teacher in order to make sure how to pronounce the words.

In the task cycle, the students made mistakes of words such as ‘detergent’, ‘dish cleaner’, ‘bodywash’ since these words were either compound words or more than two syllables, and hence they were hard for most of the students to memorize in a short time. Furthermore, the students said the sentence ‘We are out of ...’ instead of ‘we are out for...’ because they did not distinguish the difference between ‘of’ and ‘for’. Since the students constantly paused with silence, the teacher gave hands to some students who forgot the pronunciation of words. From the teacher’s observation, one of the students always forgot the sentences and replaced them with Chinese or asked his partner for help. He did not spend much time on recalling the words. The teacher saw one of the students kept making sign to her partner by twinkling her eyes because she could not remember the names of the items, and she acted hesitantly towards asking questions and was eager for others help.

In the language focus stage, after reviewing the words and shopping expressions. the students said that the major problem they met was the unfamiliarity of words and sentences, they said the problem hindered their speaking fluency. A student claimed that “I thought we must remember all the words, in case we kept stopping to recall the words.” The teacher recorded in the teaching log “I should have provided more practices and time in the pre-task stage, else the students could memorize the words automatically. And maybe it was due to this was the second week of the school after the summer vacation, they might need some time to warm up” (TL9-0906019).

Week 11

On account of the students were not familiar to the words, the teacher reviewed

the words in the beginning of the class. Next, the students took turn drawing a part of an item with a price tag on their white boards; once the item was guessed by others correctly, the students complete the entire item and let others continue to ask about the price. The students applied ‘Do you have...?’, ‘Yes, we do.’, ‘No, we don’t.’, ‘How much is it?’ and ‘It is ...dollars.’ in the drawing and guessing activity. Every student was dedicated to finding out the outcomes and asking questions at least three times. The teacher observed that all of the students did not face any difficulties during the process.

Before the task began, the teacher instructed the students how to complete the task. This task was similar to the one in week 10; yet, the students not only needed to spot the differences about the items but they had to record the prices on the worksheet.

In the task cycle, the students did the information gap task more smoothly than the previous class. Even though the content became more complicated, it cost them shorter time to finish the task. However, two students still mispronounced the prices such as ‘thirteen’ and ‘thirty’, and it caused their partners to record the prices mistakenly. Also, when it was their turns to give information about the prices, they pondered for a while to think about the answers, until their partners started to murmuring about they should speed up as they continued mumbling the answers in a whisper. The teacher observed one of the students did not complain, she provided help by demonstrating how to pronounce the words to her partner. The following was the excerpt from audio record in week 10: (the conversation was translated into English)

S1: Thirteen. Th...ir, pronounces like 儿 in the Bopomofo.

S2: ir...Thir...tee...(mumbling)

S1: Teen. The teacher said that 'ee' pronounces long e sound. ee...

S2: Thirteen.

After all the groups had finished the worksheet, they reflected that it took so much time to record the items, because they were not sure about how to spell the words. Besides, most of them did not have any challenges in the speaking task; however, two students confessed they were frustrated in saying the numbers. So, the teacher planned to have students practice more about numbers until they could answer automatically.

In the language focus stage, the teacher prepared a game called 'secret code'. It was aimed to have students practice numbers as more times as possible. The teacher chose a number from the range 1 to 1000, and the students needed to narrow down the range by guessing and saying the words correctly. During the game, the teacher told the students that they could use intonation to distinguish the numbers with 'teen' between 'ty'; the numbers with 'teen' had a rising tone, on the contrary, the numbers with 'ty' were not. The students performed well in the game with fewer errors in the pronunciation. In the end of the class, the teacher assigned controlled exercise for students, their homework was to practice writing each item for three times with illustrations.

Week 12

In the pre-task stage, a classifying activity was provided for the students. Above all, the teacher prepared the visual aids and put them on the board, then she started to discuss with students. The students need to come up categories they had seen in the supermarket. They were allowed to say the answers in Chinese. Some students specified 'household supplies', 'frozen food', 'canned goods', 'meat', 'vegetables and

fruits', 'beverages', 'dairy', 'candy' and so on. The teacher wrote down the words on the board and ordering them into eight sections, then she stuck magnets from "aisle 1" to "aisle 8" above the sections. Afterwards, the students discussed how to classify the flashcards to the different sections; Once they got the ideas, they took turn asking and answer questions. For example, one student asked "Where is the pork?" And the other should answer "It is in aisle 12.", then the student put the flashcard 'pork' under the aisle 12 on the board. Before the task cycle, the teacher distributed five different worksheets to the students with the titles from A to E. On the worksheets there were information about items, prices and their locations. The students were asked to prepare for five minutes to rehearse the words and sentences.

During the task cycle, one student usually misused the sentence 'how much is it?', she kept asking others 'how many is it?'. The teacher judged that she was confused by the sentence patterns they had learned in the fifth grade; that is, there was a lesson about 'how many animals do you see?' The student made the grammatical mistakes because she was confused by the different sentence structures. From the teacher's observation, the student who did wrong in the sentences also failed to say the numbers accurately in every first time, she tried at least three times to pronounce the numbers correctly. In retrospect, the teacher thought the student required one-on-one instruction to catch up the others' performance.

In the language focus stage, the teacher asked the individuals took turns sharing the information of different items, two students spoke in hesitancy towards the numbers but they finally pronounced the words correctly, and one of them was the student completed the worksheet at the last place. The teacher decided to make some adjustments in task cycle and language focus stage: the student who performed incompetently could be provided more scaffolding in the task cycle and more

individual training in the language focus stage.

Week 13

The teacher wrote the sentence strips and put them on the board, and the students read the sentences and discussed the dialogue, trying to put the sentences into the sequence. They negotiated and concluded that the sentences about prices and locations should be put after the sentence ‘Do you have...?’, ‘because if the supermarket did not sell the items, the customers would not ask the further information about the items.’, said by the students. After they put the sentences in order, they read the all the sentences overall and came up an opinion. “I thought the customers and the staff would say these sentences depending on the situation; in fact, they would not follow the sequence we made on the blackboard” (OB12-1004019). The teacher agreed with the students and she made the point that the most important part of conversation was to let people exchange information and to attain consensus. As a consequence, the teacher concluded that people seldom had definite communication patterns in the daily conversation.

From week 13 to week 16, the students had a simulation role play task in the supermarket. The customers got a shopping list with blanks to complete; the staff got a catalog with all of the information on it. The students needed to communicate until the customers would jot down the results on the worksheet. The teacher gave students five minutes to get ready for the task.

When the task began, two groups sat separately and started the conversation. The teacher observed few problems in group one. The two students who demonstrated different roles did not perform smoothly in the conversation; the customer kept using Chinese to make sure whether he heard was the correct information, and his partner

repeated the answers for several times patiently. The teacher reminded him that he could replace Chinese sentences by the English ones such as ‘Pardon me?’ or ‘Excuse me?’ Another group had a major problem, the student who performed the staff made mistakes including misunderstanding others questions and answering falsely. For example, the customer asked “Where’s the...?” and she answered “Yes, we do.” It could tell that she was still unfamiliar to the meaning of the sentences. She also performed uncountable lengthy breakdowns while she was trying to find out the items on the catalog, and let the two students who performed customers kept waiting for the information, they exchanged a helpless facial expression with each other. The teacher stopped their conversation and provided a script for the staff. The staff’s face looked awkward and she seemed to be either helpless or depressed. In order to help the student, the teacher stood beside her and guided her to say the sentences.

In the language focus stage, the teacher asked the students to report the difficulties and then offered them instructions afterwards. Some of the students said they paused since they forgot how to say the items or numbers, but they soon recalled the words. The students notified that they felt confused about questions included ‘how’ and ‘where’, so the teacher gave some sample sentences.

The following excerpt was from week 13: (the conversation was translated into English)

T: Do you remember the sentence ‘How many lions do you see?’?

Ss: Yes. It was about asking the numbers of the lions.

T: Very good! ‘How many lions do you see?’ was similar to the sentence ‘How much is it?’. Do you know why?

S1: I guessed in these two sentences, the words ‘how’ were used to ask about the numbers.

T: Good guess! The phrases ‘how much’ and ‘how many’ could be used to ask about the quantity.

T: What about ‘where’? Does anyone can make a sentence with ‘where’?

S2: Where are you going?

Ss: I am going to the...zoo (The students burst out laughter)

T: Well done. When we mentioned the location or place, we could use ‘where’ to ask about the location.

S3: Does the word have the same meaning as ‘Where’s the supermarket?’?

T: Exactly! Try ‘Where’s the detergent?’ Do you notice any similarity?

S1: The two sentences were both related to asking about the location.

T: I assumed you to know the different usages of ‘how’ and ‘where’. Is there any question?

Ss: No.

After the explanation, the teacher pointed to the sentence strips and had each student made sentences including ‘Where’s the...?’, ‘It’s in aisle....’, ‘How much is the...?’ ‘It is...dollars.’ as a wrap-up practice. The students made progress with making fewer grammatical errors and mispronunciation.

Week 14

In the pre-task stage, the students took turn to demonstrate the staff and answered questions from the others, and then they had to answer questions meanwhile putting the items to the right aisles. For example, the student answered ‘The detergent is in aisle 2’, then he would put the flashcard to the column of aisle 2. The teacher observed students’ performance in the activity and found out that they became proficient in using the words and sentences; that is to say, they could perform more

accurate and fluent while speaking.

In the task cycle, the students were assigned the similar role play task as week 13. From the teacher's observation, there were several mistakes existed in the task cycle. Firstly, in group one, the student asked her partner "What's the mop?", her partner showed her a weird face and then she changed the question word into "How's the mop?". She tried three times and finally asked the correct question "Where's the mop?". The teacher thought the student could adjust the answer correctly by herself, she only needed some time to confirm the answers and repeated practices. Secondly, in group two, the student who demonstrated the staff paused before telling others the prices, he was pondering for a while and still said the number wrong, He answered "It's six nine dollars.", rather than replied "It's sixty-nine dollars." Not until his partner questioned his answer did he discover the mistake. He fixed the mistake right away and the group continued with the task.

In the language focus stage, the teacher mentioned two major problems from her observation. She firstly guided students to review the words from one to one thousand, then she reminded students the different tones of 'teen' and 'ty'. Second, she restated the meanings of different question words, involving 'How much', 'Where', and 'What' by drawing a mind map on the board. Thereafter, the teacher unscrambled the sentences of shopping expressions and let each student place them into the right sequence on the board.─

Week 15~16

In week 15 and week 16, the students did a simulation role play task. In the pre-task stage, the teacher played a short video for the students. In the video, the characters used various shopping expressions such as 'Here's your change', and 'By

cash or credit card?’. Also, the students watched the staff returning coins to the customer meanwhile saying the sentence “Here’s your change”. The teacher stopped the video and explained the sentences to the students. After that, the students were paired up and were practicing the sentences for five minutes. Some students who performed less proficient in English speaking kept asking the others to help check their pronunciation; the students who were already familiar with the content played the roles as teacher assistants to examine others’ accuracy of words and sentences.

The students drew a straw and decided four of them performing the customers and one of them performing the staff. The four students who demonstrated customers also took lottery randomly with different codes from A to D; the teacher prepared four purses with different codes on them, each purse has a shopping list. The students took the purses according to the codes. To accomplish the task, the students had to pick up the items from the front desk, asking the staff about the items which did not exist on the front desk, and they paid for the bills at the simulation check-out counter.

There were two rounds of role play in the task cycle, when the task began, the students went to the front desk and took the items according to the shopping lists, none of them making mistake in reading the information on the lists. From the teacher’s observation, one student still confused about asking the questions ‘How much is it?’ and ‘Where’s the ...?’, but the student who performed staff did her a favor and gave her some hint. He whispered the correct sentences to her and let she mimic to repeat again. The communication between the two roles were smooth, but the problems showed up when the students started to check out. The staff were nervous when the customers queued up for checking bills. He required the customers to line up and wait for him to calculate the bills, but he forgot how to say it in English; as a result, he kept saying Chinese but spoke English while he was replying the

numbers to the customers. Moreover, the staff stuck when he need to return the change to the customers. He could not remember the sentence 'Here's your change.', so he struggled for a while to recall the sentence, and finally gave the change back to the customers. The excerpt was from week 15: (The conversation was translated into English)

((S1 and S3 are the customers, S2 is the staff.))

S1: How much are they?

S2: Huh? Say that again. (Chinese)

S1: How much are they?

S2: Wait! Let me count. (Chinese) (The sound of calculator)

((Another student cut in line))

S3: Where's the fish?

S2: Wait! Wait! Wait! (Chinese) It's in aisle 4. (English) No...no...no..., let me search for it. (Chinese) It's in aisle 2. (English)

The staff turned back to S1

S2: Where should we start? Wait me for a second! (Chinese)

S2: (5) They are eight hundred and...nine...nine (pause) nineteen. (English)

After the first round of role play was over, the teacher reminded students that they should use some interactional language they learned before in the conversation such as 'Excuse me', 'Pardon me.', 'Please', 'Wait a second' and so on instead of replying in Chinese.

In the second round, the students exchanged their roles, the staff was played by another student. The student said each sentence cautiously and pronounced the words accurately, the only mistake was caused by his unfamiliarity to the sentence 'By cash or by credit card?' that he said the sentence hesitantly and choppy.

Since the customers were familiar to the shopping expressions and the words, they seldom paused and pondered for the answers in the whole task cycle. However, the teacher discovered that only one of the students need teacher's facilitation when she said the numbers, she said "five-ty five" instead of "fifty-five"; when the number was '113', she was confused about saying "one-hundred and thirteen" or "one-hundred and thirty". The teacher wrote in the teaching log, "I thought this student need a lot of repeated practices about numbers one on one. And the practices had better start from 10 to 100, and 100 to 1000 spirally, I hope it might work for her" (TL15-1025019).

In the task cycle, language focus stage, the teacher wrote down the shopping expressions misused by students frequently during the task cycle, the students puzzled by 'How much is it?' and 'How much are they?', so they blurred out the answer came out in mind firstly without caring about whether it was right. "We did not want the conversation to stop, because there were some people still waiting in line." said by one student. The teacher reminded the students should try to perform accurately rather than goof off. She drew the items on the board and explained that the customers could use the sentence 'How much is it?' when asking the price for a single item. On the contrary, if they would like to know the total, they could use 'How much are they' to ask for the bills. In addition to that, the students were not familiar to the new sentences 'By cash or by credit card?' and 'Here's your change.', so the teacher gave examples and demonstrated how to use the sentences to the students.

Week 17

As the last class of the second cycle, the teacher and the students reviewed the shopping dialogues and vocabulary and the teacher evaluated their learning

experience. The second semi-structured interview was also conducted and reflection sheets were distributed to students in order to understand their thoughts toward the speaking tasks of the second cycle, and their feedback to the intervention.

After the seven classes in the second cycle of the course, the students expressed that they thought the various activities guided by the teacher and planning time in the pre-task stage helped them get familiar to the topic and the content. One student specified: “The guessing and drawing activity was interesting and the repeated practices of sentences and words before the task help me well prepared for the task” (IN2-1101019). Another student also mentioned that “In the task planning time, I rehearsed the sentences with another student, we checked the pronunciation and reminded each other of the grammatical errors, we were benefited from this activity” (IN2-1101019). The teacher concluded from their opinions that the students could work together, and the fast learners could guide the slow learners in the task planning time.

The students also provided their perspectives to the task cycle, and they all thought the pedagogical survey tasks helped them build up the knowledges about shopping expressions and vocabulary. From week 10 to week 12, they could say the words and sentences more fluently and accurately. “As I found myself making progress in doing the task, my partner also did, because we did not pause and she said the words correctly” (IN2-1101019). In addition, some of the students wrote in their reflection sheets that they liked the simulation role play tasks because in the task they could communicate with classmates in an authentic situation and they also learned many vocabulary. Furthermore, the students who performed staff also mentioned that they liked to be at the checkout counter, it was challenging for them to use the calculator and answering the questions simultaneously, but they always felt a sense of

accomplishment after they achieved the task. To the teacher's surprise, one student also wrote in her reflection sheet: "I discovered some of us did not apply all the shopping expressions sequentially to exchange information, but we still could obtain the information and finished the task successfully" (RE-1101019). The teacher thought the student's opinion could be the evidence that they were able to negotiate meaning to complete the task, instead of learning the sentences by rote.

Compared with the speaking tasks to those in the first cycle, most of the students mentioned that they seldom had problems in saying the sentences, yet the students performed as staff expressed that they were not familiar with the sentences such as 'We are out of...' and 'Here's your change.', because they thought the sentences were too complicated for them to recall without teacher guidance. Also, in the two cycles, the students pointed out that the numbers with 'teen' and 'ty' such as 'eighteen' and 'eighty' and the numbers looked similar such as 'one-hundred and fifty-four' and 'one-hundred and forty-five', also the numbers what were out of one-thousand usually confused them and caused them breakdowns in speech. One student recorded that saying the numbers was the biggest problem in her speech, and she urged for scaffolding to help her through the obstacle: "I need help from the teacher or my partner when I was not sure about how to say the numbers correctly" (RE2-1101019).

In the language focus stage, all the students mentioned that the report stage and the revision and instruction from the teacher were helpful to them just as the same in the first cycle. After the teacher's guidance, the students could self-examine their pronunciation and grammatical errors by themselves; after that, they could practice individually and wait for teacher re-examining their speaking performance. One student reflected that "I thought it was important that the teacher taught us the sentences and words we were not familiar by giving us repetition practices" (IN2-

1101019). Another student said: “It was helpful that the teacher would double check the words that we all had problems with, and provided examples and demonstrated the right ways of using the sentences” (IN2-1101019).

On the whole, the students all had the positive attitudes toward the speaking tasks in the second cycle; they said they learned many items in the supermarket and the ways of using shopping expressions from the survey and role play tasks, because the tasks allowed them to speak English in an authentic situation. Through the different activities designed in the pre-task stage, they became familiar with the tasks and performed accurately and fluently in speaking from time to time. The rehearsal in the planning time and the task repetition also lead to the progress of students’ speaking competences. On the other hand, though the students faced difficulties during the task cycle while saying the complicated sentences and numbers, still made evident progress from the pedagogical task to the real-world task. Moreover, they were able to negotiate meaning by applying the sentences flexibly to exchange meaning and accomplished the tasks. Last but not least, from the teacher’s observation and students’ perspectives, they considered that the language focus stage was important. The students could be aware of the forms and review the grammatical structures and pronunciation of the words. Most of the students wrote that “I thought the last part [language focus stage] of the speaking task help me a lot, because the teacher would review the content with us to make sure our pronunciation was correct” (IN2-1101019).

After the second cycle was ended, the researcher scrutinized the recording data, the excerpts from the classes were extracted. The excerpts in the beginning of the first cycle in April 2019 and the end of the second cycle in October 2019 were compared. The conversation between the students and their partners were transcribed and

analyzed to gauge the students' speaking performance over the fourteen weeks TBLT course. The Analysis focused on indicators of language fluency and accuracy, the concept was proposed by Housen and Kuiken (2009) for measuring progress in language learning and evaluating L2 learners.

The fluency was measured by looking at the seconds spent in silence, and the times of breakdown pauses, the recordings of the participants were analyzed and counted. To measure accuracy, the grammatical errors and mispronunciations in the conversation were counted and the average numbers were calculated in each excerpt. The results indicate that after the implementation of TBLT courses, the students were able to speak more fluently and more accurately while performing the speaking tasks. A comparison was made between the first task assigned in April 2019 with the task demonstrated in October 2019: the students were able to speak more fluently because the average time spent in silence decreased by 71 percent. The breaking pauses revealed that conversation smoothness as the pauses declined by 68 percent. Accuracy also improved over the TBLT course, making a 70 percent difference. The students' grammatical errors and mispronunciations were gradually decreased during the duration of research. In the last few weeks, the students' speaking performance was seldom disrupted by the mistakes.

Table 4. Comparison of speaking performance in April and October 2019.

Factors	Beginning of the Cycle 1		End of the Cycle 2		change %
	M	SD	M	SD	
Silence seconds	9	2.6	2.6	1.3	-71
Pauses	3.8	0.4	1.2	1.2	-68
Mistakes	4.8	0.8	1.4	1.1	-70

Note. M means the mean score of the occurrence. SD means the standard deviation

between the occurrence. % means per cent change of the occurrence.





CHAPTER 5

DISCUSSION

The prior chapter presents the students' speaking performance and their perceptions about accomplishing the speaking tasks in the English class. Since the purpose of the study was to gain insights into what types of task design could influence low-achieving EFL learners' speaking fluency and accuracy and what they had perceived during the two cycles in action research, this chapter discusses the three research questions.

RQ 1: How does the task design influence low-achieving EFL learners speaking fluency in the two cycles?

The results from two research cycles both revealed that the low-achieving learners made progress in speaking fluency, the lower frequency of the pauses was shown in their speaking performance; also, the learners managed to avoid gaps of silence in their speech. There were four factors that influenced the speaking fluency in the two action cycles: the pedagogical task and real-world task design, planning time, task repetition and the task complexity. From the data collected in the two action cycles, the information gap tasks and the role play tasks helped learners be fluent

about the topics and had a broad range of vocabulary and sentences, which are in consistent with Boonkit's (2010) research that the pedagogical designs about different situations of the courses expanded learners' English lexicon in various speaking topics.

Furthermore, the simulation role-play task allowed learners to adjust their speech into a more fluent communication as the students could avoid lengthy breakdowns and long pauses in the communication during the tasks. Such findings are consistent with the result of prior research that the learners who had underwent the role-play task upgraded their speaking ability in creating pragmatic meaning and also made improvement on speaking fluency (Aliakbari & Jamalvandi, 2010; Rojas & Villafuerte, 2018).

Besides, there was one crucial factor in task design in the pre-task stage that influenced speaking fluency. Given some time in advance, the learners prepared for the topic and content and hence developed fluency in their oral production. The result corresponds to the prior studies that indicated pre-task planning in advance has positive effects on learners' oral production. In other words, the learners who have formulated familiar content and well-structured information tend to produce the fluent oral performance (Foster & Skehan, 1999; Zahra et al. ,2015; Zohreh, 2016).

In addition, the task repetition designed in the task cycle each week affected the

learners' speaking fluency in the present study, because learners performed the tasks with similar content and procedure, and the results are in line with the prior studies that show identical task repetition was effective in enhancing the oral production through enabling language learners to perform tasks more fluently. By repeating the same task, the learners could pay attention to the linguistic forms and enhance recognition and production of the target language (Kim and Tracy-Ventura, 2013).

However, the present study revealed that although the learners made progress on speaking fluency while performing the task, their oral fluency was hindered by the task complexity of role-play task in the first cycle. That is to say, their speaking performance was affected by code complexity and cognitive complexity. Affected by unfamiliar linguistic elements and the cognitive load of the task, the learners faced difficulty in two-way information transferring and could not perform the task smoothly. The results are compatible to the prior research that indicated the factors which contributed to the task complexity including lexical and syntactic difficulty.

The cognitive complexity with demanding requirement of tasks would affect language processing and consequently reduced learners' oral fluency (Calvert & Sheen, 2015; Robinson, 2001; Skehan, 1998; Taguchi, 2007;).

RQ 2: How does the task design influence low-achieving EFL learners speaking accuracy in the two cycles?

With regard to the accuracy, there were two factors influencing learners' speaking accuracy, including planning time in the pre-task stage and the task repetition design in the task cycle. Besides, the within-task planning in the task cycle and the emphasis of the language focus stage also led to the speaking accuracy of the learners.

The results of the present study showed that the learners planned and rehearsed in the pre-task stage performed more accurately in pronunciation and grammar. The findings are consistent with the previous research which displayed the rehearsal group statistically outperformed than the control group in the speaking performance. Also, the evidence was provided that the rehearsal in the pre-task stage led to accuracy in oral production (Zahra et al. ,2015). Furthermore, the results revealed that several learners paused and planned while they were speaking. In doing so, they would like to produce the language more accurately but at the expense of their speaking fluency, the action which was consistent with the previous research conducted by Ellis and Yuan (2003). The researchers proposed that the within-task planning allowed speakers searching for linguistic resources and self-monitoring and thus led to more accurately oral production.

According to the first research question, the results implied that the learners were familiar with the linguistic sources, because the task repetition provided them strength of speaking fluency. Like the results presented above, the task repetition factor could bring out more accurate oral production, the learners pronounced the words and used specific grammatical features correctly. The results are in line with the previous research that by performing similar tasks with identical procedure and content, the learners accessed to obligatory linguistic elements more accurately. On account of the repetition of the task had the potential to provide opportunities for learners to acquire target structures of the language. Moreover, the learners could self-monitored and the numbers of mistakes were expected to be reduced due to the task had been formulated in advance (Kim & Tracy-Ventura, 2013; Lynch & Maclean, 2000).

In the present study, the outcomes showed that the language focus stage generated effectiveness on learners' speaking accuracy. The learners were provided with chances to report the tasks and reflect the problems they had encountered; likewise, they were encouraged to practice particular forms of the language. The learners consolidated the components including words, sentences and grammatical rules and performed accurately while they were communicating. Such results correspond to the claims asserted by prior researchers that language focus stage raised learners' consciousness to forms and thus impacted on speaking accuracy (Ellis, 2002;

Izadpanah, 2010; Mohammad, 2014; Mohammad & Sabariah, 2015; Yeh, 2016; Zuniga, 2016).

RQ 3: How do the low-achieving EFL learners perceive in the task design in the two cycles?

The current research probed insight into the learners' perceptions of the task design. First, the results reflected that pedagogical and real-world tasks both increased learners' speaking performance and interests. Second, the pre-task activities and the planning time in the pre-task stage successfully enhanced learners' content familiarity and prepared learners for the upcoming tasks. Third, the task complexity influenced by the degree of code complexity and cognitive complexity might affect learners' speaking production. Lastly, the language focus stage reminded learners be aware of forms and foster their language learning.

In the current study, the results indicated the low-achieving learners faced difficulties in the two research cycles, including insufficient vocabulary size, mispronunciation, grammatical errors, mother tongue usages, hesitations and pauses that influenced speaking production. These problems are compatible with the findings of prior research about speaking difficulties of EFL learners (Al-Hosni, 2014; Chakrabarty, 2014; Yeh, 2016). To solve the problems, the different task design was

implemented in the research cycle, the results showed the learners reflected pedagogical tasks such as information gap enhanced the familiarity with the linguistic sources and a wider vocabulary use. The real-world tasks created an authentic context in English learning and also motivated learners to communicate for the meaningful purpose, the learners engaged in the task to practice and improve their speaking, listening and reading skill in a collaborative atmosphere. The findings were in line with Zuniga's study (2016), the learners acquired the receptive and productive skills, and their communicative competences were positively improved by doing contextualized tasks.

The outcomes showed pre-task activities triggered learners' interest and the pre-task planning time enhanced learners' content familiarity. Given that the learners not only performed more accurately and fluently, but they were inspired by various pre-task activities. The results correspond to the previous research that pointed out the multiple activity designs in the pre-task stage increased learners' interests in doing task. In other words, the pre-task activities activated the topical language learning and helped learners to carry out the real-world tasks, and also motivated their language learning. In addition, the planning time prepared learners to formulate the structures beforehand and thus enabled learners to communicate smoothly (Izadpanah, 2010; Mohammad, 2014; Willis, 2007).

Like the results presented in the previous section, task complexity factors of the task design affected the learners' speaking production, which led to constantly pauses, uncountable mispronunciation and grammatical errors in their speech. Such results may be due to the code complexity, which means the task needed learners to apply many specific language features simultaneously and thus influenced the learners' comprehension. The cognitive complexity that required processing demand such as memory and attention also affected the task complexity and influenced the quality of learners' oral performance. The findings are consistent with the prior research that the task complexity affected the speaking performance (Calvert & Sheen, 2015; Robinson, 2001; Taguchi, 2007). The oral output such as fluency, accuracy and complexity were influenced by code complexity and cognitive complexity; the varying degree of the task complexity could increase or decrease the task demands and thus affected the learners' speaking performance.

The design of the form-focus activities in the language focus stage facilitated learners to pay attention to linguistic resources (Ellis, 2003; Nunan, 2004; Oxford, 2006; Willis, 2007). In this study, the learners practiced form focused exercises and identified specific features of the language, and they were also encouraged to report the task results and convey reflections. The learners showed positive attitudes toward the activities, and stated they had acquired robust knowledge because of the practices.

The results are consistent with the prior studies that the learners perceived forms and made modification towards the problematic forms in the language focus stage. Hence, the practices contributed to the more accurate speaking performance of the learners (Albino, 2017; Calvert & Sheen, 2015).





CHAPTER 6

CONCLUSION

The current study explored using TBLT to help low-achieving EFL learners enhance their speaking performance through an action research design. Based on the results, implications and suggestions are provided for in-service English teachers who would like to employ TBLT and implement task modification in their teaching to improve learners' oral production.

Pedagogical Implications of the Study

Given that task characteristics would affect students' speaking fluency, accuracy and their interest in acquiring English speaking skills, the researcher would recommend future teachers evaluate the factors of task design when they implement TBLT. Though the speaking task could motivate the low-achieving learners, in the initial design stage, the teacher should consider task design factors in the pre-task stage, task cycle and the language focus stage. It would be helpful for the learners to have sufficient guidance and preparation for the unfamiliar topic in the pre-task stage. The planning time provided in the pre-task stage allows learners to rehearse before the task started. In addition, the task design factors exist in the task cycle such as task complexity and difficulty should be taken into consideration in case the learners are stressed out. The teacher can provide scaffolding in the process and modify the task to improve its effectiveness. Since the low-achieving learners need sufficient experience

and practices, in the language focus stage, the teacher should design form-focused activities for learners to reinforce the content learning. Therefore, the learners could attain communicative purpose and acquire linguistic component in the speaking task.

Limitation of the Study and Direction for Future Research

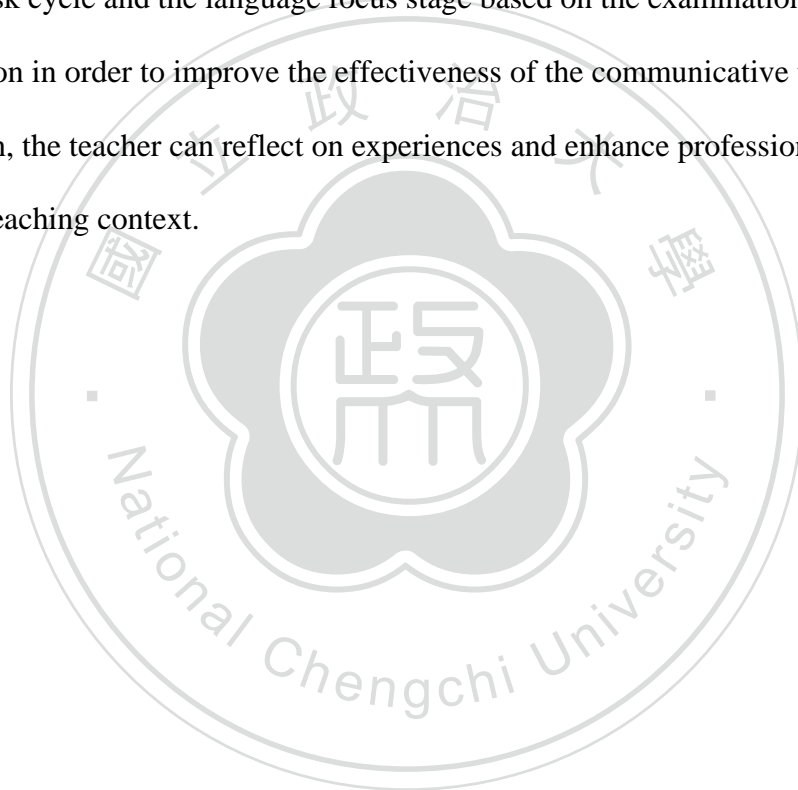
Although the results of the present study revealed that TBLT had effectiveness to low-achieving learners' speaking fluency and accuracy, the researcher found some limitations regarding to the research design. On account of the time limitation, there were only a total of seventeen periods for the duration in the two research cycles. A longer period of time or iterative cycles of the action research may grant a more thorough investigation in the development of speaking competences and learners' perceptions of the tasks.

Furthermore, the present study only considered two dimensions of speaking competences; however, the speaking complexity is one of the measurements of the oral performance. It is hoped that the future study could inquire the three dimensions in measuring learners' oral production development.

The present study applied qualitative data included audio and video recording, teaching fieldnotes and teaching log, semi-structure interview and students' reflection sheet; in addition to qualitative data, the quantitative data should also be included in the future studies in order to provide the statistic evidences and the holistic speaking progress of learners during the research.

This action research serves as an example of how the teacher researcher can design the speaking tasks for the low-achieving learners and make adjustment empirically. The findings of the current study have identified directions for the future researcher. The language teachers are recommended to apply action research as a

mean to address problems existing in the classrooms, and design intervention to meet learners' needs. As an action research researcher, the teacher can identify the problems of the learners. Subsequently, the teacher can design TBLT courses and plan the intervention according to learners' needs and the difficulties they have encountered. Throughout the research cycles, the communicative tasks can be tailored to the learners' English proficiency. According to the observation of learners' performance, the teachers can modify the characteristics of the task design in the pre-task, task cycle and the language focus stage based on the examination and the reflection in order to improve the effectiveness of the communicative tasks. In addition, the teacher can reflect on experiences and enhance professional development in the teaching context.



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APPENDICES

Appendix A. Need Analysis Plan

Needs Analysis

The purpose of the needs analysis in present study is aim to investigate the speaking performance and speaking difficulties of the five participants and what they want to learn.

Lesson Description

The courses will take place in the English class of the fifth grades in an elementary school in Miaoli, Taiwan; there are eighty minutes English classes in a week and the lesson design will need forty minutes a week and last for around 16 weeks. The purpose of the lesson is to promote students' speaking performance.

Data Collection

The following table is based on Hutchinson & Waters (1987): necessities, lacks and wants. Necessities are collected according to the National Curriculum Guideline provided by MOE of Taiwan. Common lacks are notified from Task-based language teaching on speaking in previous literature and teacher's observation; in the meantime, lacks and wants are also identified from the survey and interview conducted to learners.

	Data collection	Source
Necessities	Objectives of speaking in the third learning stages from the 12-year Curriculum Guideline	Ministry of Education
Lacks	Literature review of TBLT implementing in teaching speaking	Academic Specialist
	1. A speaking diagnostic test is used to discover what learners currently know and their difficulties in speaking 2. A survey conducted to self-report learners' speaking abilities	Learners
Wants	A survey about what topics learners would like to learn and learners' expectation of learning speaking in English.	Learners

Appendix B. Needs Analysis Survey

學習需求調查

親愛的小朋友：

您好，這份問卷是為了知道你們對於學習英語口說的看法和你們的學習狀況，以下的問題請你們以個人學習英語的經驗與感受來填答。本問卷僅供課程及研究參考，不會外洩個人資料，也不會影響學校成績，請大家按照事實並安心的作答。感恩！

潘妮諦

● 基本資料

1. 姓名：_____

2. 性別：☐男生 ☐女生

3. 我現在就讀：☐五年級 ☐六年級

4. 我有興趣的主題

☐流行音樂 ☐文化習俗 ☐各國美食 ☐運動賽事 ☐資訊科技
☐休閒活動 ☐世界旅行 ☐各國節慶 ☐社會議題 ☐自然生態
☐美術創作 ☐其他_____

5. 我想要學習英語的原因

☐出國旅遊 ☐認識西方國家 ☐學習英文歌曲
☐看懂英文影片 ☐讀英文報章雜誌 ☐能與外國人/遊客溝通
☐使用網路資源 ☐通過英語考試 ☐找到好工作
☐英語是國際語言 ☐喜歡學習英語 ☐其他_____

英語口說表現狀況以及英語學習型態調查	4	3	2	1
	非常同意	同意	不同意	非常不同意
1. 我能夠拼讀出英語單字的發音				
2. 我能夠說出課堂中學習到的字詞和句型				
3. 我能夠用簡單的英語句型介紹自己				
4. 我能夠用簡單的英語句型介紹家人或朋友				
5. 我能夠說出一些簡單的日常生活用語				
6. 我能夠簡單的描述一件事情或一個物品				
7. 我能夠運用簡單的句型來提問或回答問題				
8. 我能夠運用學過的單字和句型來做簡單的溝通				
9. 我能夠運用所學過的英語打招呼用語來問候				
10. 我能夠運用英語來進行簡單的角色扮演				
11. 在課堂中，我喜歡透過遊戲來學習英語				

12. 在課堂中，我喜歡透過英語對話來學習				
13. 在課堂中，我喜歡透過圖片、歌曲、影片來學習英語				
14. 在課堂中，我喜歡透過自己完成任務來學習英語				
15. 在課堂中，我喜歡透過兩人一組來完成任務來學習英語				
16. 在課堂中，我喜歡透過小組合作來學習英語				
17. 在課堂中，我喜歡和全班同學一起學習英語				

*Q1~Q10 are based on the speaking objectives in third learning stage of the twelve year curriculum guideline, and Q11~Q17 are adapted from Tzotzou's (2014) questionnaire on young learners' learning preferences and styles.

● 訪談問題 Needs Analysis Interview Questions

1. 你覺得你為什麼要學習英語?
2. 你覺得學習用英語溝通對你會有什麼樣的影響?
3. 你希望老師用什麼樣的方式來幫助你學習英語口說?
4. 你在學習英語時曾遇到什麼樣的困難呢?
5. 除了在學校之外，你有在學校以外的地方使用英語溝通過嗎?
7. 如果可以選擇不一樣英語口說的場景或主題，你覺得哪些對你來說有幫助，或者是你有興趣的主題?

Appendix C. Parent Consent Form

佩諦老師給家長的一封信

_____家長您好：

因應英語已成為國際間其中一個重要的溝通工具，為促進學生英語口說能力，並符合教育部頒布之學習領域課程綱要，培養學生運用基本溝通能力於真實情境，是英語課程的目標之一，英語課程應於國小中高年段奠定學生良好的英語口說溝通基礎。

目前我擔任貴子弟的班導師以及英語老師，為提升學生英語口說表現，班上預計於 2019 年 4 月開始進行為期 1 年，每週 2 節的任務型英語教學活動。教學過程會有影音紀錄以供教學者分析學生表現和進步情形，學生完成之學習單、回饋單和訪談內容等相關寶貴資料，僅供老師研究分析使用，全部以匿名處理且不公開，請家長毋須擔心。

感謝您的協助！

英語教師 潘佩諦 敬上

家長同意書

五年級_____號 學生姓名：_____

- ☐ 我同意我的孩子任務型學習資料供作研究分析使用。
- ☐ 很抱歉，我不同意。

家長簽名：_____

Appendix D. 1st Cycle Lesson Plan

Lesson Plan for 1 st Cycle			
Topic	Ordering food in a fast food restaurant	Material	A sample restaurant menu, a survey
Grade	5 th grade	Time	40 minutes per week/ 7 weeks
Objectives	1. Students will be able to use the vocabulary and phrases used in the restaurant to accomplish the survey. 2. Students will be able to use appropriate patterns to express their needs and ordering food successfully.		
Task	<p><i>Pre-task:</i> The topic will be presented in video clips, ppt, pictures, etc. The teacher asks students to share their experiences of ordering food in different context, and then introduces patterns and vocabulary to arouse students' interests in learning restaurant phrases.</p> <p><i>Task-Cycle:</i> The Students are requested to finish a survey and role play in a fast food restaurant context.</p> <p><i>Post-task:</i> The teacher draws students' attention to mistakes they have made to recycle the vocabulary and patterns by applying games, quizzes, guessing games, etc.</p>		
Week	Procedure		
Week 2~4	<p>Pre-task</p> <ol style="list-style-type: none"> 1. The teacher shows a picture of customers are ordering food at the front desk in a fast food restaurant and then plays a short dialogue. 2. Students share their experiences of ordering food in different restaurants, and they brainstorm some patterns they used while ordering food. 3. The teacher asks students what they have heard in the dialogue and where might the conversation take place, finally the teacher introduces the restaurant patterns to students. <p>Task cycle</p> <p><i>A survey</i></p> <ol style="list-style-type: none"> 1. The teacher provides instruction and helps students to finish a survey by asking questions to their partners and finish the survey. 2. The students record the answers they have heard on worksheets and share with classmates. <p>Language focus</p>		

	The teacher reviews the vocabulary, patterns and grammatical errors with students.
Week 5~8	<p>Pre-task</p> <p>1. The teacher use visual aids to help students review words.</p> <p>Task cycle</p> <p><i>Role play</i></p> <p>1. The students use the sentence patterns with a McDonald menu and practice to order food and drinks with partners.</p> <p>2. The classroom is set up as a restaurant counter with one student standing on either side of the table facing their partner.</p> <p>3. Five students in a group, they take turn to perform customers and staff. The students are distributed role cards, menu and money.</p> <p>4. The students role-play a restaurant conversation, ordering food and paying the bill according to the requirements on the role cards; the staff needs to reply to customers' request and take the order.</p> <p>Language focus</p> <p>1. The teacher discusses the role play task with students, and asks them to share opinions with the class.</p> <p>2. The teacher reviews the dialogues and vocabulary with students.</p>

Appendix E. 2nd Cycle Lesson Plan

Lesson Plan for 2 nd Cycle			
Topic	Shopping in a supermarket	Material	visual aids, worksheet, PPT slides
Grade	6 th grade	Time	40 minutes per week/ 7 weeks
Objectives	1. Students will be able to say the vocabulary and sentence patterns about shopping language. 2. Students will be able to use appropriate patterns to express their needs and successfully buy products.		
Task	<p><i>Pre-task:</i> The teacher presents the topic to students and arouse their motivation by having them to share experiences of shopping in different stores. The teacher introduces patterns and vocabulary for shopping.</p> <p><i>Task-Cycle:</i> Students are requested to finish surveys and perform role play in a simulation counter of supermarket.</p> <p><i>Post-task:</i> The teacher draws students' attention to forms, and recycles text by applying games, quizzes, guessing games, etc.</p>		
Week	Procedure		
Week 10~12	<p>Pre-task</p> <ol style="list-style-type: none"> Teacher shows a picture of customers are shopping in the supermarket and plays a short dialogue. Teacher asks students what they have heard in the dialogue. Students share their experiences of shopping in different stores, and brainstorm vocabulary and sentence patterns can be used while shopping. The teacher introduces the patterns for shopping to the students and guides them to read. <p><i>Activity 1: Mind-map</i></p> <ol style="list-style-type: none"> Teacher draw a mind map on the blackboard, and add the few ideas to the "shopping in the supermarket". After the teacher and students discuss, the teacher writes the names of different products on the blackboard. The teacher provides time for students to extend and complete the mind-map <p><i>Activity 2: Classifying</i></p> <ol style="list-style-type: none"> Teacher divided students into groups, group A has a list with 		

	<p>things they need, some are already classified, but some are not. They have to classify the items to different categories according to their types.</p> <ol style="list-style-type: none"> Group B have a list of items and which aisle they are belonged. Group A needs to ask group B by using the sentence “Do you have...?” “Where’s the...?” Group B tells group A whether they sell the product and which aisle it belongs. <p>Task cycle</p> <p><i>Information gap</i></p> <ol style="list-style-type: none"> Students are paired and have different worksheets. Worksheet A and B have several different items and some of the items are without price tags. Students need to collaborate and find out the different items, also they need to exchange information and complete the missing price tags. <p>Language focus</p> <ol style="list-style-type: none"> The whole class share the answer together, teacher asks students to classify the items into different aisles. The teacher reviews the vocabulary, patterns and grammatical errors with students.
Week 13~16	<p>Pre-task</p> <ol style="list-style-type: none"> The teacher uses visual aids to help students review words, and let students sorting the things by reviewing the sentences. The teacher reviews the shopping language with the students. <p>Task cycle</p> <p><i>Role play</i></p> <ol style="list-style-type: none"> Students decide the roles; each role has different items to buy. They use the sentence patterns and practice to buy the things according to the shopping list they have assigned. Four students are customers and one student is the cashier. Customers have to prepare the money and prepare to ask for missing information in their shopping list. The customers take turn and ask for missing information; at last, they gather the information and prepare for money. In the final step, they need to pay for the bill and have the conversation with the cashier. <p>Language focus</p>

	<ol style="list-style-type: none"> 1. The teacher discusses the role play task and practice patterns and vocabulary with students. 2. The teacher lets students to do several post-task activities to recycle the text.
--	---



Appendix F. Worksheet

Week 2

A Meal Survey (1)

Find four classmates in your class and use the patterns in the following square to help you complete a survey.

請練習使用以框格內的對話來幫助你/妳完成表格

A: Good morning. (Good afternoon, Good evening) Hi! May I help you?

B: Yes, please. I would like some/a _____. (I want some/a _____.)


A: Anything to drink?

B: _____, please.

A: Is that all?

B: Yes! Thank you!

Food Name				
sandwich				
hot dog				
hamburger				
Salad				
Milk				
Cola				
Juice				
french fries				

A Meal Survey (2)

Finish the survey.

(You can use the dialogues in the square to help you do the task.)

請參考框格內的句型來幫助你完成下列表格

A: Hi! May I help you?

B: Yes, please. I would like meal _____ with _____.

A: Anything to drink?

B: _____, please.

A: Anything else?

B: No! Thank you! / Yes, I'd like _____.

Name	Meal Number	Side	Drink

Appendix H. Worksheet

Week 4

A Meal Survey (3)

A: Hi! May I help you?

B: Yes, please. I would like meal _____ with _____.

A: Anything to drink?

B: _____, please.

A: Anything else?

B: No! Thank you! / Yes, I'd like _____.

A: For here or to go?

B: For here/ To go.

➤ 請利用以上句型和菜單(menu)來協助你完成表格

Name	meal Number	side (A or B)	drink (V)
			corn soup
			tea
			coke
			coffee
			juice
			corn soup
			tea
			coke
			coffee
			juice
			corn soup
			tea
			coke
			coffee
			juice
			corn soup
			tea
			coke
			coffee
			juice

Appendix I. Worksheet

Week 5~8

A Meal Survey (4)










Name:					meal number(主餐號碼):				
Side(配餐):		French fries		salad					
drinks:	coke			S \$30		M \$35		L \$40	
	sprite			S \$30		M \$35		L \$40	
	juice			S \$40		M \$45		L \$50	
	coffee			S \$50		M \$55		L \$60	iced/hot
	tea			S \$30		M \$35		L \$40	iced/hot
	corn soup			S \$30				L \$35	
	milk			S \$25		M \$30		L \$35	
Side(加點):		French fries \$40			salad \$ 25				
dessert:		apple pie \$30			cookies \$30				
total:	_____ \$								

和你的夥伴合作，利用學習過的句型找出超市廣告單的 4 個不同處。

如果商品相同請畫 O，不同請畫 X

Work with your partner and find 4 odds between the supermarket ads.

Write O in the square if the things are the same. Write the X in the square if the things are different.










MEI-YUAN SUPERMARKET: SHOP FOR WHAT YOU WANT		
 banana	 fish	 milk
 egg	 body wash	 cookies
 mop	 chocolate	 noodles

和你的夥伴合作，利用學習過的句型找出超市廣告單的 4 個不同處。

如果商品相同請畫 O，不同請畫 X

Work with your partner and find 4 odds between the supermarket ads.

Write O in the square if the things are the same. Write the X in the square if the things are different.

MEI-YUAN SUPERMARKET: SHOP FOR WHAT YOU WANT		
 <p>banana</p>	 <p>cheese</p>	 <p>ice cream</p>
 <p>egg</p>	 <p>body wash</p>	 <p>cookies</p>
 <p>soap</p>	 <p>chocolate</p>	 <p>cola</p>

Appendix K. Worksheet

Week 11

Worksheet A

Comparing the ads

Name: _____

和你的夥伴合作，利用學習過的句型找出超市廣告單的 4 個不同處。

如果商品相同請畫 O，不同請畫 X，並且寫下價格。

Work with your partner and find 4 odds between the supermarket ads.

Mark O or X, and write down the price according to the information.

MEI-YUAN SUPERMARKET: SHOP FOR WHAT YOU WANT		
 banana \$10	 fish \$180	 milk \$110
 egg \$80	 body wash \$130	 cookies \$90
 mop \$800	 chocolate \$35	 noodles \$75

和你的夥伴合作，利用學習過的句型找出超市廣告單的 4 個不同處。

如果商品相同請畫 O，不同請畫 X，並且寫下價格。

Work with your partner and find 4 odds between the supermarket ads.

Mark O or X, and write down the price according to the information.

MEI-YUAN SUPERMARKET: SHOP FOR WHAT YOU WANT		
 banana \$10	 cheese \$120	 cookies \$90
 egg \$80	 body wash \$130	 ice cream 70
 soap \$20	 chocolate \$35	 cola \$90


























Appendix L. Worksheet

Week 12

Find out the missing price tags and the locations of the items:

Ask questions and try to finish the blanks.

請和組員利用學過的句型來進行問答，並填上未標示的價格和位置。

A	B	C	D	E
				
cheese NT 112 aisle 5	cheese NT _____ aisle ()	cheese NT 112 aisle ()	milk NT _____ aisle 4	milk NT 162 aisle ()
				
chocolate NT _____ aisle ()	eggs NT 85 aisle ()	chocolate NT _____ aisle 7	chocolate NT 35 aisle ()	eggs NT _____ aisle 6
				
cola NT 87 aisle 8	water NT 90 aisle 8	cola NT _____ aisle ()	water NT _____ aisle ()	cola NT _____ aisle ()
				
mop NT 799 aisle 3	shampoo NT 123 aisle 2	shampoo NT _____ aisle ()	mop NT _____ aisle 3	mop NT 799 aisle ()
				
ice cream NT _____ aisle 5	noodles NT _____ aisle 8	noodles NT 90 aisle ()	ice cream NT 70 aisle ()	ice cream NT _____ aisle 5









Appendix M. Worksheet

Week 13~14

Worksheet A Finish the shopping list

與夥伴合作，完成下列的購物清單，如果有找到你需要的物品，請打 O，若沒有，請打 X，把你得到的訊息記錄下來。

Work with your partner, finish the missing part of the shopping list.

Things (物品)	O/X	aisle (排)	price (價格)
detergent 	o	9	110
ice cream 			
corn can 			
ham 			
mop 			
body wash 			
dish cleaner 			
juice 			

Worksheet B Finish the shopping list

catalog

You are the staff in the supermarket. Please look at this catalog(目錄) and help the customers to find the things and the prices.

你是一位超市店員，請根據目錄上面的資訊，提供顧客正確的物品位置和價格。

aisle 1	aisle 2	aisle 3	aisle 4	aisle 5
cola \$79	apple \$12	noodles \$99	ice cream \$69	cookie \$45
water \$20	banana \$42	rice \$205	fried rice \$40	candy \$50
juice \$35	tomato \$25	pizza \$229		chocolate \$40
aisle 6	aisle 7	aisle 8	aisle 9	aisle 10
corn can \$30	milk \$169	tissues \$128	detergent \$110	mop \$799
tuna can \$39	cheese \$112	soap \$ 13	dish cleaner \$120	cap \$235
	Yogurt \$89	shampoo \$169		

Appendix N. Worksheet

Role play: Shopping list A~D

Week 15~16

Shopping list **A**

- ☐ apple \$_____
- ☐ cap \$_____
- ☐ book \$_____
- ☐ detergent \$_____
- ☐ rice \$_____

Total(總金額):_____

Shopping list **B**

- ☐ dish cleaner \$_____
- ☐ banana \$_____
- ☐ shampoo \$_____
- ☐ soap \$_____
- ☐ corn can \$_____

Total (總金額):_____

Shopping list **C**

- ☐ soap \$_____
- ☐ body wash \$_____
- ☐ ice cream \$_____
- ☐ milk \$_____
- ☐ noodles \$_____

Total (總金額):_____

Shopping list **D**

- ☐ rice \$_____
- ☐ juice \$_____
- ☐ cola \$_____
- ☐ backpack \$_____
- ☐ fish \$_____

Total (總金額):_____

Appendix O. Teaching Fieldnotes

Teaching Fieldnotes

Date:		Week:
Time:		Topic:
Objective		
Procedure	Teacher Behavior Description	Students' behavior Description
Pre-Task		
Task Cycle		
Language Focus		

Appendix P. Teaching Log

Teaching Log

Date: Time:	Week: Topic:
Give a brief explanation of the session and students. What are they working towards?	
Did the process of doing task go smoothly? Why or why not?	
Did you identify any individual requirements or needs in this session? What were these?	
What can you do differently next time if the task outcome did or did not meet the expectation?	

Appendix Q. Semi-Structured Interview Protocol of 1st Cycle

Semi-Structured Interview Questions

Topic domain: Reflection on the speaking tasks of TBLT

1. 你覺得任務型的教學方式跟以往上課方式有哪邊一樣或者不一樣嗎？有哪邊一樣呢？或者是哪邊不一樣呢？

Did you notice any difference between the English class you had before with the English class you have now? In what way?

2. 跟以往的上課方式相比，你比較喜歡哪一種的上課方式？為什麼你這樣覺得？

Compare to the English class you had before, which kinds of class do you like in learning English? And why?

3. 用任務活動的方式學習英文，你覺得你的表現在哪個部分最好？你有進步的地方嗎？你覺得自己哪邊還需要加強呢？

How do you feel about your performance in English while doing the speaking tasks? Which part of the tasks do you think you perform the best? Do you think of any part you can do better?

4. 在進行 (survey)任務的時候，你有沒有遇到什麼困難？如果有，是什麼樣的困難？你是如何克服這些困難？

Did you have any difficulty while doing the information gap tasks? If any, what were the difficulties? How did you cope with the difficulties?

5. 你在進行 (role play)任務時有遇到任何困難嗎？如果有，是什麼樣的困難？你是如何克服這些困難？

Did you have any difficulty while doing the role play tasks? If any, what were the difficulties? How did you cope with the difficulties?

6. 你對於課堂內容你有什麼想法，或者有什麼建議嗎？

Do you have any other comments or suggestions about the class?

Appendix R. Semi-Structured Interview Protocol of 2nd Cycle

Semi-Structured Interview Questions

Topic domain: Reflection on the speaking tasks of TBLT

1. 你覺得這次的教學活動和上學期的任務型教學活動有哪邊一樣?或是哪邊不一樣嗎?

Did you notice any difference between the English class you had this semester with last semester? In what way?

2. 跟上學期任務教學的上課方式相比，你覺得你比較喜歡哪一個任務教學方式呢?為什麼你這樣覺得?

Compare to the speaking tasks you had in the first cycle of TBLT, which kinds of tasks do you like in learning English? And why?

3. 在用任務活動的方式學英文的過程中，你覺得你的口說表現有沒有進步呢?你覺得哪方面進步了? 你覺得自己哪部分還需要加強呢?

How do you feel about your English-speaking performance while doing the tasks? Can you think of in which part you make progress? Do you think of in which part your speaking performance can be better?

4. 在進行(survey)任務的時候，你有沒有遇到什麼困難? 如果有，是什麼樣的困難?你是如何克服這些困難?

Did you have any difficulty while doing the information gap tasks? If any, what were the difficulties? How did you cope with the difficulties?

5. 你在進行角色扮演(role play)任務時有遇到任何困難嗎? 如果有，是什麼樣的困難?你是如何克服這些困難?

Did you have any difficulty while doing the role play tasks? If any, what were the difficulties? How did you cope with the difficulties?

6. 對於課堂內容你有什麼想法，或者有什麼建議嗎?

Do you have any other comments or suggestions about the class?

7. 如果以後英語課堂中還有任務教學的活動，你希望是什麼樣的活動內容和主題呢？

What kinds of the topics or task design you will suggest to be implemented in the English class in the future?



我對於英語課的想法

五年甲班 _____號 姓名_____

1. 我發現這學期英語課，和以往上課的方式有什麼一樣或者不一樣的地方呢…

(1) 老師的上課方式有什麼一樣或者不一樣的部分？

(2) 英語課內容，我認為（可複選）

☐聽英語的機會較之前多 ☐說英語的機會較之前多

☐讀英語的機會較以前多 ☐寫英語的機會較以前多

2. 這學期的英語課，讓我有更多機會說英語

☐同意 ☐沒有感覺 ☐不同意

3. 上英語課有更多說英語的機會，讓我一直練習，我覺得可以讓我對學習英語更有信心？

☐可以 ☐沒有感覺 ☐不可以

課堂中我需要的幫助：_____

4. 我喜歡英語課的任務活動嗎？

☐非常喜歡 ☐喜歡 ☐沒有感覺 ☐不喜歡 ☐非常不喜歡

因為：_____

5. 英語課的任務活動，是否能增加我說英語的機會

☐是，因為_____

☐否，因為_____

6. 我印象最深刻的任務類型是：

_____，因為_____

7. 在進行任務時…

(1)我曾經遇到什麼樣的困難？

(2)後來我克服困難了嗎？

☐我克服了，如何克服？_____

☐我沒有克服，因為什麼原因？_____

(3)我需要或者希望老師怎麼幫助我？

8. 我覺得進行任務讓我的什麼能力提升了呢？

☐達成任務的能力，因為_____

☐跟他人溝通對答的能力，因為_____

☐能夠流暢說英語的能力，因為_____

☐英語的發音能力，因為_____

☐會說更多英語單字，因為_____

☐會說更多句子，因為_____

9. 如果可以的話，我希望能夠加強我的…(可複選)

☐英語發音 ☐英語單字 ☐英語文法 ☐口說的流暢度 ☐能清楚表達給旁人聽

10. 我印象最深刻的任務或者是主題是什麼?我學到了什麼?

(可以是討論過程、練習發表、或是欣賞別人的演出表現等等)

11. 在進行「任務型活動」之後，我對英語課的感想和建議有哪些?



我對於英語課的想法

六年甲班 _____號 姓名_____

1. 我發現這幾次的任務型教學活動，和上學期的任務教學活動有什麼一樣的地方？或者不一樣的地方呢？

(1)老師的上課方式有什麼一樣，或者不一樣的部分？

(2)這次任務型教學活動的內容我覺得…（可複選）

☐聽英語的機會較之前多 ☐說英語的機會較之前多

☐讀英語的機會較之前多 ☐寫英語的機會較之前多

2. 這次任務型教學的活動，讓我能夠有更多機會英語

☐同意 ☐沒有感覺 ☐不同意

3. 這幾次任務型教學活動有更多說英語的機會，讓我一直練習，因此我認為學習英語更有信心了？

☐可以 ☐沒有感覺 ☐不可以

課堂中我需要的幫助：_____

4. 我喜歡英語課中的這些任務活動嗎？

☐非常喜歡 ☐喜歡 ☐沒有感覺 ☐不喜歡 ☐非常不喜歡

因為：_____

5. 這幾次英語課我印象最深刻的任務類型是：

_____，因為_____

6. 在進行口說的任務時…

(1)我曾經遇到什麼樣的困難？

(2)後來我克服困難了嗎？

☐我克服了，如何克服？_____

☐我沒有克服，是因為什麼原因？_____

(3)我需要或者希望老師怎麼幫助我？

8. 我覺得進行任務讓我哪些方面的口說能力提升了呢？

☐達成口說任務的能力，因為_____

☐跟他人溝通對答的能力，因為_____

☐能夠流暢說英語的能力，因為_____

☐英語的發音能力，因為_____

☐會說更多英語單字，因為_____

☐會說更多句子，因為_____

9. 如果可以的話，我希望加強我的…(可複選)

☐英語發音 ☐英語單字 ☐英語句型 ☐說英語的流暢度 ☐清楚表達給旁人聽

10. 我印象最深刻的任務或者是主題是什麼?我學到了什麼內容?

(可以是討論過程、練習發表、或是欣賞別人的演出表現等等)

11. 在進行「第二次的任務型活動」之後，我對英語課的感想和建議有哪些?

