



**EXPLORING THAI EFL TEACHERS'  
UNDERSTANDING AND PERCEPTIONS OF TASK-  
BASED LANGUAGE TEACHING**

**BY**

**MS. NITINATH BUNMAK**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS  
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2015**

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ENTITLED

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## ABSTRACT

Task-based language teaching (TBLT) has received increasing interest from educators and researchers in the field of second language acquisition around the world. In Thailand, task-based language teaching has been interested by Thai EFL teachers. This research study applies a mixed-method approach to explore Thai EFL teachers' understanding and perceptions of task-based language teaching in Bangkok. Eighty EFL teachers in 11 secondary schools in Educational Area 3 in Bangkok participated in this research. In addition, five teachers were chosen purposively for the interview to gain in-depth information to support and triangulate with the quantitative data. Two research instruments were used to collect the data in this study, a questionnaire and a semi-structured interview. The overall findings of the study revealed that: (1) most of the teachers have a high level of understanding of task-based language teaching (mean score = 3.95); (2) most of the teachers agreed that there are many advantages of implementing task-based language teaching in an English classroom at a high level (mean score = 3.98). (3) The teachers considered that there are some problems in implementing task-based language teaching concerning various aspects: teachers' role, learners' role, classroom management, teaching materials and assessment in a high level (mean score = 3.70). Regarding recommendations for helping EFL teachers to implement task-based language teaching effectively, it was suggested that teachers should have opportunities to attend some educational programs, training or workshops related to TBLT such as workshops about developing teaching materials to gain more knowledge and experience with TBLT to ensure that they have sufficient understanding about TBLT from basic principles to specific techniques.

**Keywords:** Task-based language teaching, understanding, perceptions, EFL teachers

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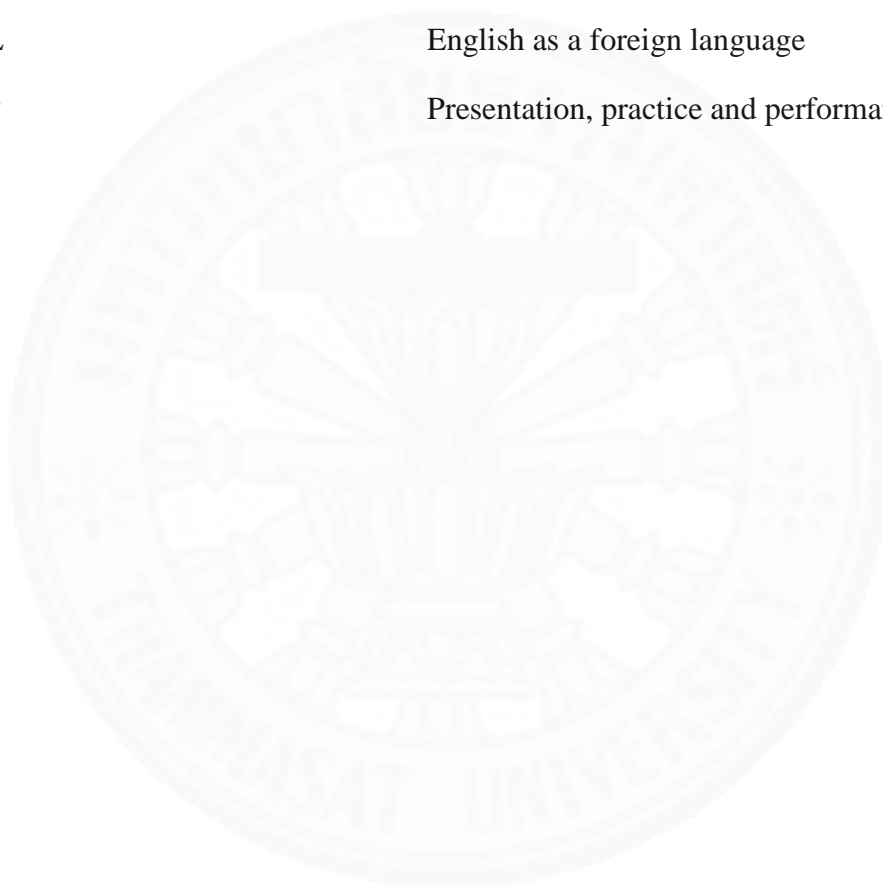
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## LIST OF ABBREVIATIONS

<b>Symbols/Abbreviations</b>	<b>Terms</b>
TBLT	Task-based language teaching
CLT	Communicative language teaching
EFL	English as a foreign language
PPP	Presentation, practice and performance



## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the study

The popularity of the communicative approach has risen due to the belief that learners will be able to use target language effectively if they have efficient opportunities to learn to communicate in meaningful real-life situations. However, the approaches to language teaching first put emphasis on form-based approaches in which teachers focus on forms and definite grammar structures. Willis & Willis (2007) indicated that learners are expected to produce those forms of language accurately. The most popular form-based approach is called the PPP approach (presentation, practice and performance). Due to some limitations of PPP and the belief that being able to use language requires not only linguistic competence but also communicative competence, there was a great change in the field of second language acquisition from form-based approach to a communicative approach in the early 1980s (Larsen-Freeman & Anderson, 2011). The communicative language teaching approach had been introduced in the field of second language acquisition due to the strong emphasis on learners' communicative competence. At that time, the idea that language was no longer seen as a process of memorizing a set of grammar and vocabulary was generally accepted (Nunan, 2004). After two decades, the advent of task-based language teaching which is considered an expansion of the communicative language teaching approach has brought about significant attention from many researchers (Ellis, 2003). Task-based language teaching (TBLT) refers to a language approach where focusing on learning to communicate through tasks is regarded as a core of the syllabus, the actual teaching in classroom and the assessment of learners' competence (Nunan, 2004; Richards & Rodgers, 2001). Task-based language teaching can be viewed as one of the communicative approaches enhancing the development of the communicative language teaching (Littlewood, 2004). Many scholars agree on some attractive features of task-based language. First, task-based language teaching is

a learner-centered approach. There are a number of learners' roles including group participants, classroom monitors and risk takers while the main roles of the teacher are just preparing learners for tasks and being a sequencer of tasks. Task-based language teaching encourages learners' self-directed learning rather than teacher-directed learning. In other words, it enhances the transformation of the knowledge within learners rather than the transference of the knowledge from teachers to learners (Nunan, 2005; Richards & Rodgers, 2001). Another characteristic of task-based language teaching is that it includes particular components: purpose, process and product. Tasks are the core of relationship between each component (Murphy, 2003; Nunan, 2004). Additionally, task-based language teaching advocates meaning-based and content-based learning instead of linguistic or grammatical forms. This language teaching method puts emphasis on the communication of meaning which is viewed as the main goal of language teaching. Tasks encourage learners to use authentic language in real-world situations in the classroom. Thus, in several tasks, such as discussion and problem-solving, learners completely focus on meaning rather than forms (Carless, 2004; Littlewood, 2004).

Due to the rising interest of task-based language teaching, numerous research studies have been conducted to investigate different issues about this teaching approach. The results of the studies shed light on the effectiveness of task-based language teaching and show how this approach is interesting. Suntharesan (2014) conducted a study to explore the effectiveness of task-based language teaching in promoting learners' communicative competence. The results indicated that task-based language teaching enhances students' English level of proficiency since it creates students' motivation and provides opportunities for students to do group work which can create confidence and cooperation among students in each group. Besides, tasks enable students to expose themselves to the target language as they can communicate and experience situations similar to the real situation outside the classroom. Suntharesan (2014) also concluded that task-based language teaching does not ignore the teaching of grammar. In task-based language teaching's syllabus, grammar is taught implicitly. Thus, it promotes both students' accuracy and fluency.

Similarly, Ahmed & Hussnain (2013) evaluated the benefits of task-based language teaching. They suggested that task-based language teaching can motivate students, make them use language confidently and enhance the interaction among students in the classroom. However, both of them stated in their article that a task-based approach might not be suitable for all types of students or classrooms. In this case, teachers are responsible for applying and adjusting the theory of the task-based approach within their own context in order to serve the needs of their students.

Task-based language teaching does not only promote learners' speaking skills, it also enhances learners' motivation in writing skills. In the study of Sabet, Tahriri & Haghi (2014), they found that students view that task-based language teaching is motivating. This teaching approach can enhance students' motivation in writing and those who have higher motivation have better writing performance. This shows that task-based language teaching does not only have a positive impact for speaking skill but also writing skill. Biria & Karimi (2015) also conducted research to investigate the effects of tasks on the writing fluency of EFL learners. The findings revealed that owing to the theoretical framework of task-based language teaching, task-based activities are divided into 3 phases including pre-task preparation, task cycle, and post-task feedback (Ellis, 2003; Skehan, 1996; Willis, 1996). Pre-task preparation can improve students' writing fluency. Moreover, writing tasks in a task-based theoretical framework brings about students' abilities to produce text more fluently. The outcome of the study puts emphasis on the advantages of a task-based language teaching approach in writing skills.

Many educators and educational institute in East Asia address that it is very important to enlarge the number of people who are capable of communicating in English efficiently. Hence, national policies and teaching syllabuses should involve various versions of communicative approach i.e. communicative language approach and task-based language approach (Littlewood, 2007). Nunan (2004, p. 606) also points out that in East Asian context "Task-based Language Teaching (the latest methodological realization of Communicative Language Teaching) is the central pillar of government rhetoric." In ASEAN countries, there have been several research studies done about task-based language teaching in the field of second language



acquisition. Many researchers are interested in exploring the use of task-based language teaching in the ASEAN context. As to the study of Mustafa (2010), he investigated the use of task-based language teaching in the Malaysian classroom. In Malaysia, the English language curriculum also stresses communication skill and how language is used in everyday life. The communicative approach has been popular and used widely in Malaysia for a long time. It was found from the study that half of the teachers felt familiar with the use of task-based approach in their actual classroom. There were more teachers who used a task-based approach than those who did not. The study also revealed the difficulties of task-based language teaching that the teachers have faced, for example, class size and mixed-ability classes.

Barnard & Viet (2010) also explored the Vietnamese teachers' beliefs about task-based language teaching. The researchers pointed out that task-based language teaching has been used among EFL teachers across Asia. In Vietnam, the school curriculum aims to support students to have communicative competence and regard communicative competence as the goal of teaching English. The study indicates that teachers perceived communicative activities as a tool to motivate students to learn language. However, the teachers thought that they had insufficient training in task-based language teaching. Thus, they viewed themselves as not having the ability to use this method.

In Thailand in particular, with the advent of the age of globalization, the importance of English language in Thailand has been increased. However, we have to accept that the level of English proficiency of Thai people is not as high as other countries in Asia which have English as second official language; e.g. Singapore and Malaysia (Wiriyachitra, 2001). Since Thailand is a non-English speaking country, most Thai EFL students do not use English in their daily life. They rarely have opportunities to communicate in English in a real situation. Consequently, it is necessary and it would benefit the students to have a chance to learn to communicate in the target language in a meaningful situation in the classroom. The 8th National Economic and Social Development Plan (1997-2001) set a goal stating Thai students should be able to communicate in English effectively when they complete their education. However, at that time, the goal seemed to be difficult to achieve for Thai

EFL students since the method of teaching that was used by most Thai EFL teachers was a grammar-translation method. Activities which enhance students' communicative skills have been rarely used in Thailand. Although communicative language teaching has become the global trend in the field of second language acquisition, English language teaching in Thailand still highlights the grammar-translation method (Tachom, 2014). Mackenzie (2002) admits that the limited time, large class size and teachers' work load prevent teachers from using communicative activities. As a development from the 1997 curricula, the National Education Act of 1999 has brought about significant changes in English language teaching in Thailand. The changes include emphasizing learners' needs, focusing on learners' thinking skills, promoting communicative language teaching approaches and encouraging learner-centeredness. Since teachers have to promote learner-centeredness together with communicative language teaching approach, Thai EFL teachers tend to focus more on task-based language teaching approaches where students can do communicative activities and they can work on their own with teachers' monitoring. Some schools and universities had begun to apply a task-based approach in teaching English when Darasawang investigated in 2007.

Researchers and teachers have paid attention to the effectiveness of implementing task-based language teaching approach to help students get exposure to the target language successfully. There are various studies about task-based language teaching in the Thai context discussed by a number of researchers. Sangarun (2005) discussed the advantages of implementing task-based language teaching in Thai university English language classrooms. Sangarun believed that with the traditional language teaching approach, EFL university students in Thailand had insufficient opportunities to use English language in a real situation. Task-based language teaching, on the other hand, can create the tasks that are similar to the real-world tasks. Thus, students can practice communicating in English language when they are doing the tasks. Sangarun concluded that for Thai EFL universities, the main advantage of implementing task-based language teaching is that students' communicative competence will be developed since students can transfer their experiences gained in the classroom to use in the real situation. Besides, students are

motivated and more confident in using the target language (Sangarun, 2005). In the study of Sae-Ong (2010), she conducted a research to explore the effectiveness of using task-based approaches to develop students' speaking skills. The findings proved that students' speaking abilities were significantly improved after learning by using a task-based approach. Students felt that they cooperate more in the group work and they had positive perceptions toward the task-based language teaching approach. Task-based language teaching is not only effective for speaking ability. Saiyod (2009) also investigated the impact of task-based language teaching on students' reading abilities and the perceptions of students towards task-based instruction. The results of the study pointed out that the students who learned reading comprehension through a task-based method had better reading abilities. Students thought that a task-based approach was beneficial for them since they had more interactions with friends and had opportunities to experience new language use when doing tasks.

## **1.2 A statement of problem**

Bangkok is a tourist city, therefore, people in Bangkok have more opportunities to face foreigners and they need to use English language to communicate. They should learn English in order to communicate effectively. One of the most suitable language teaching approaches could be task-based language teaching because it provides plenty of opportunities for learners to practice communicating in meaningful situations through tasks. Learners will more easily acquire target language and thus they can transfer what they have studied to use in the real-world situation. Lightbown & Spada (2013) confirmed that second language learners tend to acquire language when they collaborate and interact with others. It is what they called 'learning by talking.' Larsen-Freeman & Anderson (2011) also pointed out that in a task-based language teaching syllabus, learners acquire the language they need through the use of tasks. If the task is meaningful and relevant to their daily life, language learners know how the task relates to the situations that might occur in their real life outside the classroom. This helps them to actively engage with language learning in the classroom. Due to many advantages of task-based

language teaching, this teaching approach has received increasing interest from researchers and educators in the field of second language acquisition around the world. In Thailand, task-based language teaching has been interested by Thai EFL teachers.

Moreover, numerous research studies have been done on task-based language teaching in Thai context. The use of task-based language teaching seems to be supported by many researchers in the field of second language acquisition. The advantages of implementing task-based language teaching in an EFL classroom are discussed in a number of research studies both in other countries and in Thailand. However, there have been few empirical studies undertaken about the understanding of EFL teachers in the secondary schools in Bangkok about the task-based language teaching approach. Also, the perceptions of the teachers towards task-based language teachers in terms of advantages and problems of using TBLT in an English classroom have been little noted in other research. Additionally, since teachers are people who will be responsible for adapting and applying the approach in their actual classroom, their understanding and perceptions of task-based language teaching are considered very significant. Their understanding and perceptions have a great influence on what they actually think and do in the classroom.

According to Larsen-Freeman & Anderson (2011), a study of teaching method is worthwhile for teachers in various ways. It helps teachers to know more clearly about what they are doing and why they are doing that when they are teaching. Then they will become aware of their own understanding and perceptions towards such teaching method and it results in the improvement of their teaching and students' performance. This research studies can remedy the lack of empirical studies undertaken concerning EFL teachers' understanding and perceptions of task-based language teaching and find the ways to help language learners in Bangkok to use English language to communicate effectively. Consequently, it is beneficial to explore the understanding and perceptions of EFL teachers in the secondary schools in Bangkok toward task-based language teaching.

### **1.3 Research objectives**

**1.3.1** To investigate teachers' understanding of task-based language teaching.

**1.3.2** To explore teachers' perceptions of implementing task-based language teaching in an English classroom.

### **1.4 Research questions**

**1.4.1** How well do teachers understand task-based language teaching?

**1.4.2** What are the perceptions of teachers towards task-based language teaching in terms of advantages and problems of implementing task-based language teaching in an English classroom?

### **1.5 Scope of the study**

The study was conducted to investigate the understanding and perceptions of English language teachers in government secondary schools in Bangkok towards task-based language teaching. The aspects considered were their understanding of task-based language teaching and their perceptions in terms of the advantages and problems of implementing task-based language teaching in an English classroom in different aspects: teachers' role, learners' role, classroom management, teaching materials and assessment.

### **1.6 Limitations of the study**

The study was limited to the opinion of the participants (English language teachers in 11 government secondary schools in Educational Area 3 in Bangkok) who responded to questionnaires and interviews. Data collection took place only in

Bangkok. The participants could not represent the teachers from every school in Thailand. As a result, the study was limited in terms of context. The findings of the study might not be able to be generalized to the whole Thai educational context. Besides, due to the busy schedule of the teachers and time constraint, it was not possible to interview a large number of them.

## **1.7 Definition of terms**

For clearer understanding of the terms used in this study, below are their meanings:

### **1.7.1 Task-based language teaching**

In this study, task-based language teaching (TBLT) refers to a method of teaching. Task-based language teaching is the language teaching method which is viewed as an example of the strong version of communicative language teaching (CLT). In this method, learners are exposed to the target language by accomplishing various tasks. Learners are given plenty of chances to practice communicating in real-world activities (Larsen-Freeman & Anderson, 2011).

### **1.7.2 Understanding**

The dictionary defines the term *understanding* as “the knowledge and ability to judge a particular situation or subject” (Merriam-Webster, 2015). Another definition from Cambridge.org is knowledge about a subject or situation or about how something works. In this study, the term *understanding* refers to “the knowledge of teachers about task-based language teaching in the English classroom.”

### **1.7.3 Perception**

The dictionary defines the term *perception* as “the way people think about or understand someone or something” (Merriam-Webster, 2015).

Another definition from Oxfordlearnersdictionaries.com is the way people notice things, especially with their senses. In this study, the term *perception* refers to “the way teachers think about task-based language teaching in the English classroom.”

#### **1.7.4 Thai EFL teachers**

In this research study, Thai EFL teachers refer to Thai teachers who teach English in 11 government secondary schools in Educational Area 3 in Bangkok.

### **1.8 Significance of the study**

The present study aimed to explore EFL teachers’ understanding and perceptions of task-based language teaching. The results of the study will provide evidence of how well EFL teachers in the secondary schools in Bangkok understand task-based language teaching. Also, this study will reveal how EFL teachers perceive task-based language teaching in terms of the advantages and problems in implementing TBLT in an English classroom.

As mentioned above, Bangkok is considered a popular tourist city. Therefore, people in Bangkok should learn English in order to communicate effectively. Task-based language teaching can be a good way to help language learners in Bangkok to be able to communicate because it helps learners to transfer knowledge from the classroom to use in their jobs or in their daily life. The use of task-based language teaching in EFL classroom is supported in a number of research studies both in Thailand and in other countries. According to Larsen-Freeman & Anderson (2011), task-based language teaching encourages learners to actively and meaningfully communicate in the target language. Moreover, task-based language teaching enhances learners to develop their language proficiency by encouraging language production and interaction between learners (McDonough & Chaikitmongkol, 2007). However, few empirical studies have documented how well EFL teachers in the secondary schools in Bangkok understand task-based language teaching and what are

their perceptions towards the task-based language teaching approach. To explore EFL teachers' understanding and perceptions towards task-based language teaching, this current research study aimed to remedy the lack of empirical studies undertaken concerning EFL teachers' understanding and perceptions.

The results of the study can be used to call for the attention from teachers in the secondary schools in Bangkok to apply task-based language teaching methods in their curriculum, lesson plans or courses. Also, EFL teachers can increase their awareness of their understanding and their attitudes towards task-based language teaching since, as mentioned before, teachers have the important role in adapting and applying the approach in their actual classroom; thus, their understanding and perceptions towards the teaching method are considered very essential. These have a great influence on how learners will be exposed to the target language. Moreover, the educators, the administrators, the course planners and the schools can use the information from this current study to improve their educational system and provide opportunities for teachers to implement task-based language teaching in their classroom. Consequently, the present study is considered beneficial for EFL teachers in schools in Bangkok in terms of supporting teachers to implement task-based language teaching in their classroom successfully.

## **1.9 Organization of the study**

The study of EFL teachers' understanding and perceptions of task-based language teaching is divided into five chapters as the following:

Chapter one introduces the background of the study, a statement of problem, objectives of the study, the research questions, the scope of the study, the limitations of the study, the definition of terms, the significance of the study and the organization of the study.

Chapter two reviews literature concerning related concepts and relevant research studies.



Chapter three describes the methodology of the study, information about the participants, the research instruments, the data collection and the data analysis of this research.

Chapter four reports the results of the study.

Chapter five contains discussion, conclusions, and recommendations.



## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter presents (1) principles and characteristics of task-based language teaching, (2) structural framework of task-based language teaching, (3) task in task-based language teaching, (4) advantages of task-based language teaching, (5) problems and concerns of task-based language teaching, and (6) relevant research studies.

#### **2.1 Principles and characteristics of task-based language teaching**

Before discussing task-based language teaching approach, we should start with the more traditional method of teaching which is called the PPP approach: presentation, practice and production. The PPP approach can be considered as a teacher-centered approach in which teachers teach grammar directly. In the PPP model, teachers initially present grammar points in a presentation stage. Then activities for practicing grammar follow as the practice stage. For the production stage, learners are assigned to produce language learned at the presentation stage. The PPP approach focuses more on form (Skehan, 1998; Willis & Willis, 2007). The educators and researchers in the field of second language acquisition have wondered whether the PPP approach can prepare language learners to communicate in target language or if it just makes them know about the grammatical rules. Therefore, there was a radical change in language teaching approaches in the early 1980s. The new idea emerged in the field of second language acquisition to overcome the limitations of the PPP approach. The term “communicative language teaching” was introduced. The required standard of English communication is to be able to effectively communicate in English language in various situations in school, community and society. A communicative language teaching approach considers that the purpose of language teaching should be encouraging learners to acquire communicative

competence. In other words, language teaching should be able to bring about learners' abilities to communicate. Nunan (2004) points out that learning language is more than learning to remember rules of grammar or sets of vocabulary. Learning language is successful when learners can use knowledge of grammar rules to communicate effectively. This idea made communicative language teaching become stronger. Communicative language teaching consists of a family of approaches which are under the same basic understanding that language is a means to communication. In the mid-eighties, task-based language teaching was presented in the field of second language acquisition as the developed version of communicative language teaching. Some theories of task-based language teaching are similar to communicative language teaching since task-based language teaching theories were derived from the principles of communicative language teaching. For example, activities associated with communication from the real world are tools to language learning (Long & Crookes, 1992; Nunan, 1989; Richards & Rodgers, 2001). In communicative language teaching and task-based language teaching, teachers design activities which enhance learners' ability to communicate and interact with others (Willis & Willis, 2007). Nunan (2004) stated that communicative language teaching is a broad philosophical approach in language teaching while task-based language teaching can represent the understanding of the approach in the form of syllabus design and teaching methodology.

Task-based language teaching approach (TBLT) is a language teaching method grounded on the use of tasks as an important part in planning syllabus, classroom teaching and learner evaluation (Richards & Rodgers, 2001). Skehan (1998) explained that task-based language teaching is the language instruction where learners are required to complete tasks in the classroom and this is the way learners can acquire language knowledge naturally. Van Den Branden (2006) also stated that in such an approach to language teaching in classroom, learners are first given various types of tasks. Then, learners primarily focus on how to use language for the real-world situation. Moreover, Nunan (2004) proposed that task-based language teaching has some interesting principles, including that the contents in a task-based approach fits learners' needs, the task-based approach puts emphasis on learning through

communication in the target language, and learners can link language knowledge learned in the classroom with language use outside the classroom. Proponents of task-based language teaching point out that learning language is the process of language acquisition through social interaction and communication rather than the process of acquiring language through memorizing grammatical forms and sentence structures (Ellis, 2003). Additionally, task-based language teaching, as a learner-centered approach, is based on the syllabus design which focuses on learners' needs of learning language (Wilkins, 1975, as cited in Nunan, 1989). Wilkins describes that in language classrooms, learners are not exposed to only one or two forms of language at a time. They learn many forms of language concurrently. Therefore, most tasks, involving various types of language form and sentence structures, are suitable for all language learners to learn to communicate effectively (Nunan, 1989).

As we consider the characteristics of task-based language teaching, we can divide the task-based approach into strong forms and weak forms. A strong form of the task-based approach states that the task is the main focus in task-based language teaching. It is a core of language teaching. Completing various tasks is enough to develop people' language competence since language acquisition results from the process of communication. For weak forms of the task-based approach, the task is important but not as much as the core of language teaching. It must be embedded with language instruction. Tasks alone cannot help learners to acquire language. The weak form of task-based approach is similar to the basis of PPP approach (presentation, practice and performance). Tasks can be compared to the performance stage while instruction is needed in the presentation stage and practice stage (Carless, 2007; Skehan, 1996). Willis (1996) also concluded that a strong form provides more opportunities for students to learn various choice of language more than a weak form. A strong form also put more emphasis on authenticity than a weak form.

## **2.2 Structural framework of task-based language teaching**

There are three phases in the task-based theoretical framework which are pre-task, task cycle and post-task. Each phase is linked together and the role of teachers is

different in each phase (Ellis, 2003; Richards & Rodgers, 2001; Skehan, 1996; Willis, 1996). Pre-task refers to the introduction and preparation of the task. Teachers will present and describe the theme and the objective with the class. In this phase, teachers have to make sure that learners understand the task instruction (Willis, 1996). Richards & Rodgers (2001) provide examples of pre-task that are brainstorming, using pictures, and asking for learners' personal experiences. Furthermore, in this phase, teachers will highlight the important words and phrases in the lesson for learners.

The second phase is known as the task cycle. The task cycle contains three stages. The first stage is called task. Learners will do the task individually, in pairs or groups (Willis, 1996). In performing a task, learners have opportunities to use target language to communicate or to say what they want (Richards & Rodgers, 2001). Teachers are monitoring and motivating while learners are doing the task. Besides, the teacher is also a language advisor helping learners to communicate. The second stage is planning. In this stage, learners prepare themselves for oral presentation. Learners have to prepare reports about what they did in the task, and the outcome, while teachers help correct learners' language use. Teachers may encourage learners to do peer correction in this stage. Finally, the third stage is the part that learners present their report to the whole class. The task cycle is completed after teachers comment on the learners' report.

The third phase of the task-based language framework is post-task or we can call it the language focus. Learners discuss and analyze the language features used in the task. Then, based on the analysis of language, teachers have learners do the practice activities in which learners practice using specific forms of language that they have studied. This will help ensure that learners can use the language appropriately and also build learners' confidence (Richards & Rodgers, 2001; Willis, 1996).

## **2.3 Task in task-based language teaching**

### **2.3.1 Definition of task**

Although task-based language teaching proposes the significant term “task” as the core of the teaching approach, there is no exact single definition of this term. The definition of “task” itself quite varies. Nunan (2004) suggests that a task is a classroom work which intends to involve learners in the target language’s comprehension, manipulation, production and interaction and they intentionally focus on meaning more than grammatical form while they are performing tasks. Breen (1987) also presents another definition of task, which refers to all work and activities that can enhance learners’ use of language in language learning. Tasks can be either simple or complex activities, for example, problem-solving and decision-making. Even though there is no certain definition of what a task is, many researchers agree on some common characteristics of tasks. Task refers to a meaning-focused work which furnishes opportunities for learners to use authentic or real-world language in the classroom (Breen, 1987; Nunan, 1989; Nunan, 2004; Skehan, 1998; Willis & Willis, 2007). Skehan (1998) indicates five characteristics of a task. First, a task focuses primarily on meaning. Second, teachers will not give the meaning of the words or sentences to learners directly. Next, there is a relationship between task and real-world situation. Fourth, learners are expected to complete the task. Finally, teacher can assess the task from the outcome.

However, many people are still questioning about how a task differs from an exercise. Ellis (2003) pointed out that tasks refer to activities which primarily focus on meaning. Conversely, exercises include activities that primarily focus on form. The participants’ roles in tasks are ‘language users’ while the roles of the participants in exercises are considered ‘learners’ who intentionally learn language. Nevertheless, the purpose of implementing tasks and exercises is to learn language. Willis & Willis (2001) also demonstrated the difference between task and exercise. They indicate that in doing tasks, learners do not concentrate on form. They use various sentence structures freely in order to complete the task. In contrast, while doing an exercise, learners primarily concentrate on grammatical form. In the study of Lin and Wu (2012), they agree that since task-based language teaching encourages

learners to practice communicating in various meaningful situations, this approach, thus, deals with the use of tasks rather than exercises.

### **2.3.2 Components of task**

A number of researchers have explored the key elements of tasks. The following are some interesting concepts of task components which enable learners to implement task-based language teaching successfully (Candlin, 1987; Nunan, 1989; Nunan, 2004; Richards & Rodgers, 2001; Willis, 1996; Willis & Willis, 2007).

#### **2.3.2.1 Goal**

Goal is viewed as a link between the task itself and the curriculum. It answers the question why learners have to perform that particular task (Nunan, 1989). In other words, a goal states the communicative competence that learners have to be able to do at the end of the class. Thus, goals have to indicate learners' language needs. For example, learners learn how to exchange personal information or to make a hotel reservation and travel plan in the target language. It should be noted that goals might not always be stated explicitly. In addition, the relationship between goal and task does not have to be one goal for one task (Nunan, 2004).

#### **2.3.2.2 Input data**

Input data includes both verbal data and non-verbal data which learners have to work with when completing tasks. The data will be presented to learners to work on. Input can be either given by teachers or selected by learners (Candlin, 1987). Verbal data consists of spoken and written data while non-verbal includes visual data; e.g. video, pictures and diagram, etc. Data can be drawn from real-world materials, from teachers or learners' experience or even from textbooks

(Nunan, 2004). Nunan (2004) provides some examples of input data such as letters, driver's licenses, business cards, photographs, shopping lists, brochures, maps, menus, weather forecasts and bus timetables. There are some comments on input data about its authenticity. Proponents who support the use of authentic materials in the TBLT classroom state that since materials from the real-world resources are relevant to learners' life, it enables learners to generalize what they have done in the classroom to what they need to do outside the classroom. Besides, authentic language is also natural and provides a realistic feeling to learners. However, some researchers believe that using non-authentic language gives teachers opportunities to adjust the materials to be suitable for learners' level of proficiency. In addition, teachers can put emphasis on some particular forms of target language by increasing the frequency of those forms appearing in their own materials (Nunan, 2004).

### **2.3.2.3 Classroom setting**

Classroom setting is a certain classroom arrangement in which learners perform tasks. Setting can refer to in the classroom or outside classroom arrangement (Candlin, 1987). To create suitable classroom settings for task-based language teaching, normally two main things will be considered. First, learning mode, or the ways in which learners might be grouped. Learning mode contains the information about whether the task will be individual work, pair work, small group or whole class. Another consideration is called environment. Environment refers to the place where the language teaching and learning takes place. It can be a classroom, workplace, or a multimedia language center (Nunan, 2004). Nunan (1989) presents some examples of classroom setting. The goal of learning is learners are expected to be able to exchange some personal information and the input data is a questionnaire on learners' sleeping habits. The



classroom setting for this topic can be pair work in the classroom in school.

#### **2.3.2.4 Activities**

Activities refer to what learners do with the input data, and it becomes learning tasks. In order to characterize activities, three criteria will be considered (Nunan, 1989). One of the criteria is authenticity. Classroom activities should be similar to the real-world situation as much as possible. The purpose of performing tasks is to be able to cope with the situations in the real world (Nunan, 2004). Second, regarding skills in the activities, it is not that easy to decide whether activities are for skill-getting or skill using. Skill-getting is related to activities where learners operate grammatical forms while skill using refers to activities in which learners manipulate their linguistic forms to produce communicative language. If the activities are skill using, it is considered real-communication. The last criterion is whether activities develop learners' accuracy or fluency. To distinguish between accuracy and fluency, it depends on the degree of teacher/learner control included in the activities. In form-focused activities, activities are mostly controlled by teachers and it is considered the development of learners' accuracy. For meaning-based activities like role plays and simulations, the learners take the role of controllers and it develops learners' fluency (Nunan, 1989; Nunan, 2004).

#### **2.3.2.5 Teachers' role**

The role of teachers in task-based language teaching refers to the part that teachers are expected to play in performing tasks (Nunan, 2004). In a task-based language teaching classroom, teachers do not only play the traditional role of teacher, which is providing knowledge to learners, but teachers also have to enhance the relationship between language use in the classroom and language use in the real-world

situation for learners, as well as manage the communicative tasks for learners (Willis & Willis, 2007).

According to Richards & Rodgers (2001), roles of teachers in task-based language teaching are the selector and sequencer of tasks. Teachers have to select or create the tasks based on learners' needs of language and their interests. The important thing is when teachers are designing tasks or choosing topic for learners, because teachers should not choose the risk thing that is too difficult for learners to understand. Teachers have to make sure that learners can manage and complete the task (Willis & Willis, 2007). Larsen-Freeman & Anderson (2011) also confirm the role of teachers as a selector of the task that teachers will choose in regards to not only learners' interests but also their level of language proficiency. The teachers' role is also to take care of task sequence, including pre-tasks and task phase, in keeping with the needs and abilities of learners. This leads to the second role of teachers in TBLT, preparing learners to be ready for tasks. Teachers have to provide sufficient introduction of the topic for learners, and clarify what learners have to do in performing tasks as well as facilitate task completion. Willis (1996) also points out that in the pre-task phase, teachers should present and describe topic and task to learners. Their role is to make sure that learners can understand task instructions.

Another role of teachers in TBLT is called consciousness-raising. Consciousness-raising refers to the responsibility to monitor and motivate learners in performing tasks (Richards & Rodgers, 2001). Teachers can first start a discussion about the topic and then provide opportunities for learners to share their ideas with the class. In addition, teachers are responsible to manage learners to do group or pair work. These two kinds of learning modes are very effective for learners if they can fully participate in the task and get the best out of themselves in performing the tasks. Furthermore, it is a considerable thing for teachers to give learners all the encouragement they can.

Teachers can enhance learners' motivation by highlighting their achievement and their progress (Willis & Willis, 2007). Apart from these responsibilities, since task-based language teaching does not employ a variety of form-focused techniques, learners acquire language form through the use of tasks. Teachers are consequently responsible for helping learners to notice important language features they have learned from tasks (Richards & Rodgers, 2001).

#### **2.3.2.6 Learners' role**

The role of learners in task-based language teaching relates to the concept of learner-centered as an active participant rather than a passive learner. In other words, learners of TBLT control their own language learning themselves more than being provided everything by teachers or textbook (Nunan, 2004). Richards & Rodgers (2001) propose learners' roles including, first, learners are participants in the group. Since performing tasks tend to require learners to do pair or small group work, each learner has to be a good participant that helps his/her group complete the tasks. Learners have to learn to effectively communicate with their peers or their group members in the target language (Larsen-Freeman & Anderson, 2011). The second role of learners is risk-taker and innovator. Richards & Rodgers (2001) indicate that in accomplishing the tasks, learners are required to practice their linguistic knowledge in paraphrasing, creating or interpreting messages in the target language. Learners in TBLT are perceived as people who are willing to take risks and be innovative in performing tasks (Nunan, 2004; Richards & Rogers, 2001). Nunan (2004) stated that good language learners should be capable of finding their own ways of language learning, using their linguistic knowledge to acquire language, being creative in learning and realizing how to make intelligent guesses in the classroom. Besides, another role of learners is to notice what language features are used in the tasks. Tasks are viewed as a means to facilitate language learning in this meaning-

based approach. In task-based language teaching, learners have to learn to plan and monitor their own language acquisition. They must not consider only the message, but they have to be able to notice and identify the form of language used in the tasks (Nunan, 2004; Richards & Rogers, 2001; Willis, 1996).

### **2.3.3 Types of task**

There are various types of tasks in task-based language teaching classified by many researchers. Teachers are responsible for selecting the suitable types of task for their syllabus.

The following are 6 main types of task proposed by Willis (1996).

#### **1. Listing task**

A listing task provides opportunities for learners to have a lot of talk when they are explaining their ideas and reasons. This task type is considered the simplest type but it can be challenging due to the interesting topic learners are assigned to list. The process of listing includes two stages which are brainstorming and fact-finding. The outcome of this task type can be represented in the form of a list or mind-map.

#### **2. Ordering and sorting task**

An ordering and sorting task requires more thought and cognitive effort than listing. Some tasks also require learners to make a decision. The task contains four cognitive processes that are sequencing, ranking, categorizing, classifying. The result of the task is a set of information that has been ordered and sorted according to the criteria given.

### **3. Comparing task**

Learners will be assigned to compare information or data of two things that have similar characteristics but come from different sources. In the task, learners have to recognize matching items or compare pairs or sets. The process of comparing consists of matching, and, discovering similarities and differences. The outcome of the task will be varied. It depends on the task goal but at last the items have to be appropriately matched.

### **4. Problem solving task**

A problem solving task demands learners' intellectual and reasoning power. The outcome of the task is the solution of the problem. Learners will be given a problem and a set of information. Then they will be asked to give advice and solve a problem through social interaction with groups. There are three processes for problem solving which are analyzing situations, giving reasons and making decisions. Learners might collect and share some information, knowledge and personal experience to acquire the final solutions. This activity enables learners to practice both speaking and writing skills since learners have to discuss, take note or draft the solution of the problem while performing the task.

### **5. Sharing personal experiences task**

Sharing personal experiences enables learners to talk more freely. Learners should be encouraged to do this type of task because it is something we always do in our real- life. Learners will be more familiar with this social talk after doing the task. There are various processes of the task such as narrating, describing, exploring and explaining. This can be considered an interpersonal task in which learners share their ideas with others.

## **6. Creative task**

A creative task can be considered as a project which includes every type of task such as listing, ordering and sorting, comparing and problem solving and many others. Learners may have to find more information outside the classroom. Team work is very important in this task since the task tends to be pair or small group work. However, projects can be done individually. Moreover, learners can ask for advice or information from the experts.

Pattison (1987) also suggests 7 activity types of task which include:

### **1. Questions and answers**

In these activities, learners ask each other some questions and fill in the information gaps. For example, teacher asks learners to work in pairs and then ask their friend about the location of their house.

### **2. Dialogues and role-plays**

This is also another type of task in task-based language teaching which is very popular in English classrooms. Dialogues and role-plays can be fully scripted, partly scripted or fully improvised. Dialogues and role-plays can be often referred to as an interpersonal task in which learners either act as being themselves or pretending to be somebody else. Learners will use the language as they do in the real situation.

### **3. Matching**

These tasks ask learners to remember matching items and complete matching items in pairs or in sets. For example, learners are required to match given sentences together in a split dialogue. Another example of matching task is bingo.

#### **4. Communication strategies**

This type of task enables learners to have opportunities to practice various communication strategies, such as using eye contact and gesture, paraphrasing, summarizing and building words or sentences.

#### **5. Pictures and picture stories**

These activities use pictures for communication, such as remembering sequences of pictures, spotting the differences in the pictures and telling story from the pictures.

#### **6. Puzzles and problems**

This type of task encourages learners to make guesses, draw conclusions by using their knowledge, experience or imagination, and practice giving logical reasons.

**7. Discussion and making decisions** Learners are asked to collect and share information to discuss and make decisions with their friends or in groups. Learners will be able to express their ideas and get involved in the tasks.

Nunan (2004) concludes that there are 3 main task types.

#### **1. Information-gap activities**

In these activities, learners practice giving information or data from one person to another person or from one place to another place. Learners have to learn to select and give the important information correctly.

#### **2. Reasoning-gap activities**

This task type offers the opportunities to practice the process of giving reasons. For example, learners are asked to decide which option is the best or the fastest or the lowest.

### **3. Opinion-gap activities**

Learners will share their own opinions or feelings towards the given information or situation. Teachers may ask learners to complete a story. Normally, there is no right or wrong answer for this type of task.

#### **2.3.4 Authenticity of task**

Before discussing the authenticity of task, we need to talk about pedagogic tasks first. A pedagogic task provides opportunities for learners to produce various forms of target language in the classroom. Long & Crookes (1992) argue that pedagogic tasks must relate to the target tasks in the real world such as renting a house, reporting the result of an experiment or buying airplane tickets. Those real world target tasks might come from learners' need analysis.

Nunan (2004) states that 'authenticity' refers to the use of target language that is produced for purposes of communication in the real-world situation. Consider all the perspectives above, pedagogic tasks might be said to be authentic. Breen (1987) also notes that the task, the materials and the procedure can provide the authentic communication for learners. Every process can be authentic. Teachers should make sure that learners are interested in the task or engaged in the tasks to make it more authentic for every student unless it might be considered inauthentic to some learners if they know nothing about the materials or they are not interested in the task. Moreover, no matter how difficult the task is, tasks in any level of difficulty can be authentic (Guariento & Morley, 2001).



## **2.4 Advantages of task-based language teaching**

Many educators and researchers consider task-based language teaching as the most effective teaching method that can enhance learners' communicative competence. There are various advantages of implementing task-based language teaching in an EFL classroom. Willis (1996) indicates that the main advantage of a task-based approach for learners is that their language proficiency will be successfully developed and their level of target language acquisition will be higher because learners have opportunities for practicing and experiencing language use in the real situation. This will increase the ability to transfer what they have studied to use in their daily life or their careers.

Crookes & Gass (1993) also agree that task-based language teaching is valuable as doing tasks provides opportunities for learners to interact with friends and teachers. This helps improve learners' interaction skills. Tasks also give learners opportunities to work in pairs or in groups which reinforce their abilities to work and communicate with others. Ellis (2003) emphasizes working in pairs and groups are beneficial because the communicative competence of individuals will not be completely brought out if there is no interaction with others. Blumfit (1984) points out that if learners are faced with difficulties or problems when they are doing tasks, they will learn how to solve the problems and they will absolutely be able to deal with these problems when they occur in the real situation.

In addition, Sangarun (2005) notes that implementing task-based language teaching in EFL classroom will increase learners' motivation since task-based language teaching focuses on learners' needs in language learning. Moreover, it will increase self-confidence when they have to communicate in the target language. Candlin (1987) confirms the effectiveness of task-based approaches in raising learners' self-confidence. He explains that tasks can enhance learners' confidence since learners can evaluate their performance. Learners become more aware of their abilities to communicate so they try to do better in learning.

There are also advantages of task-based language teaching for teachers. First, tasks enable teachers to collect teaching materials from a wide range of sources from

their real life or their experience. A number of definitions of task by researchers suggest that there is a relationship between tasks done in the classroom and real situations outside the classroom. As a result, the materials in task-based language teaching should be derived from the real-world situation (Van Den Branden, 2006). Teachers can adapt materials from a variety of situations to use in their classroom since task-based approach supports the use of authentic materials. The popular sources of materials are newspaper, television, and Internet (Richards & Rodgers, 2001). Second, task-based language teaching provides opportunities for teachers to be the facilitators, the selectors and the sequencers of tasks. Teachers will be more than the instructors. This helps teachers to practice and revise their knowledge more than other approaches (Richards & Rodgers, 2001; Willis, 1996; Willis & Willis, 2007). Third, teachers can comfortably assess learners from their task performance. Tasks reflect what has been taught in the classroom. Thus, this provides a convenient basis for language assessment for teachers since it is possible to assess learners' use of grammar, vocabulary, or other language features through task-based language learning (Nunan, 2004).

However, the fact that learners do not feel interested in the resources or the materials in the course might be considered a possible constraint for classroom management because it decreases learners' motivation and blocks learners from a good learning atmosphere. Since task-based language teaching is considered a learner-centered teaching approach in which the content of the course and the syllabus design are based on learner's needs, this helps increase learners' interest in the input data or the materials that teachers offer, and helps manage the constraints involved in classroom management (Lewis, 2006).

## **2.5 Problems and concerns of task-based language teaching**

In spite of the characteristics of task-based language teaching approaches that can contribute to learners' ability to communicate and the fact that the method has become well-known in the field of second language acquisition for a long time, such a teaching method still contains a number of concerns and those make some teachers

avoid using a task-based program in their actual classrooms. There are some problems with using TBLT concerning five aspects: teachers' role, learners' role, classroom management, teaching materials and assessment.

First, problems concerning the teachers' role, there are the problems about teachers' insufficient English proficiency and experience in using a task-based language teaching approach in order to apply task-based language teaching successfully. Littlewood (2007) proposed five major concerns about implementing task-based language teaching in East Asia. He admits that one of the major problems is that teachers sometimes lack confidence to use such methods in the classroom. Teachers considered that they have insufficient understanding and experience with task-based language teaching. Also, teachers might feel that they have insufficient proficiency to control the activities in their classroom. Carless (2007) claims that some teachers use L1 in the classroom because they want to maintain learners' attention and involvement.

Second, for problems concerning the learners, there are the problems about learners' avoidance of using English language and the overuse of the mother tongue. Littlewood states that learners might not try to use English language to communicate when they are working in pairs or in groups. Dailey (2009) points out in his study that some learners do not have sufficient knowledge of English vocabulary. Then there will be the overuse of the mother tongue in completing the task. Skehan (2003) also admits that learners' overuse of their mother tongue might not promote learners' interaction through task-based language teaching. Additionally, in this case, learners who have a high level of proficiency will complete the tasks without any help. Due to learners' avoidance of using English language, some learners may make minimal demands on language competence. The interaction in class will be often dominated by just one or two learners in a group (Littlewood, 2007).

Third, for problems concerning classroom management, since the task-based language framework is not just delivering knowledge to the class but it also requires interaction of learners in class, it is difficult for teachers to organize the classroom; for example, when everyone is talking, the classroom is too noisy and teachers cannot

control learners' discipline well (Carless, 2004). Littlewood (2007) also emphasizes that large classes often demotivate both young and adult learners.

Next, with problems concerning materials, sometimes it is hard to find materials or books which are appropriate for learners. When teachers choose the materials or text books, they need to consider whether the text books are appropriate for the language level of the learners, learners' interests and learning methodology that teachers choose to apply in the course (Harmer, 1998).

Finally, regarding problems concerning assessment, this concern deals with the incompatibility with public assessment demands. The current concern is that task-based language teaching might not prepare learners well for the public examinations which are very important for their educational future (Littlewood, 2007). As in the study of Dailey (2009), he states that even though task-based language teaching is an appropriate method to enhance learners' communicative competence, some educators and parents still question whether task-based language teaching helps learners to get a high score in their examinations. Bachman (2002) argues that task-based language teaching might not be the suitable approach for some educational tests such as diagnostic tests and achievement tests which assess the language skills that learners have studied in the course. Furthermore, there is also the conflict with educational values and traditions.

## **2.6 Relevant research studies**

### **2.6.1 Research in Thai context**

Many studies have explored the use of task-based language teaching in the Thai context in several issues. McDonough & Chaikitmonkol (2007) conducted a case study to investigate teachers' and learners' reactions to the implementation of task-based language teaching in EFL classrooms in a Thai university. The researchers thought that the use of tasks in EFL classrooms is supported by many researchers and educators. Nonetheless, few research studies have described the actual reaction of teachers and learners towards

task-based instruction. Therefore, the researchers designed the course syllabus by using a task-based approach and used the syllabus to teach the participants who were university students. The participants were 35 first-year students in the English Department, Faculty of Humanities, Chiang Mai University, and 13 teachers who worked in the English department at Chiang Mai University. The researchers elicited the participants' reaction to task-based courses by using observations, interviews, students' learning notebooks and course evaluation. After 12 months, the results indicated that the participants showed their impressions towards task-based instruction in three main aspects. First, this approach made learners become more independent in language learning. Learners were able to think by themselves and tried their own ways to complete the task given. Second, the participants first worried about course content in task-based instruction that it might have a lack of grammar instruction. However, after the course, teachers and learners had more positive attitudes towards course content in the task-based syllabus. The researcher found that they no longer worried about the amount of grammar instruction in the course content. Third, participants perceived that the task-based syllabus related to language use in the real world situation. Knowledge learned from the course was beneficial for them and they could transfer knowledge to use in the situation outside the classroom. The researchers concluded that the results of this study can be valuable for EFL teachers, university and government because this study provided understanding about teachers' and learners' impressions towards task-based language teaching so that they could implement this approach in their syllabus as it is one effective way to help learners acquire target language successfully.

Sae-Ong (2010) investigated the use of task-based language teaching to develop learners' speaking abilities in English language. The researcher conducted a study with students in Mattayom 4 at the Demonstration School of Silpakorn University, Nakornpathom province to see whether task-based instruction could improve students' speaking abilities and how students perceived their learning through the use of task-based language learning. The

data was elicited by using an English speaking test. For students' perceptions, the researcher used a questionnaire to gain information. The findings of the study revealed that learning language through task-based language teaching can improve students' speaking abilities. With the task-based approach, students had more opportunities to cooperate with friends in group work. They were able to interact with each other. In addition, students were satisfied with their learning through the use of the task-based approach. They thought that tasks could enhance their performance because they learned vocabularies and they could use those vocabularies in various situations. However, the students recommended that it would be good to give more time for some students who did not get used to this method of teaching. Teachers should provide opportunities for them to adapt their own learning styles. The researcher suggested that teachers who are interested in task-based language teaching can try implementing this approach in their English teaching. Nevertheless, they should remember that they have to design tasks to be suitable for students' level of proficiency.

In addition, Saiyod (2009) examined the effectiveness of task-based instruction in enhancing students' reading comprehension abilities and students' opinions towards learning English reading comprehension through a task-based teaching approach. The researcher was interested in how reading comprehension tasks affect students' reading abilities. Therefore, she conducted an experimental study with grade 6 students in Tassaban Thaklong School in Pratumthani province. After applying task-based reading comprehension tasks to teach students, the finding of the study found that students' reading comprehension abilities had improved. Moreover, the researcher used open-ended questions to elicit students' opinion on task-based instruction. The students were asked a question about something they liked and disliked about task-based instruction. The result indicated that students thought that doing tasks enabled them to interact with friends and teachers and provided opportunities to learn new knowledge of vocabulary and grammar. However, implementing task-based instruction in the actual classroom led to

some problems about time-management. Some students were not able to accomplish tasks in time. Besides, another serious problem was about language use. Most students had limited vocabulary knowledge. They did not know how to express their ideas in the target language. To sum up, this study also supports the results of other previous research studies that students' abilities tend to improve after receiving task-based instruction. The researcher recommended teachers select materials and task types carefully when designing a task-based syllabus in order to promote an effective and enjoyable classroom environment for the students.

Thanghun (2012) studied the effectiveness of using task-based language teaching in developing English speaking skills of Prathomsuksa 6 students at Piboonprachasarn School in Bangkok. The participants were 30 students in Prathomsuksa 6 recruited via a simple random sampling technique. The data collecting methods used in this research were lesson plan, pre-test and post-test, assessment chart, rubric for evaluation, and teachers' notes for students' progress. The result found that the students had different scores for pre-test and post-test. The researcher concluded that task-based language teaching helps increase students' speaking ability. The activities in task-based language teaching approach were helpful, encouraging and motivating for students. The researchers also suggested that educators and teachers can try to explore the effectiveness of using task-based language teaching to teach speaking skill to students in other levels such as primary level as a future research study.

Umapun & Chalermisri (2012) conducted an experimental study to investigate the use of task-based learning on students' speaking ability at Rajamangala University of Technology Isan, Nakhonratchasima province. The participants were 23 third-year students in the Faculty of Engineering who enrolled for a crop production course. The methods which were used to collect data included lesson plan, speaking test and questionnaire. After the study, the results indicated that the speaking abilities of students were improved because their scores were increased in the post-task. Task-based language teaching was

beneficial for teaching speaking skills to students. Moreover, the students also expressed their positive attitude towards task-based language teaching through the questionnaire.

Pongsawang (2012) investigated the use of task-based approach activities to improve speaking abilities of Prathomsuksa 5 students. The participants were 40 students in Prathomsuksa 5 at Klongbanprao School in Prathumthani. The researcher applied convenience sampling in selecting participants. The study was carried out over 6 weeks. The research instruments included lesson plan, rating scale for students' speaking abilities, forms for students' behavior and a questionnaire asking for students' perceptions. The data were analyzed qualitatively and quantitatively. It was found that the students' speaking abilities were much higher after applying the task-based language teaching technique in the course. Additionally, students were satisfied with this technique. They had positive attitudes towards task-based language teaching. The researcher pointed out that if teachers try to employ various types of effective techniques in a task-based approach, such as using Microsoft Powerpoint, it will help facilitate students' learning successfully.

Pietri (2015) studied the effects of task-based language teaching on Thai university students' skills and motivation. The participants were 31 Thai students at Stamford International University in Hua Hin campus. Their ages ranged from 18 to 22. They were studying in their bachelor degree. The English proficiency of the participants varied. Both qualitative and quantitative methods were applied. The instruments used to test the impact of task-based language teaching were an assessment for students' performance and a questionnaire assessing students' perceptions. The results of the study indicated that 71% of the students gained high scores in performing tasks. They fully participated with their group members in the tasks given. The majority of the students had positive attitudes towards task-based language teaching. They thought that this approach was motivating and it encouraged them to work in groups very well.



Saeheng & Prammanee (2012) examined the impact of task-based language teaching on higher vocational students' English reading ability. The participants were 40 fourth-year vocational students majoring in accounting selected via a purposive sampling method. The participants were divided into an experimental group and a control group. The data collecting instruments were questionnaire, interview and test. The results showed that applying task-based language teaching was effective for students. The scores for reading ability of the participants after the experiment were higher than pre-test. Furthermore, the participants were satisfied with the task-based language teaching program. This teaching method helped students to learn language effectively.

Promruang (2012) explored the effect of task-based language teaching on improving English listening and speaking skills of Mattayomsuksa 1 students. The participants were 30 Mattayomsuksa 1 students in the academic year 2011 at Piboonprachasarn School, Bangkok. The sampling technique was convenience sampling. The data collecting instruments were pre-test, post-test and teaching log. The findings indicated that the English listening and speaking ability of the students were significantly higher after using task-based instruction. The activities in the task-based language teaching approach enabled students to express themselves without fear of mistakes. They became more confident in speaking and listening. Moreover, after the experiment, the students' attitudes were more positive with the activities in this teaching method because the topics in the activities came from real-life situations and students could relate all of them to their daily life.

Vega (2010) investigated the effect of team teaching in task-based language teaching on oral communication skills of secondary school students in Thailand. The participants were 40 Mattayomsuksa 4 students at Nawamintharachinuthit Horwang Nonthaburi School in Nonthaburi province. The participants were selected via purposive sampling. The experiment was over about 12 weeks. The research instruments were pre-test, post-test and questionnaire. The participants were taught by a group of teachers team

teaching. The findings revealed that students' post-test scores were higher than pre-test scores. This showed that team teaching in task-based language teaching was effective. The students considered team teaching by the teachers in the task-based instruction was fun and lively. Moreover, students fully got involved in the activities.

### **2.6.2 Research in non-Thai context**

Recent research studies have identified teachers' perceptions of task-based language teaching, including Jeon and Hahn's study in 2006. Jeon & Hahn (2006) conducted the research to explore English as a foreign language teachers' perceptions of task-based language teaching in the Korean secondary school context. The research was conducted among 228 teachers in 38 different secondary schools in Korea. The research instrument used in this study was a questionnaire which was composed of 15 Likert-type items and two open-ended items. The overall findings of the study indicated that most of the teachers participating in the study understood the concept of the task-based language framework. They also had positive attitudes towards the advantages of task-based language teaching. They knew that task-based language teaching provided students' opportunities to work in groups and it then improves learners' communication and interaction skills. However, it was found that some teachers avoided implementing task-based language teaching methods in their classroom because they did not have confidence in adopting task-based language teaching. They felt that they lacked the practical knowledge of task-based instruction. Classroom management and large class size were also the obstacles in using task-based language teaching. Moreover, there was a problem with learners who were not used to a task-based language method. Consequently, the researchers suggested that the Korean teacher educational program should prepare language teachers to deal with problems over task-based language teaching. Teachers should be given the chance to learn and experience more practical knowledge about task-based language teaching in order to help teachers and teacher trainers to implement task-based language successfully (Jeon & Hahn, 2006).

Lin & Wu (2012) investigated teachers' perceptions of task-based language teaching in English classrooms in Taiwan. The researchers felt that there was a limited number of empirical studies that shed light on task-based language teaching in the East Asian context. This research study aimed to explore high school English teachers' perceptions and understanding of task-based language teaching. Lin and Wu conducted the research with 136 teachers from 30 junior high schools in central Taiwan. The data in this study was collected by using mixed methods, i.e. both quantitative and qualitative methods. The main source of data was a questionnaire and the researchers used semi-structured interview to support quantitative data from the questionnaire. The results of the study revealed that the teachers did not have clear understanding of task-based language teaching (TBLT). Some participants were able to point out the key concepts of task-based language teaching but many of them did not understand the tasks, task cycle and some practical knowledge of task-based language teaching. Besides, the teachers did not fully implement task-based language teaching in their classroom. They designed the materials or activities in the lesson based on the real-world context and they used group work but most of the teachers still used grammar-translation methods as the main teaching method in their actual teaching. The concerns over task-based language teaching also included the limited teaching time and the large class size.

However, most of the teachers had positive attitudes towards task-based language teaching methods. They realized that task-based instruction is a good way to improve learners' communication skills, and to motivate learners' interaction. TBLT can provide a relaxed atmosphere for learners to develop their language use. As a consequence, the researchers recommended that teachers should be provided opportunities to acquire the knowledge of task-based approaches; for example, attending workshops about task-based language teaching. This could improve teachers' confidence and make them think that they are able to implement task-based language teaching effectively. Furthermore, the researchers also suggested that task-based language teaching

materials and textbooks should be increasingly produced to be available for teachers who want to adopt task-based instruction in their classroom.

Zheng & Borg (2013) explored EFL teachers' beliefs and understanding about task-based language teaching in three Chinese secondary schools by using qualitative methods including observation and interview. The findings of the study reveal that participants' understanding of task-based language teaching was quite narrow; for example, they stated that tasks are a kind of communicative work which directly deals with speaking skills. This study also aimed to investigate how teachers implemented task-based language teaching. The findings showed that teachers had various perspectives towards implementing a task-based approach. One participant followed the guideline in teachers' books directly while other two participants tended to put emphasis on grammar points more than was recommended in the books. As a result, it leads to the third research question. What are the factors affecting the implementation of task-based language teaching in their actual classroom? The results indicated that all participants were guided by the teachers' books.

However, what the teachers believe about the important language features in their minds shaped the way they implemented the task-based approach in their curriculum. The researcher then concluded that if the teachers have strong beliefs that grammar is more important, it will result in a problem with implementing task-based language teaching in the curriculum. Besides, the factors about class sizes, students with low proficiency or mixed ability can also cause problems in the implementation of the method. The researcher recommended EFL teachers should broaden their understanding about task-based approaches in order to correct their interpretation and implementation of the method.

Ruso (2007) studied the influence of task-based language teaching (TBLT) on improving learners' motivation and its performance in EFL classrooms. The participants were 54 student teachers from different countries such as Turkey, Israel, Kuwait, Jordan and Pakistan. Their ages varied from 17

to 23 years old. The data collecting methods used in this study were diaries, questionnaire and semi-structured interview. The findings revealed that task-based language teaching enhanced students' learning. TBLT encouraged students to get involved in the activities. TBLT then helped improve students' performance. The students suggested that they preferred learner-centered approach because it provided them the opportunities to communicate in English. The researcher recommended that teachers should provide a relaxing atmosphere in the classroom for students and spend more time to give reflection on students' learning.

Hui (2004) conducted research studies to explore the perceptions of English teachers on task-based language teaching (TBLT) and to investigate whether the teachers' perceptions affected their actual teaching. The participants were 50 EFL teachers from different schools in Hong Kong. The research instruments employed in this study were questionnaire, interview and observation. The results showed that teachers had positive attitudes towards task-based language teaching as they considered a task-based approach is beneficial. They thought that TBLT could increase learners' motivation. Moreover, most teachers understood the theory of task-based language teaching quite well but some teachers were still confused about the role of the teacher in the task-based approach. The findings also stated that if the teachers have more experience in using a task-based approach, they will feel more comfortable with the activities in task-based lessons.

Xiongyong & Samuel (2011) explored the perceptions and the use of task-based language teaching among EFL teachers in China to see the impact of applying a task-based approach in their actual classroom. The participants were 132 EFL teachers in Chinese secondary schools. The research instrument was a questionnaire. The findings indicated that most teachers had a higher level of understanding on task-based language teaching. They had favorable attitudes towards task-based language teaching. Nonetheless, they considered some problems with applying a task-based approach in the classroom, such as large class size might be difficult for teachers to manage. The researchers

suggested that teachers should have opportunities to acquire knowledge and experience in TBLT as it helps them to apply the method more effectively.

Pyun (2013) examined the attitudes of Korean language learners towards task-based language teaching (TBLT). The researcher also wanted to know how the attitudes related to learning motivation. The participants were 91 college students who enrolled in a Korean language course in a university in the United States. The research instrument was a questionnaire. The findings revealed learners' perceptions of task-based language teaching varied. There were relationships between learners' variables and their attitudes. First, learners' anxiety in learning can affect the effectiveness of applying TBLT. Second, motivation is also another important factor for the successful implementation of TBLT. Third, if learners have higher self-efficacy, the more they have positive attitudes towards TBLT.

Meng & Sheng (2010) investigated students' perceptions on task-based instruction in China. The aspects included the role of teachers and favorite tasks. The participants were 96 second-year students in a university in China. The data were collected from a questionnaire. The participants enrolled in the course were taught by using a task-based language teaching approach for 16 weeks. It was found that the students preferred group tasks. They considered that participating in the tasks was beneficial for them and it was also exciting even though some of them were not satisfied with their own performance in doing tasks. For the role of teachers, the students thought that teachers were both tutors and facilitators in the classroom. Additionally, the results showed that the more the students participated in the tasks, the more they improved their performance.

Aliakbari & Jamalvandi (2010) studied the use of role-play in a task-based language teaching approach in enhancing students' speaking ability. Role-play is a useful activity used to give opportunities for students to practice communicating in real-life situations. The participants were 60 second-year students from different universities in Iran selected via purposive random

sampling. The ages of the participants ranged from 18 to 30. The participants were divided into an experimental group and a control group. The research design was experimental research method and the instruments were a pre-test and a post-test managed by IDP Australia and the British Council. After applying role-play techniques for 2 months, it was found that the participants' oral communicating abilities were improved due to the role-play activities. The performances of the experimental group were better than the performance of the control group. Therefore, role-play technique in task-based language teaching is considered an effective technique used to improve language learners' speaking ability.

Kavaliauskienė (2005) examined learners' attitudes and the outcomes of implementing task-based language teaching in ESP classrooms. The researcher stated in the study that tasks can be considered as favorable activities for students in English for specific purpose (ESP) because they relate to their future occupations. The participants were 56 students who enrolled in an English for specific purpose (ESP) course. The findings of the study were investigated through questionnaire and interview. It was found that the top three preferred tasks by the students were problem-solving, sharing experience and listing. The learning outcomes from implementing task-based language teaching tasks showed in the improvement of students' vocabulary, speaking skills and listening skills.

In conclusion, various research studies both in the Thai context and non-Thai context have supported the use of task-based language teaching since it can increase learners' language ability –not only speaking skill, but all four language skills. Concerning perceptions, teachers and learners' attitudes towards task-based language teaching tend to be positive. However, language teachers and learners face similar problems in implementing task-based language teaching.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter presents (1) the participants, (2) the research instruments, (3) the data collection, and (4) the data analysis.

#### **3.1 Participants**

Eighty EFL teachers in 11 secondary schools in Educational Area 3 in Bangkok responded to the questionnaire and five interviewees were chosen to participate in the semi-structured interview. The interviewees were selected by employing two sampling techniques. First, the teachers were chosen by purposive random sampling. They were chosen based on their answers in the questionnaire. The teachers who had stated in the questionnaire that they had used task-based language teaching in their actual teaching were selected. The second sampling technique was simple random sampling. All teachers who stated that they had used task-based language teaching had an equal chance to be the interviewees if they were volunteers for the interview.

#### **3.2 Research instruments**

The research design in this present study was a mixed-method approach since the researcher aimed to utilize the strengths of collecting and analyzing quantitative and qualitative data. Quantitative data were collected from a questionnaire while qualitative data were collected from a semi-structured interview. The strategy for this study was a sequential explanatory strategy which puts emphasis on quantitative data from the questionnaire and uses qualitative data from the semi-structured interview to help explain and triangulate the data from the questionnaire. The advantage of employing a mixed-method approach is that it provides different insights into



teachers' understanding and perceptions towards task-based language teaching. Additionally, it enables the possibility of triangulation.

There were two data collection instruments in this present study. The first instrument was a questionnaire which was used to explore EFL teachers' understanding of TBLT and their perceptions about the advantages and problems of implementing TBLT in an English classroom. The questionnaire was created and developed by the researcher. Then, the questionnaire was revised by an advisor and three experts in the field to enhance appropriateness and comprehensibility. Next, the researcher conducted a pilot study with 15 EFL teachers in secondary schools in Bangkok. Cronbach's Alpha was used to find the coefficient of reliability of the questionnaire and the result was 0.820. Then, the researcher revised the questionnaire items that might cause ambiguity.

The questionnaire consisted of five parts as follows:

Part 1: The first part contained demographic questions in order to collect data about the participants' age, gender, and educational information.

Part 2: The second part dealt with the participants' knowledge about the basic principles and theoretical framework of task-based language teaching in order to know their practical understanding of the approach.

Part 3: The third part was related to the participants' perceptions about the advantages of implementing task-based language teaching in an English classroom.

Part 4: In the fourth part, the participants were asked to answer the questions investigating their perceptions about the problems of implementing task-based language teaching in an English classroom.

Part 5: The fifth part was open-ended questions. The benefit of applying open-ended questions is that it allows the subjects to be able to decide what they want to say and how they will say it freely. The open-ended questions included 3 questions as follows:

(1) What are the advantages of using task-based language teaching in an English classroom?

(2) What are the problems of using task-based language teaching in an English classroom?

(3) Are there any opinions and suggestions about implementing task-based language teaching in an English classroom?

The second instrument was a semi-structured interview which was used to collect qualitative data to gain in-depth information from the participants. The semi-structured interview enabled the researcher to be able to ask more questions in order to answer the research questions. A set of interview questions included three aspects: teachers' understanding of task-based language teaching, teachers' perceptions about the advantages of using task-based language teaching, and teachers' perceptions about the problems of using task-based language teaching.

### **3.3 Data collection**

The present study was conducted in two sessions using the two research instruments as follows:

Session 1: The quantitative data was conducted by using the questionnaire. The researcher sent letters from the Language Institute, Thammasat University, asking for permission in collecting data for research to 11 secondary schools in Educational Area 3 in Bangkok. Then, the researcher visited each school and explained the objectives and details of the research study to the teachers. The researcher distributed the questionnaire to 99 EFL teachers. The teachers were requested to return the data within a week and 80 responses were returned.

Session 2: After receiving the questionnaire, the researcher checked the answers from the questionnaire in order to find the teachers who answered that they had used task-based language teaching in their actual classroom. Then, the semi-structured interview was conducted with the teachers who were randomly selected.

Each interview lasted for about 20 minutes. The interviews were recorded via digital recorder after asking for permission from the participants. All the transcription was done by the researcher.

### 3.4 Data analysis

The data analysis process consisted of two phases, Likert-type and open-ended items in the questionnaires and the interview.

For the Likert-type items, which were designed to explore teachers' understanding and perceptions of task-based language teaching, the answers were given a numerical score (i.e., strongly agree = 5, agree = 4, undecided = 3, disagree = 2, and strongly disagree = 1). The SPSS (Statistical Package for Social Sciences) was used to analyze the quantitative data from this phase. Mean scores, standard deviations, level of interpretation, and ranking were used in order to indicate the participants' understanding and perceptions of task-based language teaching.

For Likert-type items, below is the scale in the questionnaire.

5	=	Strongly Agree
4	=	Agree
3	=	Undecided
2	=	Disagree
1	=	Strongly Disagree

The meaning of the scale of the level of interpretation is as follows:

Mean Scores	Interpretation of the score
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate

1.81-2.60

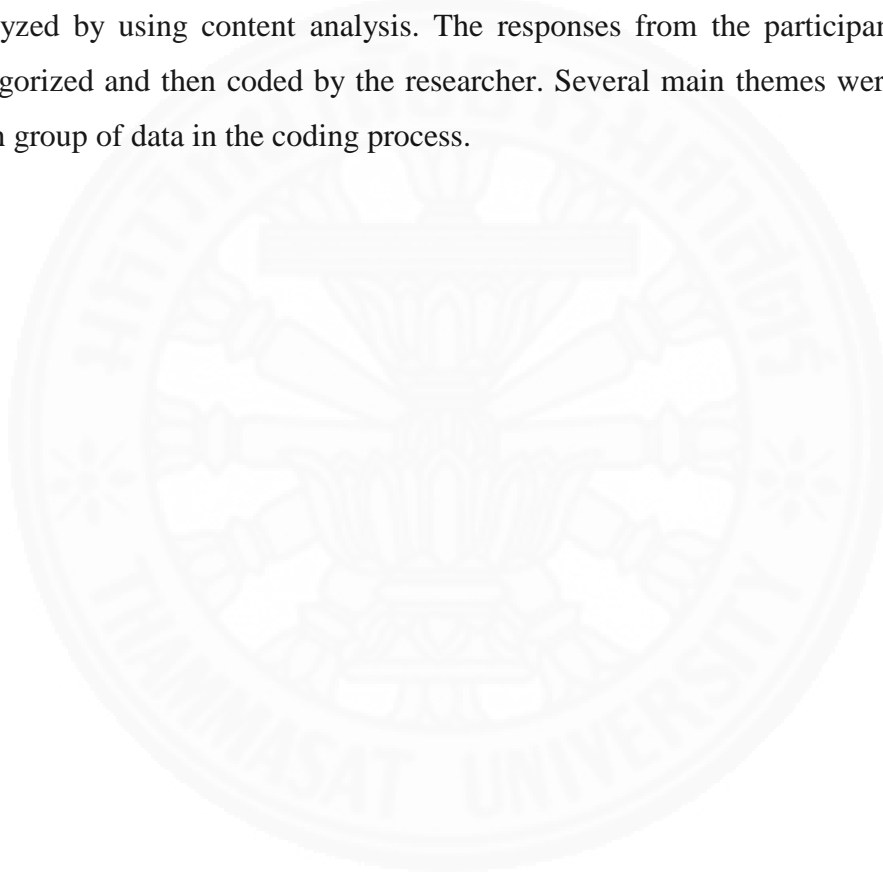
Low

1.00-1.80

Very low

(Source: Newbold, P.; Carlson, W.; Thorne, B. (2009). *Statistics for Business and Economics* (Seventh ed.). Pearson Education.)

For open-ended questions in the questionnaires and data from the interview which was constructed to elaborate more opinions and suggestions, the data were analyzed by using content analysis. The responses from the participants were first categorized and then coded by the researcher. Several main themes were assigned to each group of data in the coding process.



## **CHAPTER 4**

### **RESULTS**

This chapter reports the results of the study based on the data from quantitative and qualitative methods in order to achieve the objectives of the study. The results of the study were collected from 80 returned questionnaires completed by Thai EFL teachers in 11 secondary schools in Bangkok. Moreover, the chapter presents the data from the semi-structured interview collected from five interviewees who used to apply task-based language teaching approach in their actual classroom. The quantitative data were analyzed and processed by the SPSS program while the content analysis was used to analyze qualitative data.

The findings of the study are presented in terms of Tables and reports. The results of the data analysis were divided in 6 main categories:

4.1 General information of the respondents

4.2 Teachers' understanding of task-based language teaching

4.3 Teachers' perceptions towards task-based language teaching in terms of advantages of using TBLT in an English classroom

4.4 Teachers' perceptions towards task-based language teaching in terms of problems of using TBLT in an English classroom

4.5 Opinions about the advantages and problems of using TBLT in an English classroom

4.6 Results from the semi-structured interview

#### 4.1 General information of the respondents

This part reports the general information of 80 respondents who were EFL teachers in secondary schools in Bangkok. There were eight items included: 1) gender, 2) age, 3) educational level, 4) fields of study, 5) country where the respondents graduated, 6) years of teaching experience, 7) teaching level, and 8) use of task-based language teaching. Frequency and percentage distribution were used to analyze the data as follows.

**Table 1. Gender**

<b>Gender</b>	<b>Frequency (N=80)</b>	<b>Percentage (%)</b>
Male	11	13.8
Female	69	86.3
<b>Total</b>	<b>80</b>	<b>100.0</b>

According to Table 1, the total number of respondents was 80. The majority of them (86.3%) were female while 13.8% of them were male.

**Table 2. Age**

<b>Age</b>	<b>Frequency (N=80)</b>	<b>Percentage (%)</b>
20 - 29 years old	53	66.3
30 - 39 years old	14	17.5
40 - 49 years old	2	2.5
More than 49 years old	11	13.8
<b>Total</b>	<b>80</b>	<b>100.0</b>

As can be seen from Table 2, most of the respondents (66.3%) were between 20 – 29 years old. 17.5% of them were between 30 – 39 years old. 13.8% of the respondents were more than 49 years old, and only 2.5% of them were between 40 – 49 years old.

**Table 3. Level of Education**

<b>Level of Education</b>	<b>Frequency (N=80)</b>	<b>Percentage (%)</b>
Bachelor's degree	63	78.8
Master's degree	17	21.3
<b>Total</b>	<b>80</b>	<b>100.0</b>

In terms of level of education, Table 3 illustrates that most of the respondents held a Bachelor's degree (78.8%), while 21.3% of them held a Master's degree.

**Table 4. Fields of Study**

<b>Fields of Study</b>	<b>Frequency (N=80)</b>	<b>Percentage (%)</b>
English language / Linguistics / English language teaching	80	100.0
Other fields of study	0	0
<b>Total</b>	<b>80</b>	<b>100.0</b>

With regard to the respondents' fields of study, Table 4 shows that 100% of the respondents graduated from the fields of English language, English language teaching or linguistics. None of them graduated from other fields of study.

**Table 5. Country where the Respondents Graduated**

<b>Country where the Respondents Graduated</b>	<b>Frequency (N=80)</b>	<b>Percentage (%)</b>
Thailand	80	100.0
Abroad	0	0
<b>Total</b>	<b>80</b>	<b>100.0</b>

Table 5 reveals that 100% of the respondents graduated from Thailand. None of them graduated from other countries.

**Table 6. Teaching Experience**

<b>Teaching Experience (Years)</b>	<b>Frequency (N=80)</b>	<b>Percentage (%)</b>
1-3 years	44	55.0
4-6 years	15	18.8
7-10 years	6	7.5
More than 10 years	15	18.8
<b>Total</b>	<b>80</b>	<b>100.0</b>

According to Table 6, most of respondents had 1-3 years of teaching experience (55.0%), followed by 4-6 years of teaching experience (18.8%), more than 10 years of teaching experience (18.8%), and 7-10 years of teaching experience (7.5%).

**Table 7. Teaching Level**

<b>Teaching Level</b>	<b>Frequency (N=80)</b>	<b>Percentage (%)</b>
Grade 7-9	33	41.3
Grade 10-12	47	58.8
<b>Total</b>	<b>80</b>	<b>100.0</b>

Concerning the teaching level, Table 7 reports that the majority of respondents (58.8%) taught English for students in Grade 10-12, whereas 41.3 % of them taught English for students in Grade 7-9.



**Table 8. Use of Task-based Language Teaching**

<b>Use of Task-based Language Teaching</b>	<b>Frequency (N=80)</b>	<b>Percentage (%)</b>
Yes	63	78.8
No	17	21.3
<b>Total</b>	<b>80</b>	<b>100.0</b>

Table 8 reports that a total of 78.8% of the respondents stated that they had used task-based language teaching in their actual classroom while 21.3% of them reported that they had never used task-based language teaching in the classroom.

#### **4.2 Teachers' understanding of task-based language teaching**

The findings in this part illustrate teachers' understanding of task-based language teaching. This section aims to answer the first research question of the study. Mean scores, standard deviations, level of interpretation, ranking, and descriptive analysis were presented. Below is the meaning of the level of interpretation.

##### **Level of Interpretation**

<b>Mean Scores</b>	<b>Interpretation of the score</b>
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

(Source: Newbold, P.; Carlson, W.; Thorne, B. (2009). Statistics for Business and Economics (Seventh ed.). Pearson Education.)

**Table 9. Teachers' understanding of task-based language teaching**

<b>Statements</b>	<b>Mean</b>	<b>S.D</b>	<b>Level of Interpretation</b>	<b>Ranking</b>
1. TBLT is based on the student-centered instructional approach.	3.73	.94	High	14
2. TBLT is similar to the principles of communicative language teaching.	3.61	1.06	High	15
3. TBLT includes three stages: pre-task, task implementation and post-task.	4.08	.78	High	4
4. The important component of task in TBLT is the goal.	3.93	.85	High	8
5. Roles of teachers in TBLT are the instructors and the facilitators.	4.13	.83	High	3
6. TBLT provides opportunities for teachers to use their own experience from their real life as materials for tasks.	4.33	.79	Very high	1
7. TBLT involves any of the four language skills –reading, writing, listening, and speaking.	3.86	.98	High	12
8. TBLT provides learners opportunities to complete tasks in pairs or groups.	4.23	.84	Very high	2
9. TBLT helps learners to become more enthusiastic in learning and completing tasks.	3.88	.85	High	10
10. TBLT learners can take part in language tasks which are similar to those found in the real-world situation.	3.96	.88	High	6
11. Task in TBLT is communicative activities while exercise is form-focused activities.	4.00	.80	High	5
12. Problem solving and role play are the examples of task type in TBLT.	3.96	.83	High	7
13. TBLT has a clearly defined outcome.	3.85	.76	High	13
14. TBLT provides opportunities for teachers to assess learners' performance comfortably from their tasks.	3.88	.77	High	11

**Table (continued)**

<b>Statements</b>	<b>Mean</b>	<b>S.D</b>	<b>Level of Interpretation</b>	<b>Ranking</b>
15. TBLT enables learners to do self-evaluation.	3.91	.86	High	9
<b>Total</b>	<b>3.95</b>	<b>.85</b>	<b>High</b>	

According to Table 9, the results present the respondents' understanding of task-based language teaching. There were two items that had the most significant level of understanding agreed among the respondents. They were item 6 "TBLT provides opportunities for teachers to use their own experience from their real life as materials for tasks" (mean score = 4.33) and item 8 "TBLT provides learners opportunities to complete tasks in pairs or groups" (mean score = 4.23). The level of their understanding contributed to a very high level.

On the other hand, the three items that had the least significant levels of understanding agreed among the respondents were item 2 "TBLT is similar to the principles of communicative language teaching" (mean score = 3.61), item 1 "TBLT is based on the student-centered instructional approach" (mean score = 3.73), and item 13 "TBLT has a clearly defined outcome" (mean score = 3.85). However, all of the levels of understanding of task-based language teaching were still in a high level.

The overall mean score of the understanding level of task-based language teaching was 3.95, which was in a high level.

### **4.3 Teachers' perceptions towards task-based language teaching in terms of advantages of using TBLT in an English classroom**

The findings in this section reveal respondents' perceptions towards task-based language teaching in terms of advantages of using TBLT in an English classroom regarding two aspects: for teachers and for learners. This section aims to answer the second research question of the study. Mean scores, standard deviations,

level of interpretation, ranking, and descriptive analysis were presented. Below is the meaning of the level of interpretation.

### Level of Interpretation

Mean Scores	Interpretation of the score
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

(Source: Newbold, P.; Carlson, W.; Thorne, B. (2009). *Statistics for Business and Economics* (Seventh ed.). Pearson Education.)

#### 4.3.1 Teachers' perceptions towards task-based language teaching in terms of advantages of using TBLT in an English classroom for teachers

**Table 10. Teachers' perceptions on the advantages of using task-based language teaching in an English classroom for teachers**

Statements	Mean	S.D	Level of Interpretation	Ranking
1. Implementing TBLT in English classroom encourages teachers to be enthusiastic.	3.90	.82	High	6
2. TBLT provides opportunities for teachers to be good facilitators.	4.14	.76	High	2
3. TBLT provides opportunities for teachers to prepare themselves more than other approaches.	3.96	.83	High	5
4. TBLT helps teachers control classroom arrangement well.	3.60	.84	High	7
5. Teachers can find materials easily from their own experience or from any situations in their real life.	4.06	.77	High	3

**Table (continued)**

<b>Statements</b>	<b>Mean</b>	<b>S.D</b>	<b>Level of Interpretation</b>	<b>Ranking</b>
6. TBLT provides opportunities for teachers to develop integrated skills in the classroom.	4.03	.75	High	4
7. Teachers can assess learners from their task-based performance.	4.18	.74	High	1
<b>Total</b>	<b>3.98</b>	<b>.78</b>	<b>High</b>	

Regarding Table 10, which presents the respondents' perceptions on the advantages of using task-based language teaching in English classroom for teachers, it can be concluded that the top three advantages of task-based language teaching for teachers consisted of item 7 "Teachers can assess learners from their task-based performance" (mean score = 4.18), item 2 "TBLT provides opportunities for teacher to be good facilitators" (mean score = 4.14), and item 5 "Teachers can find materials easily from their own experience or from any situations in their real life" (mean score = 4.06). The top three advantages were considered a high level of interpretation.

Nevertheless, the three items that had the lowest level of opinions were item 4 "TBLT helps teachers control classroom arrangement well" (mean score = 3.60), item 1 "Implementing TBLT in English classroom encourages teachers to be enthusiastic" (mean score = 3.90), and item 3 "TBLT provides opportunities for teachers to prepare themselves more than other approaches" (mean score = 3.96). However, all advantages were still considered a high level of interpretation.

The overall mean score of teachers' perceptions on the advantages of using task-based language teaching in English classrooms for teachers was 3.98, which was in a high level.

#### **4.3.2 Teachers' perceptions towards task-based language teaching in terms of advantages of using TBLT in an English classroom for learners**

**Table 11. Teachers' perceptions on the advantages of using task-based language teaching in an English classroom for learners**

Statements	Mean	S.D	Level of Interpretation	Ranking
1. TBLT provides a relaxing atmosphere to promote learners' target language use.	3.88	.95	High	6
2. TBLT activates learners' needs and interests.	3.73	.87	High	7
3. TBLT creates a collaborative learning environment for learners.	4.18	.73	High	1
4. TBLT materials are meaningful and purposeful based on the real-world context for learners.	4.05	.73	High	4
5. TBLT reinforces learners to coordinate with group members.	4.15	.73	High	2
6. TBLT promotes learners' academic progress.	3.90	.69	High	5
7. TBLT improves learners' interaction skills.	4.10	.81	High	3
<b>Total</b>	<b>3.99</b>	<b>.78</b>	<b>High</b>	

According to Table 11, which shows the findings of teachers' perceptions on the advantages of using task-based language teaching in an English classroom for learners, the top three advantages for learners agreed among the respondents were item 3 "TBLT creates a collaborative learning environment for learners" (mean score = 4.18), item 5 "TBLT reinforces learners to coordinate with group members" (mean score = 4.15), and item 7 "TBLT improves learners' interaction skills" (mean score = 4.10). The top three advantages were considered a high level of interpretation.

Nevertheless, the three advantages that had the lowest significant levels of interpretation on the advantages of using task-based language teaching in an English classroom for learners agreed among the respondents were item 2 "TBLT activates learners' needs and interests" (mean score = 3.73), item 1 "TBLT provides a relaxing atmosphere to promote learners' target language use" (mean score = 3.88), and item 6 "TBLT promotes learners' academic progress" (mean score = 3.90). However, all advantages of using task-based in terms of learners were still in a high level of interpretation.

The overall mean score of teachers' perceptions on the advantages of using task-based language teaching in terms of advantages for learners was 3.99, which was recognized at a high level.

#### **4.4 Teachers' perceptions towards task-based language teaching in terms of problems of using TBLT in an English classroom**

The findings in this section address respondents' perceptions towards task-based language teaching in terms of problems of using TBLT in an English classroom in different aspects. This section aims to answer the second research question of the study. Mean scores, standard deviations, level of interpretation, ranking, and descriptive analysis were presented. Below is the meaning of the level of interpretation.

##### **Level of Interpretation**

<b>Mean Scores</b>	<b>Interpretation of the score</b>
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

(Source: Newbold, P.; Carlson, W.; Thorne, B. (2009). *Statistics for Business and Economics* (Seventh ed.). Pearson Education.)

**Table 12. Teachers' perceptions towards task-based language teaching in terms of problems of using TBLT in an English classroom in five aspects**

<b>Statements</b>	<b>Mean</b>	<b>S.D</b>	<b>Level of Interpretation</b>	<b>Ranking</b>
<b>1. Teachers' role</b>				
1.1 TBLT requires a lot of time for preparation compared to other approaches.	4.08	.90	High	1
1.2 Teachers have insufficient understanding and experience in TBLT.	3.79	.85	High	2
1.3 Teachers think that they have insufficient English proficiency to apply TBLT in the classroom.	3.41	1.03	High	3
<b>2. Learners' role</b>				
2.1 Learners are not familiar with TBLT.	3.79	.81	High	2
2.2 Learners' avoidance of using English language and the overuse of the mother tongue in completing the task.	3.90	.88	High	1
2.3 Since TBLT is based on student-centered approach, it is not suitable for learners who have low motivation in learning.	3.73	.84	High	3
<b>3. Classroom management</b>				
3.1 Large class size is an obstacle to use TBLT.	3.78	.94	High	2
3.2 The teaching time is limited for TBLT.	4.06	.74	High	1
3.3 Group work can lead to problems about classroom management.	3.40	.95	Moderate	3
<b>4. Teaching materials</b>				
4.1 Teachers do not have enough available teaching materials, textbook or resources for implementing TBLT.	3.61	1.02	High	2
4.2 Exercises from textbook are not appropriate for using with TBLT classroom.	3.46	1.03	High	3
4.3 It is hard to find proper materials or books for learners' levels of proficiency.	3.71	.83	High	1



**Table (continued)**

<b>Statements</b>	<b>Mean</b>	<b>S.D</b>	<b>Level of Interpretation</b>	<b>Ranking</b>
<b>5. Assessment</b>				
5.1 Since TBLT enables teachers to assess learners' performance from their tasks, some tests cannot be used with TBLT.	3.69	.88	High	1
5.2 TBLT cannot prepare learners well for the public examinations which are very important for their educational future.	3.49	.90	High	3
5.3 It is difficult to guarantee the reliability and validity of the criterion for evaluation in TBLT.	3.68	.85	High	2

Table 12 shows the findings of teachers' perceptions towards task-based language teaching in terms of problems of using TBLT in English classrooms in five aspects.

First, for the teachers' role, it can be summarized that the items that had the most significant level of interpretation agreed among the respondents were item 1 "TBLT requires a lot of time for preparation compared to other approaches" (mean score = 4.08) followed by item 2 "Teachers have insufficient understanding and experience in TBLT" (mean score = 3.79), and item 3 "Teachers think that they have insufficient English proficiency to apply TBLT in the classroom" (mean score = 3.41). All of the levels of interpretation in the teachers' perceptions towards problems related to the teachers' role when using TBLT were reported at a high level.

Second, for the learners' role, it can be concluded that the items that had the most significant level of interpretation agreed among the respondents were item 2 "Learners' avoidance of using English language and the overuse of the mother tongue in completing the task" (mean score = 3.90) followed by item 1 "Learners are not familiar with TBLT" (mean score = 3.79), and item 3 "Since TBLT is based on student-centered approach, it is not suitable for learners who have low motivation in learning" (mean score = 3.73). All of the levels of interpretation in the teachers'

perceptions towards problems related to the learners' role when using TBLT were ranked a high level.

Third, for classroom management, the items that had the most significant level of interpretation agreed among the respondents were item 2 "The teaching time is limited for TBLT" (mean score = 4.06) followed by item 1 "Large class size is an obstacle to use TBLT" (mean score = 3.78), and item 3 "Group work can lead to problems about classroom management" (mean score = 3.40). Two of the items were considered a high level of interpretation in the teachers' perceptions towards problems related to classroom management when using TBLT while another item was at a moderate level.

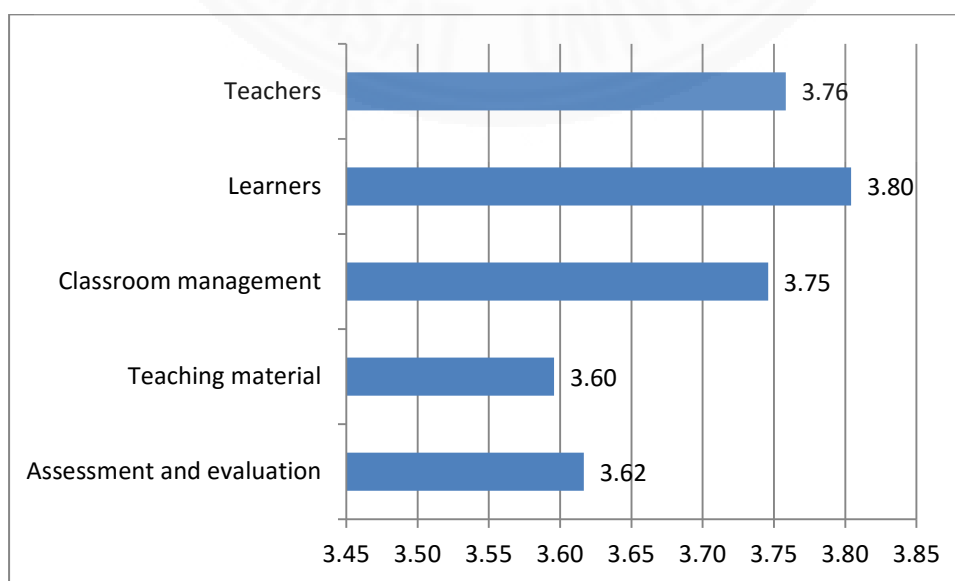
Fourth, for teaching materials, the items that had the most significant level of interpretation agreed among the respondents were item 3 "It is hard to find proper materials or books for learners' levels of proficiency" (mean score = 3.71) followed by item 1 "Teachers do not have enough available teaching materials, textbook or resources for implementing TBLT" (mean score = 3.61), and item 2 "Exercises from textbook are not appropriate for using with TBLT classroom" (mean score = 3.46). All of the levels of interpretation in the teachers' perceptions towards problems related to teaching materials when using TBLT ranked at a high level.

Finally, for assessment, the items that had the most significant level of interpretation agreed among the respondents were item 1 "Since TBLT enables teachers to assess learners' performance from their tasks, some tests cannot be used with TBLT" (mean score = 3.69) followed by item 3 "It is difficult to guarantee the reliability and validity of the criterion for evaluation in TBLT" (mean score = 3.68), and item 2 "TBLT cannot prepare learners well for the public examinations which are very important for their educational future" (mean score = 3.49). All of the levels of interpretation in the teachers' perceptions towards problems related to assessment when using TBLT were reported at a high level.

**Table 13. Overall mean scores of teachers' perceptions about the problems of using task-based language teaching in an English classroom in different aspects**

Statements	Mean	S.D	Level of Interpretation	Ranking
1. Teachers' role	3.76	0.74	High	2
2. Learners' role	3.80	0.68	High	1
3. Classroom management	3.75	0.72	High	3
4. Teaching materials	3.60	0.80	High	5
5. Assessment	3.62	0.77	High	4
<b>Total</b>	<b>3.70</b>	<b>.74</b>	<b>High</b>	

With regard to Table 13, which presents the overall mean scores of teachers' perceptions about the problems of using task-based language teaching in an English classroom, the respondents agreed that problems of using TBLT were mostly problems related to the learners' role (mean = 3.80), followed by the teachers' role (mean = 3.76), classroom management (mean = 3.75), assessment (mean = 3.62), and teaching materials (mean = 3.60). The overall mean score of teachers' perceptions on the problems of using task-based language teaching in all aspects were 3.70 which is considered at a high level of interpretation.



**Figure 1. Overall mean scores of teachers' perceptions about the problems of using task-based language teaching in an English classroom in different aspects**

**4.5 Opinions about the advantages and problems of using task-based language teaching in an English classroom**

This part of the findings presents the opinions given by the respondents. The data was obtained from the open-ended part of the questionnaire which consisted of questions asking about their opinions in 2 aspects: the advantages and problems of using task-based language teaching in their English classroom.

**4.5.1 Advantages of using task-based language teaching in an English classroom**

**Table 14. Teachers' opinions about the advantages of using task-based language teaching in an English classroom**

	<b>Statements</b>	<b>Frequency</b>
<b>For teachers</b>	1. TBLT provides opportunities for teachers to be good facilitators.	13
	2. Teachers using TBLT in the classroom are able to revise their knowledge when preparing the lesson.	13
	3. Teachers can assess learners from their task-based performance.	10
	4. TBLT helps teachers control the classroom easier than using other approaches.	8
	5. TBLT provides opportunities for teachers to develop integrated skills in the classroom.	4
<b>For learners</b>	1. TBLT reinforces learners to coordinate with group members.	16
	2. TBLT provides opportunities for learners to communicate in the real-world situations.	10
	3. TBLT helps learners improve four language skills –listening, speaking, reading and writing.	6
	4. TBLT helps improve learners' communicative skills.	4

**Table (continued)**

	<b>Statements</b>	<b>Frequency</b>
	5. TBLT enables learners to transfer knowledge gained in the classroom to use in their daily life.	4
	6. TBLT encourages learners to be creative and outstanding.	4
	7. TBLT promotes learners' analytic skills.	3
	8. TBLT encourages learners to learn everything by themselves.	2
	9. TBLT provides learners a relaxing atmosphere to promote learners' target language use.	1
	10. TBLT encourages learners to be more responsible.	1

Regarding the advantages of using task-based language teaching for teachers, Table 14 presents that the respondents perceived that there are many advantages of using task-based language teaching for teachers. The majority of the respondents reported that TBLT provides opportunities for teachers to be good facilitators. Here are some of the examples:

“Teachers can do more than standing in front of the students and telling them to write something in their notebook.”

“Teacher can walk around the classroom and give suggestion to the students.”

Moreover, some of the respondents also agreed that teachers using TBLT in the classroom are able to revise their knowledge when preparing the lesson. Here is the example:

“It will give teachers opportunities to do professional development if they always revise their knowledge, learn many new things and use new techniques.”

Apart from that, some of the respondents stated that teachers can assess students' learning progress from their task-based performance. Here is the example:

“Teachers can assess students’ performance from whether they can complete task or not.”

With regard to the advantages of using task-based language teaching for learners, the majority of the respondents agreed that TBLT reinforces learners to coordinate with their friends in pairs or in groups. Here is the example:

“In completing tasks, learners are encouraged to interact with their group members, thus, it enhances their interaction skills.”

In addition, some of the respondents agreed that TBLT provides opportunities for learners to communicate through tasks. Here are some of the examples:

“Learners have opportunities to practice communicating in real- world situations”

“Learners can transfer knowledge learned in the classroom to use in their real life.”

“TBLT helps learners improve four language skills.”

“In completing tasks, learners have opportunities to use not only speaking skill but all four language skills.”

#### **4.5.2 Problems of using task-based language teaching in an English classroom**

**Table 15. Teachers’ opinions about the problems of using task-based language teaching in an English classroom in different aspects**

	<b>Statements</b>	<b>Frequency</b>
<b>Teachers’ role</b>	1. TBLT requires a lot of time for preparation.	25
	2. Teachers are not familiar with TBLT approach.	5
	3. Teachers have insufficient English proficiency to apply TBLT in the classroom.	3

**Table (continued)**

	<b>Statements</b>	<b>Frequency</b>
	4. TBLT requires teachers to spend more time on checking and giving feedback on learners' tasks or assignments.	2
	5. It is difficult to write TBLT lesson that conform to the curriculum of the Ministry of Education.	1
<b>Learners' role</b>	1. Learners have insufficient English proficiency to complete the task.	12
	2. Learners have low motivation in learning.	10
	3. The interaction in a group is dominated by learners who have a high level of English proficiency.	8
	4. TBLT increases learners' workload.	6
	5. Learners are not familiar with TBLT.	4
	6. Learners' overuse of mother tongue is an obstacle for implementing TBLT.	3
<b>Classroom management</b>	1. The teaching time is limited.	10
	2. Large class size is an obstacle in the use of TBLT.	6
	3. It is not easy to assign learners into groups. Some groups might contain only learners who have a high level of proficiency while some groups contain only learners who have a low level of proficiency.	4
	4. Classroom is not suitable for doing tasks.	3
<b>Teaching materials</b>	1. Exercises from textbook are not appropriate for using with TBLT classroom.	15
	2. It takes times for teachers to prepare teaching materials, textbook or resources for TBLT classroom by themselves.	7
	3. Technology in some schools might be the obstacle for using TBLT.	6
<b>Assessment</b>	1. Teachers cannot ensure the reliability and validity of the evaluation for learners' performance.	10
	2. Learners' various levels of proficiency make it difficult for the teacher to assess or check their understanding individually.	8

**Table (continued)**

	<b>Statements</b>	<b>Frequency</b>
	3. Evaluation for TBLT cannot assess learners' performance in every skill.	7
	4. Some tests cannot be used with TBLT.	5
	5. If the task cannot be completed by the learners, teachers cannot assess learner' performance or progress in learning.	2

According to Table 15, which shows the teachers' opinions about the problems of using task-based language teaching in English classrooms in different aspects, it can be summarized that for the teachers' role, The majority of the respondents mentioned the problems regarding time for preparation. Here are some of the examples:

“It takes a lot of time for teachers in planning the syllabus and finding materials.”

“Teachers do not have enough time to create tasks for students.”

Moreover, some respondents agreed that teachers are not familiar with the TBLT approach. Here is the example:

“Teachers might be lack of experience in implementing task-based language teaching.”

Second, the problems regarding learners' role stated by some of the respondents were that learners had insufficient English proficiency to complete tasks. Here are some of the examples:

“My students have a low level of proficiency and they cannot complete the tasks.”

“Many students cannot communicate in English.”



In addition, some respondents mentioned that learners had low motivation in learning. Here is the example:

“Some students do not want to speak or to do activities. They are shy and low-motivated.”

Third, for the problems of using task-based language teaching regarding classroom management, the majority of the respondents pointed out the problems about teaching time. Here is the example:

“Teaching time is not enough for completing tasks. Teachers need a lot of time to describe tasks for students and summarize the language points learned through tasks for them, too.”

In addition, few respondents stated that large class size was an obstacle in the use of TBLT. Here is the example:

“There are about 40-50 students in the classroom, thus, it is difficult to monitor and control all of them.”

Concerning the problems regarding teaching materials, the majority of the respondents stated that exercises from the textbooks are not appropriate for using in a TBLT classroom. Here is the example:

“The textbooks do not usually provide activities for a TBLT classroom. Teachers have to find or create activities by themselves.”

Concerning the assessment, some of the respondents suggested that teachers cannot ensure the reliability and validity of the evaluation for learners' performance. Here is the example:

“The evaluation for students' performance might not be as reliable as other normal tests.”

Additionally, some of the respondents stated that students' various levels of proficiency make it difficult for the teacher to assess or check their understanding individually. Here is the example:

“When students work in groups, they have various levels of proficiency. Teachers cannot ensure whether they understand the tasks and complete tasks together.”

#### **4.5.3 Other opinions and suggestions about implementing task-based language teaching in an English classroom**

Regarding the third open-ended question in the questionnaire asking if there are any opinions and suggestions about implementing task-based language teaching in an English classroom, there is no response from the respondents.

### **4.6 Results from the semi-structured interview**

The semi-structured interview aimed at obtaining more in-depth information from the interviewees to support the data from questionnaire. The interview data were categorized according to the three main points: teachers' understanding of task-based language teaching, teachers' perceptions towards the advantages of using task-based language teaching, and teachers' perceptions towards the problems of using task-based language teaching. The content analysis technique was used to analyze the data from the interview. The findings from the interview data are shown as follows:

#### **4.6.1 Teachers' understanding of task-based language teaching**

From the interview, first, the interviewees were asked to describe basic principles of task-based language teaching. The responses from the interview are presented as follows:

Regarding their understanding of task-based language teaching, the teachers had a good understanding about task-based language teaching. The interviewees were able to mention the key concepts of task-based language teaching. They pointed out

that task-based language teaching focuses on the use of task. Here are some of the examples:

*“Task-based language teaching, as its name suggests, puts emphasis on task. In the classroom, students are assigned to do various tasks. There are 3 stages in task-based structural framework; pre-task, task cycle and post-task. In post-task stage, teachers have to make sure that students understand language features after completing tasks.”*

*“The name of the approach “Task-based language teaching” tells you what we, as a teacher who uses task-based, should focus on in this approach. We should focus on task which is the main character in this approach.”*

*“Task-based language teaching is the language teaching approach that focuses on the use of task to help students to communicate. The examples of tasks in task-based classroom are role-play, discussion and solving problem.”*

*“For TBLT, it has “task” as the key to provide opportunities to communicate in classroom.”*

Moreover, the interviewees stated that task-based language teaching aims to enhance learners’ communication skills. Here are some of the examples:

*“Task-based language teaching is teaching approach that focuses improving communicative skills. In TBLT, students tend to be assigned to work in groups. The goal of this teaching approach is encouraging students to be able to communicate in English language effectively.”*

*“Task-based language teaching aims to teach students to communicate in the target language effectively.”*

Additionally, when talking about the definition of a task, it can be seen that they were able to point out the characteristics of task. The interviewees stated that task is the activity which focuses on meaning and communication. In addition, the interviewees mentioned that task should be authentic and related to real- world situations. Here are some of the examples:

*“Tasks refer to any activities that the students have to be completed during the class. Tasks should be authentic and focus on meaning.”*

*“For me, tasks are activities or any pieces of work which lead my students to the deep comprehension of the language features or enable my students to be able to communicate in the target language effectively.”*

*“Tasks refer to activities that focus on meaning and communicating in the real situation.”*

*“In TBLT, tasks can be considered as the given situation which provides opportunities for students to communicate in the classroom. Therefore, tasks should be related to real-world situation.”*

*“Tasks refer to any activities that teachers assign students to complete in TBLT classroom. To complete tasks, students have to communicate in the target language with their friends or their teachers.”*

Furthermore, the interviewees can distinguish between tasks and other normal classroom activities. Here are some of the examples:

*“Tasks are different from exercises because exercises tend to focus on grammatical structure more than communicating.”*

*“Tasks focus on meaning while exercises tend to put more emphasis on form”*

#### **4.6.2 Teachers' perceptions towards task-based language teaching in terms of advantages of using task-based language teaching in an English classroom**

From the interview, the interviewees were asked the questions concerning their perceptions towards task-based language teaching in terms of advantages of using task-based language teaching in an English classroom. The perceptions about the advantages of using task-based language teaching were categorized and are presented in two aspects below:

##### **Teachers**

According to the interview data, the teachers perceived that there are many advantages of implementing task-based language teaching in an English classroom. Concerning the advantages for teachers, the interviewees agreed that task-based language teaching enables the teachers to be the facilitators who give suggestions for the students. Some excerpts are reported below:

*“It enables teachers to be more than the instructors. In task-based language teaching, teachers can instruct, monitor and give suggestions to the students.”*

*“TBLT gives teachers senses of being the facilitators who manage the classroom, monitor students and help them to complete task.”*

Moreover, the teachers are encouraged to practice and try to learn new things. One of the respondents said:

*“The approach encourages the teachers to practice and try to learn something new all the times because teachers have to be ready to support and suggest students.”*

##### **Learners**

Regarding the advantages of implementing task-based language teaching in an English classroom for learners, the data from the interview reveals that the advantages

of task-based language teaching for learners are various. They mostly agreed that, through task-based language teaching, language learners are able to develop their communicative skills because task-based language teaching allows learners to be exposed to target language through the real-world situations given in the classroom. Here are some of the excerpts:

*“Learners have opportunities to improve their communication skills because they can practice communicating in the real-world situation through tasks.”*

*“Task-based language teaching is very effective for learners because it is authentic as the learners can apply the knowledge they have learned from the EFL classroom in their daily life.”*

The interviewees also reported that learners can have more opportunities to interact with friends via group work or pair work. Some excerpts are presented below:

*“Learners will try to communicate in English with their friends or their group members more than in Grammar-translation methods.”*

*“Learners have opportunities to work in groups. They can share their ideas with their friends.”*

*“TBLT improves learners’ interaction skills and other academic progress. It motivates learners to complete tasks with their friends. Doing task or activities alone might be boring or difficult for them.”*

Apart from that, the interviewees stated that task-based language teaching provides relaxing atmosphere in language learning for learners. Here are some of the examples:

*“The atmosphere in the classroom is more enjoyable for the learners. Therefore, they will feel more participated.”*

*“Learners feel more relaxed when they are communicating in English in TBLT classroom because task-based language teaching provides them authentic atmosphere.”*

#### **4.6.3 Teachers’ perceptions towards task-based language teaching in terms of problems of using task-based language teaching in different aspects**

From the interview, the interviewees were asked the questions concerning their perceptions towards task-based language teaching in terms of problems of using task-based language teaching in an English classroom. The interview responses were categorized and are presented in five aspects as follows:

##### **Teachers’ role**

An important problem regarding teachers’ role that the interviewees mentioned was related to lesson preparation. Some excerpts are presented below:

*“Teachers need more preparation time for the lesson implementing task-based language teaching approach.”*

*“Teachers have to spend much time to prepare lesson and to find teaching materials for task-based language teaching.”*

Another problem mentioned by the interviewees was related to teachers’ understanding and experience of using task-based language teaching. Some excerpts are presented below:

*“Teachers need to have efficient understanding and experience about task-based language teaching method.”*

*“Teachers are more familiar with teacher-centered approach. They are not familiar with task-based language teaching since they do not have much experience of using TBLT. Most Thai EFL teachers tend to use a grammar-translation method like when I was studying in high school. Nowadays, I think that grammar-translation method is still used widely by Thai EFL teachers including me.”*

*“Teachers have little knowledge and experience of task-based language teaching.”*

### **Learners’ role**

The problem related learners’ role that were mentioned many times by the interviewees was learners’ level of language proficiency. If learners have a low level of proficiency, they cannot complete tasks and it then leads to learners’ overuse of mother tongue. Some excerpts are presented below:

*“Students tend to communicate in Thai when they are doing tasks in groups.”*

*“Students tend to have limited English language proficiency. Thus, they cannot communicate in English effectively when they are assigned to do the tasks.”*

In addition, when learners are assigned to complete tasks in groups, tasks will be dominated by the learners who have a high level of proficiency. Some excerpts are presented below:

*“When students are working in groups that have different levels of proficiency, the interaction in class will be often dominated by the students who have high level of proficiency in a group.”*

*“Some students have low level of English proficiency especially their vocabulary. Therefore, they cannot complete the tasks. The tasks will be done by the students who have high level of proficiency.”*

### **Classroom management**

The problems related to classroom management were considered an obstacle for using task-based language teaching successfully. The problem was mainly about time management. One of the excerpts is noted below:

*“The teaching time in each lesson is just 50 minutes. It is not enough for completing task. It takes much time to do pre-task, task cycle and*



*post-task. That is why I normally apply grammar-translation method in language teaching. It saves times if you use teacher-centered method. Teachers can present the language features for students and give them vocabulary within the limited time.”*

Another problem mentioned by the interviewees was about the class size. Here are some of the examples:

*“The large class can be considered an obstacle for applying task-based language teaching.”*

*“The number of students may be the obstacle for applying task-based language teaching successfully. Teachers cannot monitor all students in the classroom.”*

*“Large class will be the problem when you assign students to do group work.”*

### **Materials**

Problems concerning teaching materials were also mentioned by all interviewees. All of them stated that it is not easy for teachers to find suitable materials for task-based language teaching. Some excerpts are reported below:

*“Teachers have to find materials to support the activities or lessons in text book because text book does not provide the activities for task-based language teaching methods.”*

*“Teachers have to take times searching materials from the Internet or creating it by themselves.”*

*“There is no available material, exercise or worksheet for task-based language teaching. Teachers have to find proper materials or worksheets for TBLT classroom by themselves.”*

Apart from that, the interviewees reported that it is not easy to create tasks regarding learners' interests and their levels of proficiency. Here are some of the examples:

*“It is difficult to create tasks or prepare materials that related to students' interests or their daily life.”*

*“It is not easy for teachers to find or to choose proper materials for all levels of students' proficiency.”*

### **Assessment**

There were also some concerns about assessment when using task-based language teaching. The problems were related to the reliability and validity of the assessment for students' performance in task-based language teaching. Some excerpts are shown below:

*“Students' various levels of proficiency unable teacher to assess or check their understanding one by one since the students who have high level of proficiency will do the task without cooperating from students who have low level of proficiency or low motivation.”*

*“I have difficulty in assessing students' performance especially when they are working in groups. It is difficult to assess students one by one.”*

*“Teachers cannot ensure the reliability and validity of the evaluation for students' performance when implementing task-based language teaching.”*

## **CHAPTER 5**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) the discussion of the findings, (4) the conclusions, and (5) the suggestions and recommendations for further research.

#### **5.1 Summary of the study**

This study aimed to explore Thai EFL teachers' understanding and perceptions of task-based language teaching in Bangkok. Task-based language teaching refers to the language approach which focuses on learning to communicate through tasks, which is regarded as a core of the syllabus, the actual teaching in the classroom and the assessment of learners' competence (Nunan, 2004; Richards & Rodgers, 2001). In Thailand, task-based language teaching has been interested by Thai EFL teachers. The advantages of implementing task-based language teaching in an EFL classroom are discussed in a number of research studies both in other countries and in Thailand. Nonetheless, there have been few empirical studies done regarding the understanding of EFL teachers in the secondary schools in Bangkok about the task-based language teaching approach. Also, the perceptions of the teachers towards task-based language teachers in terms of advantages and problems have been little mentioned in other research. Furthermore, teachers' understanding and perceptions of task-based language teaching are considered very important because teachers are the people who will be responsible for adapting and applying the approach in their actual classroom. Therefore, their understanding and perceptions have a great influence on what they actually think and do in the classroom. As a consequence, this current research study aimed to explore EFL teachers' understanding and perceptions towards task-based language teaching and fill a gap in the lack of empirical studies undertaken with the understanding and perceptions of EFL teachers in the secondary schools in Bangkok toward this language teaching approach.

The objectives of the study, the research questions, as well as the participants, the research instruments, procedures and data analysis of the present study are summarized as follows:

### **5.1.1 Objectives of the study**

1. To investigate teachers' understanding of task-based language teaching.
2. To explore teachers' perceptions of implementing task-based language teaching in an English classroom.

### **5.1.2 Research questions**

1. How well do teachers understand task-based language teaching?
2. What are the perceptions of teachers towards task-based language teaching in terms of advantages and problems of implementing task-based language teaching in an English classroom?

### **5.1.3 Participants, research instruments, procedures and data analysis**

#### **Participants**

The participants for collecting quantitative data in this study were 80 EFL teachers in 11 secondary schools in Educational Area 3 in Bangkok. Most of them were female and were between 20 – 29 years old. All of them graduated from the field of English language, English language teaching, or linguistics, and graduated from Thailand, and had some experience in teaching English. Some of the participants had used task-based language teaching in their actual classroom, while others had never used task-based language teaching in the classroom.

For collecting the qualitative data, a semi-structured interview was used to question 5 interviewees. All the interviewees had used task-based language teaching in their actual classroom. Four interviewees were female whereas there was only 1 male interviewee. Four of them were between 20 – 29 years old while one interviewee was over 49 years old. All of them held a

Bachelor's degree. The interviewees were selected by employing two sampling techniques. First, the teachers were chosen by purposive random sampling. They were chosen based on their answers in the questionnaire. The teachers who had stated in the questionnaire that they had used task-based language teaching in their actual teaching were selected. The second sampling technique was simple random sampling. All teachers who stated that they had used task-based language teaching had equal chance to be the interviewees if they were volunteers for the interview.

### **Research instruments**

There were two data collection instruments in this present study. The first instrument was a questionnaire which was used to explore EFL teachers' understanding and perceptions towards task-based language teaching with 80 participants. The questionnaire consisted of five parts as follows:

Part 1: The first part contained demographic questions in order to collect data about the participants' age, gender, and educational information.

Part 2: The second part dealt with the participants' knowledge about the basic principles and theoretical framework of task-based language teaching in order to discover their practical understanding of the approach.

Part 3: The third part was related to the participants' perceptions about the advantages of implementing task-based language teaching in an English classroom.

Part 4: In this part, the participants were asked to answer the questions investigating their perceptions about the problems of implementing task-based language teaching in an English classroom.

Part 5: This section consisted of open-ended questions including 3 questions as follows:

(1) What are the advantages of using task-based language teaching in an English classroom?

(2) What are the problems of using task-based language teaching in an English classroom?

(3) Are there any opinions and suggestions about implementing task-based language teaching in an English classroom?

The second instrument was a semi-structured interview with 5 interviewees which was used to collect qualitative data to gain in-depth information from the participants. The semi-structured interview enables the researcher to be able to ask more questions in order to answer the research questions. The set of interview questions included three aspects: teachers' understanding of task-based language teaching, teachers' perceptions about the advantages of using task-based language teaching and teachers' perceptions about the problems of using task-based language teaching.

### **Procedures**

The quantitative data was conducted by using the questionnaire. The questionnaire was created and developed by the researcher. Then, the questionnaire was revised by an advisor and three experts in the field to enhance appropriateness and comprehensibility. Next, the researcher conducted a pilot study with 15 EFL teachers in secondary schools in Bangkok. Cronbach's Alpha was used to find the coefficient of reliability of the questionnaire and the result was 0.820. Then, the researcher revised the questionnaire items that might cause ambiguity. After that, the researcher sent letters from the Language Institute, Thammasat University, asking for permission in collecting data for research to 11 secondary schools in Educational Area 3 in Bangkok. Then, the researcher visited each school to distribute the questionnaire to EFL teachers. At first, the researcher explained the objectives and details of the research study to the teachers and then asked the teachers to fill out the questionnaires. The teachers were asked to return the data within a week, and 80 responses were returned.

After receiving the questionnaire, the researcher checked the answers from the questionnaire in order to find the teachers who answered that they had used task-based language teaching in their actual classroom. Then, the semi-structured interview was conducted with the teachers who were randomly selected. Each interview lasted for about 20 minutes. The interviews were recorded via digital recorder after asking for permission from the participants. All the transcription was done by the researcher.

### **Data analysis**

The data analysis process consisted of two phases, analyzing the Likert-type and open-ended items in the questionnaires and the interview.

For the Likert-type items, which were designed to explore teachers' understanding and perceptions of task-based language teaching, the answers were given a numerical score (i.e., strongly agree = 5, agree =4, undecided = 3, disagree = 2, and strongly disagree = 1). The SPSS (Statistical Package for Social Sciences) was used to analyze the quantitative data from this phase. Statistical analysis including mean scores and standard deviations was used in order to indicate the participants' understanding and perceptions of task-based language teaching.

For Likert-type items, below is the scale in the questionnaire.

5	=	Strongly Agree
4	=	Agree
3	=	Undecided
2	=	Disagree
1	=	Strongly Disagree

The meaning of the scale of the level of interpretation is as follows:

<b>Mean Scores</b>	<b>Interpretation of the score</b>
4.21-5.00	Very high
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Very low

(Source: Newbold, P.; Carlson, W.; Thorne, B. (2009). *Statistics for Business and Economics* (Seventh ed.). Pearson Education.)

For open-ended questions in the questionnaires and data from the interview which were constructed to elaborate more opinions and suggestions, the data were analyzed by using content analysis. The responses from the participants were first categorized and then coded by the researcher. Several main themes were assigned to each group of data in the coding process.

## **5.2 Summary of the findings**

### **5.2.1 General information of the participants**

The findings showed that the majority of the participants (86.3%) were female. Most of the participants (66.3%) were between 20 – 29 years old. For their level of education, most of the participants held a Bachelor's degree (78.8%), while 21.3% of them held a Master's degree. 100% of the participants graduated from the fields of English language, English language teaching, or linguistics, and all of them graduated from Thailand. Concerning their teaching experience, most of participants had 1-3 years of teaching experience (55.0%), followed by 4-6 years of teaching experience (18.8%), more than 10 years of teaching experience (18.8%), and 7-10 years of teaching



experience (7.5%), respectively. Regarding the teaching level, the majority of participants (58.8%) taught English for students in Grade 10-12 while 41.3 % of them taught English for students in Grade 7-9. 78.8% of the participants stated that they had used task-based language teaching in their actual classroom, while 21.3% of them reported that they had never used task-based language teaching in the classroom.

### **5.2.2 Research question 1: How well do teachers understand task-based language teaching?**

#### **Results from the questionnaire**

In order to answer the first research question, the understanding of EFL teachers was explored through the second part of the questionnaire, including 15 items dealing with the participants' knowledge about the basic principles and theoretical framework of task-based language teaching, in order to know their understanding of the approach.

The analysis of the data revealed that the participants have a high level of understanding about task-based language teaching. The participants agreed that TBLT provides opportunities for teachers to use their own experience from their real life as materials for tasks and it provides learners opportunities to complete tasks in pairs or groups in a very high level. In addition, all of the levels of understanding of task-based language teaching were still in a high level. The overall mean score of the understanding level of task-based language teaching was 3.95, which was at a high level.

#### **Results from the semi-structured interview**

Concerning their understanding of task-based language teaching, the interview data show that the teachers knew the key concepts of task-based language teaching. For example, the teachers reported that they are not only the instructors but also the facilitators, task-based should be authentic, and the goal of this teaching approach is encouraging students to be able to communicate in English language effectively. These suggested that the

teachers correctly perceived what they have to do when applying TBLT. Moreover, the teachers understood the structural framework of TBLT. They realized how tasks are different from exercises. Moreover, all of them knew the definition of a task since they were able to point out the characteristics of tasks and could distinguish between tasks and other normal activities. They knew about the structural framework of tasks. Furthermore, they were able to give some examples of task types. These reflect their knowledge of task-based language teaching.

### **5.2.3 Research question 2: What are the perceptions of teachers towards task-based language teaching in terms of advantages and problems of implementing task-based language teaching in an English classroom?**

5.2.3.1 Teachers' perceptions towards task-based language teaching in terms of advantages of using TBLT in an English classroom

#### **Results from the questionnaire**

To answer the second research question, the teachers' perceptions towards task-based language teaching gained from the third part of the questionnaire related to the participants' perceptions about the advantages of implementing task-based language teaching in an English classroom.

Concerning the advantages of task-based language teaching for teachers, the analysis of the data manifested the fact that most of the participants agreed with the advantages of task-based language teaching. They agreed that in TBLT classroom, teachers can assess learners from their task-based performance. TBLT provides opportunities for teacher to be good facilitators. In addition, teachers can find materials easily from their own experience or from any situations in their real life. The top three advantages were considered a high level by interpretation. The overall mean score of teachers' interpretation on the advantages of using task-based language teaching in English classroom for teachers was 3.98, which was in a high level.

Concerning the advantages of task-based language teaching for learners, the analysis of the data stated that the participants agreed that TBLT creates a collaborative learning environment for learners. TBLT reinforces learners to coordinate with group members. Moreover, TBLT improves learners' interaction skills. The top three advantages revealed a high level ranking. The overall mean score of the advantages of using task-based language teaching in terms of advantages for learners was 3.99, which was recognized as registering at a high level.

For the open-ended part in the questionnaire asking about the advantages of using task-based language teaching in an English classroom, regarding the advantages of using task-based language teaching for teachers, it can be summarized that most of the participants stated that TBLT provides opportunities for teachers to be good facilitators and teachers using TBLT in the classroom are able to revise their knowledge when preparing the lesson. The participants stated that it is beneficial for teachers since it will give teachers opportunities to do professional development if they always revise their knowledge, learn many new things and try to use new techniques.

Concerning the advantages of using task-based language teaching for learners, most of the participants agreed that TBLT reinforces learners to coordinate with their friends in pair or in group. Moreover, some participants agreed that TBLT provides opportunities for learners to practice communicating in real- world situations.

### **Results from the semi-structured interview**

Concerning the advantages for teachers, the teachers perceived that there are many advantages of implementing task-based language teaching in an English classroom. The teachers agreed that task-based language teaching enables the teachers to be the facilitators who give suggestions for the students. Teachers are encouraged to practice and try to learn new things.

Concerning the advantages for learners, the teachers stated that the advantages of task-based language teaching for learners are various. They mostly agreed that through task-based language teaching, language learners are able to develop their communicative skills because task-based language teaching enables learners to be exposed to target language through the real-world situations given in the classroom. Learners can have more opportunities to interact with friends via group work or pair work. All the teachers pointed out the advantages of group work, which makes learners more active and participated.

5.2.3.2 Teachers' perceptions towards task-based language teaching in terms of problems of using TBLT in an English classroom

#### **Results from the questionnaire**

To answer the second research question, the teachers' perceptions towards task-based language teaching gained from the fourth part of the questionnaire related to the participants' perceptions about the problems of implementing task-based language teaching in an English classroom.

Concerning the teachers' role, the participants agreed that TBLT requires a lot of time for preparation compared to other approaches. Moreover, teachers have insufficient understanding and experience in TBLT. Another problem was teachers think that they have insufficient English proficiency to apply TBLT in the classroom. All of the levels of interpretation in the teachers' perceptions towards problems related to the teachers' role when using TBLT registered at a high level.

Concerning the learners' role, the problems concerned by participants in a high level were learners' avoidance of using English language and the overuse of the mother tongue in completing the task. Also, learners are not familiar with TBLT. Furthermore, since TBLT is based on student-centered approach, it is not suitable for learners who have low motivation in learning.

All of the levels of interpretation in the teachers' perceptions towards problems related to the learners' role when using TBLT ranked at a high level.

Concerning classroom management, the participants agreed that the teaching time is limited for TBLT. In addition, large class size is an obstacle to use TBLT. Another problem was group work which can lead to problems about classroom management. The first two problems were considered a high level of interpretation in the teachers' perceptions towards problems related to classroom management when using TBLT while another problem showed a moderate level.

Concerning teaching materials, the participants agreed that it is hard to find proper materials or books for learners' levels of proficiency. Also, teachers do not have enough available teaching materials, textbook or resources for implementing TBLT. In addition, exercises from textbook are not appropriate for using with TBLT classroom. All of the levels of interpretation in the teachers' perceptions towards problems related to teaching materials when using TBLT registered at a high level.

Concerning assessment, the participants agreed that since TBLT enables teachers to assess learners' performance from their tasks, some tests cannot be used with TBLT. Moreover, it is difficult to guarantee the reliability and validity of the criterion for evaluation in TBLT. Another problem was TBLT cannot prepare learners well for the public examinations which are very important for their educational future. All of the levels of interpretation in the teachers' perceptions towards problems related to assessment when using TBLT were ranked at a high level.

For the open-ended part in the questionnaire asking about the problems of using task-based language teaching in an English classroom, concerning teachers' opinions about different aspects of the problems of using task-based language teaching in an English classroom, it can be summarized that for the teachers' role, most of the participants mentioned that TBLT requires a lot of

time for preparation. In addition, some participants agreed that teachers are not familiar with the TBLT approach.

Regarding the problems of learners' role stated, some of the participants stated that learners had insufficient English proficiency to complete tasks. They also thought that learners had low motivation in learning.

Regarding classroom management, some participants pointed out problems about teaching time. Moreover, they stated that large class size was an obstacle in the use of TBLT.

Concerning the problems of teaching materials, most of the participants stated that exercises from textbook are not appropriate for using in TBLT classroom. Also, some participants reported that it takes time for teachers to prepare teaching materials, textbook or resources for a TBLT classroom by themselves.

Concerning assessment, it can be summarized that most of the participants suggested that teachers cannot ensure the reliability and validity of the evaluation for students' performance. Moreover, some of the participants stated that learners' various levels of proficiency make it difficult for the teacher to assess or check their understanding individually.

### **Results from the semi-structured interview**

Concerning teachers' role, the problems that the teachers mentioned were time for preparation and teachers' understanding and experience of using task-based language teaching. Concerning learners' role, the teachers mentioned about learners' level of language proficiency and learners' motivation in language learning. Concerning classroom management, the problems were mainly about time and class size. Concerning materials, the teachers complained that it was not easy for them to find materials for task-based language teaching. Lastly, concerning assessment, the main problem

mentioned by the teachers was related to the reliability and validity of the assessment for students' performance in task-based language teaching.

### **5.3 Discussion**

This section presents a discussion of the results of the study and how they relate to other previous related studies. The use of task-based language teaching is supported by many researchers and educators in the field of second language acquisition, thus, it is worth discussing the results of the studies to compare how the results of the present study are similar or contrast with others.

#### **5.3.1 Research questions 1: How well do teachers understand task-based language teaching?**

##### **Discussion of Thai EFL teachers' understanding of task-based language teaching**

According to the first research question, which explored how well teachers understand task-based language teaching, the analysis of the questionnaire items revealed that the participants had a high level of understanding about task-based language teaching. The overall mean score of the understanding level of task-based language teaching was in a high level. It can be concluded that the teachers were familiar with the theory and methodology of TBLT. In addition, the findings from the semi-structured interview in this topic are similar to the findings from the questionnaire. The interviewees can point out the key concepts of task-based language teaching. They know that TBLT focuses on improving learners' communication skills through tasks. They can define tasks in task-based language teaching. Moreover, they are able to distinguish between tasks and other normal classroom activities.

The results of the study support the study of Tabatabaei & Hadi (2011) which aimed to explore the perceptions of EFL teachers towards task-based language teaching in Iran. The findings of that study showed the high-level of

teachers' understanding towards the concepts and principle of task-based language teaching. Tabatabaei & Hadi (2011) asserted that the majority of the participants knew the principles of task-based language teaching and the task-based structural framework very well.

In addition, the findings are in line with the study of Jeon & Hahn (2006). They found that their participants, who were EFL teachers in Korea, had clear understanding of the concept of TBLT. The participants knew that the TBLT structural framework includes three stages: pre-task, task implementation, and post-task. Moreover, they clearly understood the concept of tasks in TBLT. Jeon & Hahn (2006) also demonstrated in their study that this might be a result from the changes in the EFL context in Asian countries. Task-based language teaching has been extensively used in the Asian EFL context in order to improve Asian language learners' communicative competence.

Moreover, the results of the present study are similar to the study of Xiongyong & Samuel (2011) which explored EFL teachers' understanding of TBLT in China. They found that the teachers understand the key concept of TBLT clearly. They have efficient knowledge to implement TBLT. This similarity can be explained by the fact that the results of the prior study originate from the claims of Ministry of Education of China stating teachers should be prepared to be good facilitators and knowledge constructors for the learners because of the popularity of learner-centered and activity-based instruction nowadays. In the same way, this present study points out that the National Education Act of 1999 has brought about significant changes in English language teaching in Thailand. These changes include encouraging learner-centeredness and promoting communicative language teaching approach. Therefore, the teachers need to pay more attention on task-based language teaching approach and have a considerable amount of its conception.

Nonetheless, the findings of this study seem a little bit in contrast with the study of Lin & Wu (2012) who found that EFL teachers in Taiwan had



limited knowledge about task-based language teaching. This can be explained by the fact that, in the study of Lin & Wu (2012), most of the teachers widely used a grammar-translation method in their classroom. The teachers occasionally assign students to work in pairs or in groups. Even though they had basic knowledge of task-based language teaching, in practice, they were hesitant to implement this approach. This suggested that their experience of using task-based language teaching in their actual teaching resulted in the more limited amount of their knowledge and understanding of the approach.

In conclusion, with regard to all the key concepts of the characteristics of task-based language teaching, teachers had a high level of understanding of TBLT. Similarly, EFL teachers in other countries also had a good understanding of task-based language teaching because nowadays the government in each country is aware of the importance of learners' communication skill. However, the findings with EFL teachers' understanding in some countries might be a little bit different regarding the experience of using task-based language teaching in their actual teaching.

### **5.3.2 Research question 2: What are the perceptions of teachers towards task-based language teaching in terms of advantages and problems of implementing task-based language teaching in an English classroom?**

#### **5.3.2.1 Advantages of using task-based language teaching in an English classroom**

Concerning the second research question, which explores the teachers' perceptions toward task-based language teaching in terms of advantages of using task-based language teaching in an English classroom, the answers from the questionnaire and interview were analyzed. The findings revealed that the teachers have positive attitudes towards a task-based approach because they can observe the benefits of task-based language teaching for both teachers and learners. For teachers, task-based language teaching provides opportunities for them to develop their professional development opportunities. TBLT

provides opportunities for teachers to be good facilitators. The triangulated results of the present study from the in-depth interview also support the idea that TBLT enables teachers to be more than instructors. They instruct, monitor and give suggestions to the students. This is in line with the study of Tabatabaei & Hadi (2011) who found that TBLT gives teachers much psychological responsibility as facilitators. Hence, the teachers seemed to be more flexible and dynamic in the teaching environment in this learner-centered approach than in the teacher-centered approaches. This similarity suggested that in both prior study and this present study, the teachers are able to comprehend the benefits of task-based language teaching approach. The teachers are certain that task-based language teaching enables them to help students learn English better.

The findings in this current study also indicated that the teachers agreed with the idea that task-based language teaching helps teachers control classroom arrangement well. This is similar to the study of Haque (2012) which explored teachers' perceptions of task-based language teaching in Bangladesh. The results of the prior study found that more than 70 % of EFL teachers agreed that TBLT is proper for controlling classroom arrangement. This similarity can be explained by the fact that, in TBLT classroom, teachers have to create a certain classroom arrangement including learning mode and environment. With this characteristic of TBLT, it helps teachers easily control the classroom (Nunan, 2004).

Regarding another advantage of using TBLT for the teachers, from the findings of the present study, the teachers agreed that, in task-based language teaching, they can find materials easily from their own experience or from any situations in their real life. This advantage was considered a high level of interpretation agreed among the participants. These findings are consistent with the study of Lin & Wu (2012). They conducted a study to investigate teachers' perceptions of task-based

language teaching in English classrooms in Taiwan. The results of the study pointed out that most teachers had positive attitudes toward the task-based language teaching method. No teachers disagreed with the fact that materials used in task-based language teaching course are from real-world situations.

Concerning advantages for learners, the findings indicated that TBLT is an effective way to help improve learners' communicative skill since it can motivate learners to communicate with friends and teachers. Besides, TBLT can provide a relaxing atmosphere for learners to develop their language use. Similarly, Hui (2004) found that in teachers' perceptions, TBLT can enhance learners' communication skills because they have to communicate in the target language as much as they can in order to work with their group and complete tasks. Therefore, it helps them to use English language to communicate in their real life effectively. This is also in line with the study of Hadi (2012) who found that task-based language teaching is considered beneficial for learners because it encourages learners to interact with friends and gives them more chances to work in groups. The fact that task-based language teaching puts emphasis on learning through communication in the target language and learners can link the language knowledge learned in the classroom with language use outside the classroom could be the important factor that leads to this similar advantage for learners (Nunan, 2004).

Additionally, the findings of the present study indicated that the teachers perceived TBLT as an effective language teaching method because it improves learners' interaction skills when learners have to interact with their group members in order to complete tasks. The findings are similar to what Thonghun (2012) demonstrated in her study. She concluded that task-based language teaching is beneficial for learners especially in improving their communicative abilities and interaction skills. Thonghun (2012) pointed out that with using task-

based activities, learners' communicative abilities will develop because tasks encourage learners to interact and speak in different situations. With the purpose of completing tasks, it enables learners to be more motivated and confident.

Moreover, the findings of this research study reported that the teachers agreed that task-based language teaching motivates learners in language learning because task-based language teaching is based on learners' needs and interests. This is consistent with what Pietri (2015) demonstrated in his study. Pietri (2015) found that the learners rated their levels of motivation towards learning through the task in a high level because in task-based language teaching, they have opportunities to communicate in the real- world scenarios in which they think they will face in their real life.

In addition, this current study found that since topics and materials in task-based language teaching activities are based on learners' needs and interests, learners can use their personal experience in order to share their ideas, to express their opinion and to complete tasks confidently. The findings are also in line with the study of McDonough & Chaikitmongkol (2007). They found that Thai EFL teachers had positive reactions to a task-based language teaching course since task-based courses encourage learners to be more independent and it targets their future academic needs and interests. They have opportunities to think by themselves, thus, they are more confident in thinking and communicating in the target language.

To summarize, the teachers had positive attitudes towards the advantages of task-based language teaching. They agreed that TBLT provides opportunities for them to become good facilitators. In terms of learners, the teachers considered that TBLT reinforces them to coordinate with their group. TBLT can improve learners' interaction

skills. All of these can improve their language proficiency and help them to communicate in the target language effectively.

#### 5.3.2.2 Problems of using task-based language teaching in an English classroom

Regarding the teachers' perceptions in terms of the problems of using task-based language teaching in an English classroom, the analysis of data revealed that the teachers considered that there are some problems with using TBLT concerning five aspects: teachers' role, learners' role, classroom management, teaching materials and assessment.

For the teachers' role, the results indicated that teachers' experience in using task-based language teaching is the important factors that contribute to the effectiveness of using TBLT in an English classroom. The triangulated results from the open-ended part and the interview also support this idea. The interviewees pointed out that teachers need to have efficient experience and feel familiar with task-based language teaching. This is similar to what Zheng & Borg (2013) found in their study. They explored EFL teachers' belief and understanding about TBLT in Chinese secondary schools. The findings also emphasized that if the teachers do not have efficient experience or if they are not familiar with the TBLT approach, it will result in problems with implementing task-based language teaching successfully. However, Zheng & Borg (2013) stated that most China's secondary school EFL teachers have insufficient experience in using TBLT because they still employ grammar-translation method and focus on teaching grammar. This is a little bit different from the results of this present study. In this present study, most EFL teachers in the secondary schools in Bangkok have experience in using TBLT. This difference might be because of the use of grammar-translation method and the strong beliefs that grammar is more important than

communication which affect the experience of teachers implementing task-based language teaching.

Moreover, the findings in the present study demonstrated that teachers' understanding about task-based language teaching is considered another problem with implementing TBLT in an English classroom. The insufficient knowledge of the teaching approach might make teachers misunderstand the concept of TBLT theoretical framework. Even though the results from this present study found that the teachers have a high level of understanding of TBLT, they still perceived that if some teachers have insufficient understanding of TBLT, their misunderstanding result in the way they describe and assign learners to complete a task in the target language. This supports what Hui (2004) found in her study. The study of Hui (2004) reported that teachers' understanding about TBLT theory can affect the way they apply the teaching method. Hui (2004) mentioned that if teachers have misconception about tasks and task-based framework, it influences the way they use task as a core of the teaching in terms of purpose, criteria and methods. This is also in line with the previous study of Xiongyong & Samuel (2011) indicating that if teachers have very little knowledge of task-based language teaching, it will be the main problem in implementing TBLT in the classroom. This previous study was conducted with EFL teachers in secondary schools in China while this present study was conducted with EFL teachers in secondary schools in Bangkok. This suggests that the responses from the participants in this present study correspond to the results with the similar types of participants in previous relevant research studies.

For the learners' role, it is worth noting that students' level of English proficiency and learners' motivation in language learning were considered important problems when using task-based language teaching was mentioned in the summary of the findings. If learners have insufficient English proficiency to complete tasks, they cannot

communicate in English and the interaction in groups is dominated by learners who have a high level of English proficiency when they are doing group work. All interviewees pointed out that their students have a low level of proficiency and some students cannot even communicate in English. These findings are in line with those of Hui (2004) who demonstrated that in teachers' opinion, the students' standard of English is considered the important factor that can affect the effectiveness of implementing TBLT. The teachers indicated that task-based language teaching is not suitable for all the students in Hong Kong because the students who have a low level of proficiency might not be able to complete tasks in TBLT classroom. To deal with this problem, McDonough & Chaikitmongkol (2007) suggested in their study that it is important for teachers to try to choose the suitable course content for learners' levels of proficiency in order to implement task-based language teaching effectively.

In addition, if the teachers cannot choose the topic that relates to learners' needs and interests, it will demotivate learners in language learning. Learners' low motivation in language learning can result in the effectiveness of using TBLT. The findings in this present study found that the teachers agreed that if learners have low motivation in learning language, it leads to the problems of implementing TBLT. This is similar to what found in the study of Pyun (2013). The previous study found that learners' motivation directly relates to their attitudes towards learning language in such teaching approach. McDonough & Chaikitmongkol (2007) also suggested in their study that in order to increase learners' motivation, teachers should choose topic and materials for tasks that relate to their real world needs and interests.

Concerning classroom management, the present study found that the teaching time and large class were the obstacles for implementing TBLT. The findings of this present study revealed that the teaching time is not enough for teachers to apply TBLT. The

learners are not given enough time to complete tasks. Hui (2004) also suggested in her study that task-based language teaching requires teachers to give more time to students to brainstorm and share their ideas with friends or with classes. This is because there are three phases in the task-based theoretical framework which are pre-task, task cycle and post-task. Each phase is linked together and the teachers have to follow the framework when implementing TBLT (Ellis, 2003; Richards & Rodgers, 2001; Skehan, 1996; Willis, 1996).

In addition, in terms of class size, the findings in this current study are in line with study of Zheng & Borg (2013) as well as Xiongyong & Samuel (2011) pointing out that the factor about class size is also the main obstacle for applying TBLT in China's EFL classroom. The large class does not provide opportunities for every learner to drill spoken language. Moreover, teachers cannot monitor learners individually all the times. The fact that both in Thailand and China have the great number of English language learners could be one possible factor for this similar problem. Jeon & Hahn (2006) suggested that with the large class, EFL teachers can assign learners to form groups and complete tasks in the same way with the small class size. The important thing is the teachers have to spend more time and pay more attention to the learners in the large class than in the small class.

Concerning teaching materials, the findings of the present study from the qualitative data revealed that it is not easy to find proper materials for using in a TBLT classroom because exercises from textbook are not appropriate for using with the TBLT classroom. This is similar to the findings of the study of Lin & Wu (2012), in which the majority of the participants agreed that there is no available material for implementing task-based language teaching. This problem is the main obstacle for implementing TBLT successfully. The study of Hui (2004) also supported that in teachers' opinion, the problem about teaching materials are considered the factors affecting the



implementation of TBLT such as the availability and authenticity of materials. Hui (2004) also suggested that lack of time in searching and adapting materials are problems for teachers.

However, the findings in the present study are in contrast to the study of Tabatabaei & Hadi (2011) who explored Iranian EFL teachers' perceptions of task-based language teaching. They found that teachers indicated that materials in the textbook were not the problem in implementing task-based language teaching because the EFL textbook in Iran contains various activities for communicative theory of language teaching methods like TBLT. The educational system or the production of textbooks could be some possible factors for these different results since the prior study and this present study were conducted with EFL teachers in different contexts.

Concerning problems related to assessment when using task-based language teaching, the findings revealed that it is difficult to assess learners' performance in a TBLT classroom. The triangulated results from the qualitative data also suggested that teachers have difficulty in ensuring the reliability and validity of the evaluation for students' performance. This is consistent with the study of Jeon & Hahn (2006). They discovered that the difficulty in assessing learners' performance is the main reason why teachers do not try to use TBLT in practice. Teachers cannot give the same grade to all students in one group because there are various levels of students' proficiency in a group. Giving the same grade to all members is not fair if only 1-2 students complete tasks without participation from other group members. Therefore, it is more difficult for teachers to assess both overall group work and individual evaluation. Similarly, Tabatabaei & Hadi (2011) found that some teachers avoid using task-based language teaching due to the difficulty in assessing learners' performance, especially for group work. This suggested that for the teachers, when

they change teaching approach, it results in a change in assessment methods.

To summarize, the teachers considered that there are some problems with using TBLT concerning five aspects: teachers' role, learners' role, classroom management, teaching materials and assessment. Teachers' knowledge and experience in implement TBLT can be the problems in using TBLT effectively. For the learners' role, learners have a low level of proficiency and they cannot complete given tasks. Furthermore, teaching time is considered a problem for TBLT. Some teachers thought that they have too little time to complete the lesson plan. There are also some problems concerning materials. For example, exercises from textbooks are usually not appropriate for using within a TBLT classroom. In terms of evaluation, the problems were related to the reliability and validity of the assessment for students' performance in task-based language teaching.

#### **5.4 Conclusions**

The following conclusions can be drawn from the discussion above.

This present study aimed to explore teachers' understanding and perceptions of task-based language teaching. The research has presented some findings about Thai EFL teachers' understanding and perceptions of task-based language teaching. It can be concluded that EFL teachers had a high level of understanding of task-based language teaching concepts. Most of them could correctly answer the questions related to the principles and usage of task-based language teaching. From the interviews, it was indicated that the teachers were able to describe the key words of task definition and mentioned the important points of task-based theory.

In addition, the findings of the study also pointed out that most of the teachers had a positive attitude towards task-based language teaching in terms of the advantages. They completely agreed that task-based language teaching is a good and

effective method of teaching because TBLT provides opportunities for teachers to be good facilitators and teachers can easily assess learners' performance. The participants also perceived that this method of teaching provides opportunities for learners to speak and communicate with their friends and their teachers. Moreover, TBLT can increase learners' level of language proficiency since it helps learners improve four language skills –listening, speaking, reading and writing.

However, the participants also agreed that it is not easy to apply task-based language teaching in the classroom because of the problems of using TBLT in various aspects, including long time for preparing the lesson, learners' level of language proficiency, teaching time limitations, large class size, teaching materials, and the assessment.

## **5.5 Recommendations**

### **5.5.1 Recommendations for implementing TBLT effectively**

Based on the findings, some suggestions are proposed for Thai EFL teachers and the educational system. First, in order to increase teachers' knowledge, confidence, and experience of implementing the teaching approach, they should have opportunities to attend some educational programs, training or workshops related to that teaching method such as workshops about developing teaching materials to gain more knowledge and experience with TBLT to ensure that they have sufficient understanding about TBLT from basic principles to specific techniques. Second, for the schools or the government, it might be worth considering adjusting some parts of the educational system, such as the lesson plan, or considering how to solve the problems about the limitation of teaching hours and teachers' workload to enable teachers to have more chances to implement task-based language teaching. New teaching materials or textbooks related to task-based language teaching can be produced to solve the problems regarding materials. Moreover, to solve the problem about assessment, it is suggested that when

learners are working in groups, teachers have to evaluate both what they call intra group and inter group evaluation, which means that teachers should also assess the overall group work and evaluate each group member for their participation on group work (Tabatabaei & Hadi, 2011; Xiongyong & Samuel, 2011).

### **5.5.2 Recommendations for further research**

Based on the findings and conclusions of the study, the following recommendations are made for future research.

5.5.2.1 For further research, other qualitative methods such as classroom observation or teachers' reflection can be adopted in order to achieve more in-depth information. Moreover, in term of credibility, further research can be done with a larger number of participants.

5.5.2.2 The participants in this research were Thai EFL teachers in the secondary schools in Bangkok. Therefore, further study can be conducted with teachers in other levels of teaching such as EFL teachers in the universities to determine the similarities and differences of the results.

5.5.2.3 The participants in this present study were EFL teachers in secondary schools in Educational Area 3 in Bangkok. Thus, future study can investigate the understanding and perceptions of EFL teachers in broader area.

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**APPENDICES**

## **APPENDIX A**

### **QUESTIONNAIRE**

#### **Exploring Thai EFL Teachers' Understanding and Perceptions of Task-based Language Teaching**

This questionnaire is a part of thesis for a Master's degree in Teaching English as a Foreign Language (TEFL), Language Institute, Thammasat University

This questionnaire is designed to examine Thai EFL teachers' understanding and perceptions of task-based language teaching. Please answer all of the questions to the best of your knowledge. Your answers will be kept confidential. The questionnaire is divided into 5 parts as follows:

Part 1: General and demographic Information

Part 2: Teachers' understanding of task-based language teaching

Part 3: Teachers' perceptions about the advantages of using task-based language teaching in an English classroom

Part 4: Teachers' perceptions of the problems of using task-based language teaching in an English classroom

Part 5: Opinions and Suggestions

### Part 1: General and Demographic Information

Instruction: Please answer the questions or marking / in a box that matches your position most.

1. Gender  1. Male  2. Female
2. Age  1. 20-29 years old  
 2. 30-39 years old  
 3. 40-49 years old  
 4. More than 49 years old
3. Level of Education  1. Bachelor's degree  
 2. Master's degree  
 3. Ph.D
4. Fields of Study  1. English language, English language teaching or Linguistics  
 2. Others .....
5. Country where you graduated  1. Thailand  
 2. Foreign Country .....
6. Teaching Experience (Years)  1. 1-3 years  
 2. 4-6 years  
 3. 7-10 years  
 4. More than 10 years
7. Teaching Level  1. M. 1-3  2. M. 4-6
8. Have you used task-based language teaching?  1. Yes  
 2. No

## Part 2: Teachers' Understanding of Task-Based Language Teaching

Instruction: Please mark / in a box that best describes the degree of your agreement with each statement

- 5 = Strongly Agree
- 4 = Agree
- 3 = Undecided
- 2 = Disagree
- 1 = Strongly Disagree

Statements	level of agreement				
	5	4	3	2	1
1. TBLT is based on the student-centered instructional approach.					
2. TBLT is similar to the principles of communicative language teaching.					
3. TBLT includes three stages: pre-task, task implementation and post-task.					
4. The important task component in TBLT is the goal.					
5. Roles of teachers in TBLT are the instructors and the facilitators.					
6. TBLT provides opportunities for teachers to use their own experience from their real life as materials for tasks.					
7. TBLT involves any of the four language skills – reading, writing, listening, and speaking.					
8. TBLT provides learners opportunities to complete tasks in pairs or groups.					
9. TBLT helps learners to become more enthusiastic in learning and completing tasks.					

Statements	level of agreement				
	5	4	3	2	1
10. TBLT learners can take part in language tasks which are similar to those found in the real-world situation.					
11. Task in TBLT is communicative activities while exercise is form-focused activities.					
12. Problem solving and role play are the examples of task type in TBLT.					
13. TBLT has a clearly defined outcome.					
14. TBLT provides opportunities for teachers to assess learners' performance comfortably from their tasks.					
15. TBLT enables learners to do self-evaluation.					

### Part 3: Teachers' perceptions on the advantages of using task-based language teaching in an English classroom

Instruction: Please mark / in a box that best describes the degree of your agreement with each statement

- 5 = Strongly Agree
- 4 = Agree
- 3 = Undecided
- 2 = Disagree
- 1 = Strongly Disagree



	Statements	level of agreement				
		5	4	3	2	1
For teachers	1. Implementing TBLT in an English classroom encourages teachers to be more enthusiastic.					
	2. TBLT provides opportunities for teachers to be good facilitators.					
	3. TBLT provides opportunities for teachers to prepare themselves more than other approaches.					
	4. TBLT helps teachers control classroom arrangement well.					
	5. Teachers can find materials easily from their own experience or from any situations in their real life.					
	6. TBLT provides opportunities for teachers to develop integrated skills in the classroom.					
	7. Teachers can assess students from their task-based performance.					
For learners	1. TBLT provides a relaxing atmosphere to promote learners' target language use.					
	2. TBLT activates learners' needs and interests.					
	3. TBLT creates a collaborative learning environment for learners.					
	4. TBLT materials are meaningful and purposeful based on the real-world context for learners.					
	5. TBLT reinforces learners to coordinate with group members.					
	6. TBLT promotes learners' academic progress.					
	7. TBLT improves learners' interaction skills.					

**Part 4 Teachers' perceptions on the problems of using task-based language teaching in an English classroom in different aspects**

Instruction: Please mark / in a box that best describes the degree of your agreement with each statement

- 5 = Strongly Agree  
 4 = Agree  
 3 = Undecided  
 2 = Disagree  
 1 = Strongly Disagree

	Statements	level of agreement				
		5	4	3	2	1
<b>Teachers' role</b>	1.1 TBLT requires a lot of time for preparation compared to other approaches.					
	1.2 Teachers have insufficient understanding and experience in TBLT.					
	1.3 Teachers think that they have insufficient English proficiency to apply TBLT in the classroom.					
<b>Learners' role</b>	2.1 Learners are not familiar with TBLT.					
	2.2 Learners' avoidance of using English language and the overuse of the mother tongue in completing the task.					
	2.3 Since TBLT is based on student-centered approach, it is not suitable for learners who have low motivation in learning.					

	Statements	level of agreement				
		5	4	3	2	1
<b>Classroom management</b>	3.1 Large class size is an obstacle to use TBLT.					
	3.2 The teaching time is limited for TBLT.					
	3.3 Group work can lead to problems about classroom management.					
<b>Teaching materials</b>	4.1 Teachers do not have enough available teaching materials, textbook or resources for implementing TBLT.					
	4.2 Exercises from textbook are not appropriate for using with TBLT classroom.					
	4.3 It is hard to find proper materials or books for learners' levels of proficiency.					
<b>Assessment</b>	5.1 Since TBLT enables teachers to assess learners' performance from their tasks, some tests cannot be used with TBLT.					
	5.2 TBLT cannot prepare learners well for the public examinations which are very important for their educational future.					
	5.3 It is difficult to guarantee the reliability and validity of the criterion for evaluation in TBLT.					

### Part 5: Opinions and Suggestions

Instruction: Please give opinions or suggestions for the following topics

1. What are the advantages of using task-based language teaching in an English classroom?

For teachers

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 .....

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For learners

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.....  
.....  
.....

2. What are the problems of using task-based language teaching in an English classroom?

2.1 Problems in the aspect of teachers' role

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.....

2.2 Problems in the aspect of learners' role

.....  
.....

2.3 Problems in the aspect of classroom management

.....  
.....

2.4 Problems in the aspect of teaching materials

.....  
.....

2.5 Problems in the aspect of assessment

.....  
.....

3. Are there any opinions and suggestions about implementing task-based language teaching in an English classroom?

.....

.....

.....

.....

----- Thank you for your cooperation -----



## APPENDIX B

### แบบสอบถามเพื่อการวิจัย

เรื่อง ความรู้ความเข้าใจและความคิดเห็นของครูผู้สอนที่มีต่อการเรียนการสอนวิชาภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก (Task-Based Language Teaching)

แบบสอบถามนี้ เป็นส่วนหนึ่งของการวิจัยในการศึกษาระดับปริญญาโท สาขาการสอนภาษาอังกฤษใน  
ฐานะภาษาต่างประเทศ คณะสถาบันภาษา มหาวิทยาลัยธรรมศาสตร์

#### คำชี้แจง

แบบสอบถามนี้มีวัตถุประสงค์เพื่อสำรวจความรู้ความเข้าใจและความคิดเห็นของครูผู้สอนที่มีต่อการเรียนการสอนวิชาภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก คำตอบของท่านจะเป็นความลับและจะนำไปใช้เพื่อประโยชน์ในการทำวิจัยเพื่อพัฒนาการเรียนการสอนภาษาอังกฤษเท่านั้น จึงขอความกรุณาจากท่าน โปรดตอบคำถามทุกคำถามตามความเป็นจริงมากที่สุด และขอขอบพระคุณเป็นอย่างสูงที่ได้ให้ความร่วมมือในการตอบแบบสอบถามแบบสอบถามนี้ประกอบไปด้วย 5 ส่วน ได้แก่

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ความรู้ความเข้าใจเกี่ยวกับการเรียนการสอนวิชาภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก

ส่วนที่ 3 ความคิดเห็นของครูผู้สอนที่มีต่อข้อดีของการเรียนการสอนวิชาภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก

ส่วนที่ 4 ความคิดเห็นของครูผู้สอนที่มีต่อปัญหาในการเรียนการสอนวิชาภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก

ส่วนที่ 5 ความคิดเห็นและข้อเสนอแนะเพิ่มเติม

**ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม**

คำชี้แจง กรุณาทำเครื่องหมาย /ลงใน  หรือเติมข้อความลงในช่องว่างที่ตรงกับความเป็นจริงเกี่ยวกับตัวท่านมากที่สุด

1. เพศ  1. ชาย  2. หญิง
2. อายุ  1. 20-29 ปี  2. 30-39 ปี  
 3. 40-49 ปี  4. มากกว่า 49 ปี
3. ระดับการศึกษา  1. ปริญญาตรี  
 2. ปริญญาโท  
 3. ปริญญาเอก
4. สาขาการศึกษาที่จบ  1. สาขาภาษาอังกฤษ การสอนภาษาอังกฤษ หรือ  
ภาษาศาสตร์  
 2. สาขาอื่นๆ ได้แก่ .....
5. ประเทศที่จบการศึกษาสูงสุด  1. ประเทศไทย  
 2. ต่างประเทศ ได้แก่ .....
6. ประสบการณ์การสอนภาษาอังกฤษ  1. 1-3 ปี  2. 4-6 ปี  
 3. 7-10 ปี  4. มากกว่า 10 ปี
7. ระดับชั้นที่สอนปัจจุบัน  1. มัธยมศึกษาปีที่ 1-3  
 2. มัธยมศึกษาปีที่ 4-6

8. ท่านเคยใช้วิธีการสอนแบบเน้นภาระงานเป็นหลักในการสอนวิชาภาษาอังกฤษของท่านหรือไม่

1. เคย
2. ไม่เคย

ส่วนที่ 2 ความรู้ความเข้าใจเกี่ยวกับการเรียนการสอนวิชาภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก

คำชี้แจง โปรดอ่านข้อความต่อไปนี้ และทำเครื่องหมาย / ลงในช่องให้ตรงตามความคิดเห็นของท่านมากที่สุด

- ระดับ 5 หมายถึง เห็นด้วยมากที่สุด
- 4 หมายถึง เห็นด้วยอย่างมาก
- 3 หมายถึง เห็นด้วยปานกลาง
- 2 หมายถึง เห็นด้วยน้อย
- 1 หมายถึง เห็นด้วยน้อยที่สุด

รายการ	ระดับความคิดเห็น				
	5	4	3	2	1
1. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักเป็นการเรียนการสอนที่ชี้แนะผู้เรียนเป็นสำคัญ					
2. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักมีความคล้ายเคียงกับหลักการของการสอนภาษาแบบสื่อสาร					



รายการ	ระดับความคิดเห็น				
	5	4	3	2	1
3. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักประกอบไปด้วย 3 ขั้นตอน ได้แก่ ขั้นนำก่อนปฏิบัติงาน (pre-task) ขั้นดำเนินงาน (task implementation) และขั้นศึกษาผลการปฏิบัติงาน (post-task)					
4. ส่วนประกอบสำคัญของภาระงานในการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักคือ วัตถุประสงค์ในการทำภาระงานนั้นๆ					
5. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักนั้น ครูผู้สอนมีบทบาทหน้าที่ให้ความรู้ให้คำแนะนำ กระตุ้นและดูแลกิจกรรมในห้องเรียนให้ดำเนินไปตามแผนการสอน					
6. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก ครูผู้สอนสามารถนำประสบการณ์หรือสิ่งแวดล้อมรอบๆตัวมาใช้เป็นส่วนประกอบในภาระงานได้					
7. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเปิดโอกาสให้ผู้เรียนได้ใช้ทักษะทางภาษาอังกฤษทั้ง 4 ทักษะ ได้แก่ ฟัง พูด อ่าน และเขียน					

รายการ	ระดับความคิดเห็น				
	5	4	3	2	1
8. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักจะช่วยให้ผู้เรียนมีโอกาสทำงานเป็นคู่หรือกลุ่มมากขึ้น					
9. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก ช่วยให้ผู้เรียนมีความกระตือรือร้นที่จะเรียนรู้พยายามที่จะทำกิจกรรมที่ได้รับมอบหมายให้สำเร็จ					
10. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก มีกิจกรรมที่มีลักษณะใกล้เคียงกับสถานการณ์ที่เกิดขึ้นจริงภายนอกห้องเรียน					
11. ภาระงาน (Task) ในการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักนั้นเป็นกิจกรรมที่มุ่งเน้นการสื่อสารความหมายในทางกลับกัน แบบฝึกหัด (Exercise) เป็นกิจกรรมที่มุ่งเน้นที่โครงสร้างไวยากรณ์มากกว่าความหมาย					
12. การฝึกแก้ปัญหาและการแสดงบทบาทสมมติเป็นประเภทของภาระงานในการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก					
13. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักมุ่งเน้นที่ผลการเรียนรู้ที่เห็นได้ชัดเจน					

รายการ	ระดับความคิดเห็น				
	5	4	3	2	1
14. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักสามารถวัดผลประเมินผลการเรียนรู้จากการทำภาระงานของผู้เรียนได้เลย					
15. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักเปิดโอกาสให้ผู้เรียนสามารถประเมินตนเองจากการทำภาระงานได้					

**ส่วนที่ 3 ความคิดเห็นของครูผู้สอนที่มีต่อข้อดีของการเรียนการสอนวิชาภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก**

คำชี้แจง โปรดอ่านข้อความต่อไปนี้ และทำเครื่องหมาย / ลงในช่องให้ตรงตามความคิดเห็นของท่านมากที่สุด

	รายการ	ระดับความคิดเห็น				
		5	4	3	2	1
<b>ด้านผู้สอน</b>	1. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักทำให้ครูผู้สอนเกิดความกระตือรือร้นมากขึ้น					

	รายการ	ระดับความคิดเห็น				
		5	4	3	2	1
	2. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักช่วยให้ครูผู้สอนได้มีบทบาทเป็นผู้ให้คำปรึกษาและเสนอแนะแนวทางในการดำเนินกิจกรรม					
	3. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักทำให้ครูผู้สอนต้องจัดเตรียมกิจกรรมการเรียนการสอนมากกว่าวิธีอื่นๆ					
	4. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักช่วยให้ครูผู้สอนสามารถควบคุมและจัดการห้องเรียนได้ง่ายขึ้น					
	5. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักทำให้ครูผู้สอนสามารถนำเอาประสบการณ์และสิ่งรอบตัวมาใช้เป็นเนื้อหาในการเรียนการสอนได้					

	รายการ	ระดับความคิดเห็น				
		5	4	3	2	1
	6. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักช่วยให้ครูผู้สอนสามารถจัดการเรียนการสอนแบบบูรณาการได้					
	7. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักช่วยให้ครูผู้สอนสามารถประเมินผลการเรียนรู้ได้จากประสิทธิภาพของภาระงานที่ได้รับมอบหมาย					
ด้านผู้เรียน	1. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักเสริมสร้างบรรยากาศการเรียนรู้ที่ผ่อนคลายเป็นธรรมชาติ ที่เอื้ออำนวยต่อการใช้ภาษาของผู้เรียน					
	2. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักตอบสนองความต้องการและความสนใจของผู้เรียน					

	รายการ	ระดับความคิดเห็น				
		5	4	3	2	1
	3. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักเสริมสร้างให้ผู้เรียนเกิดการเรียนรู้แบบพึ่งพา มีการแลกเปลี่ยนความคิดในกลุ่ม					
	4. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักมีเนื้อหาและประสบการณ์การเรียนรู้ที่ผู้เรียนสามารถนำไปใช้ในชีวิตจริงได้					
	5. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักช่วยเสริมสร้างทักษะการสื่อสารและการปฏิบัติงานร่วมกับผู้อื่นแก่ผู้เรียน					
	6. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักเสริมสร้างความก้าวหน้าในด้านวิชาการของผู้เรียน					
	7. การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักพัฒนาทักษะด้านการปฏิสัมพันธ์ของผู้เรียน					

ส่วนที่ 4 ความคิดเห็นของครูผู้สอนที่มีต่อปัญหาในการเรียนการสอนวิชาภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก

คำชี้แจง โปรดอ่านข้อความต่อไปนี้ และทำเครื่องหมาย / ลงในช่องให้ตรงตามความคิดเห็นของท่านมากที่สุด

	รายการ	ระดับความคิดเห็น				
		5	4	3	2	1
1. ด้านครูผู้สอน	1.1 การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักเป็นวิธีการสอนที่ครูผู้สอนต้องใช้เวลาในการเตรียมการสอนมากกว่าการเรียนการสอนแบบอื่นๆ					
	1.2 ครูผู้สอนยังขาดความรู้ความเข้าใจและประสบการณ์ในการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก					
	1.3 ครูผู้สอนไม่สามารถใช้ภาษาอังกฤษได้ในระดับที่เพียงพอสำหรับการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก					
2. ด้านผู้เรียน	2.1 การที่ผู้เรียนไม่คุ้นเคยกับวิธีการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักอาจทำให้ไม่ประสบความสำเร็จในการเรียน					
	2.2 ในการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักนั้น ผู้เรียนอาจใช้ภาษาไทยในการทำภาระงานมากเกินไป ทำให้ผู้เรียนไม่มีโอกาสฝึกทักษะภาษาอังกฤษ					

	รายการ	ระดับความคิดเห็น				
		5	4	3	2	1
	2.3 การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักเป็นการสอนแบบเน้นผู้เรียนเป็นสำคัญ จึงไม่เหมาะกับผู้เรียนที่ขาดแรงจูงใจในการเรียน					
<b>3. ด้านการจัดการเรียนการสอน</b>	3.1 ห้องเรียนที่มีจำนวนผู้เรียนเป็นจำนวนมากอาจเป็นอุปสรรคต่อการจัดการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก					
	3.2 การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักต้องใช้เวลาค่อนข้างมากจึงอาจมีข้อจำกัดเรื่องเวลา					
	3.3 การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักเน้นการทำงานเป็นกลุ่มอาจทำให้ครูผู้สอนเกิดปัญหาในเรื่องการจัดกลุ่มผู้เรียน					
<b>4. ด้านหนังสือแบบเรียนและสื่อการสอน</b>	4.1 ครูผู้สอนยังขาดแคลนแบบเรียนหรือหนังสือที่จะประยุกต์ใช้กับการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก					



	รายการ	ระดับความคิดเห็น				
		5	4	3	2	1
	4.2 หนังสือแบบเรียนที่ใช้ในห้องเรียนไม่เหมาะสมกับการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก					
	4.3 เนื้อหาและสื่อการสอนสำหรับการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักที่มีความยากง่ายเหมาะกับระดับความรู้ความเข้าใจในภาษาอังกฤษของผู้เรียนนั้นหาได้ยาก					
<b>5. ด้านการวัดผลประเมินผล</b>	5.1 เนื่องจากการวัดผลการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักใช้วิธีการวัดผลที่ภาระงานจึงไม่สามารถใช้ข้อสอบทั่วไปวัดผลได้					
	5.2 การเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักอาจจะไม่สามารถเตรียมผู้เรียนสำหรับการสอบแข่งขันหรือสอบวัดความรู้ได้					
	5.3 การสร้างเกณฑ์การวัดผลประเมินผลสำหรับการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลักที่มีความน่าเชื่อถือและสามารถนำไปใช้ได้จริงนั้นทำได้ค่อนข้างยาก					

## ส่วนที่ 5 ความคิดเห็นและข้อเสนอแนะเพิ่มเติม

คำชี้แจง โปรดตอบคำถามและแสดงความคิดเห็นในหัวข้อต่อไปนี้

1. ข้อดีหรือประโยชน์ของการเรียนการสอนวิชาภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก ได้แก่อะไรบ้าง โปรดอธิบาย

ด้านผู้สอน

.....

.....

.....

ด้านผู้เรียน

.....

.....

.....

2. ปัญหาของการเรียนการสอนวิชาภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก คืออะไร โปรดอธิบาย

2.1 ปัญหาด้านผู้สอน

.....

.....

2.2 ปัญหาด้านผู้เรียน

.....

.....

2.3 ปัญหาเกี่ยวกับการจัดการเรียนการสอน

.....  
.....

2.4 ปัญหาเกี่ยวกับสื่อการสอนและหนังสือเรียน

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.....

2.5 ปัญหาเกี่ยวกับการวัดผลและประเมินผล

.....  
.....

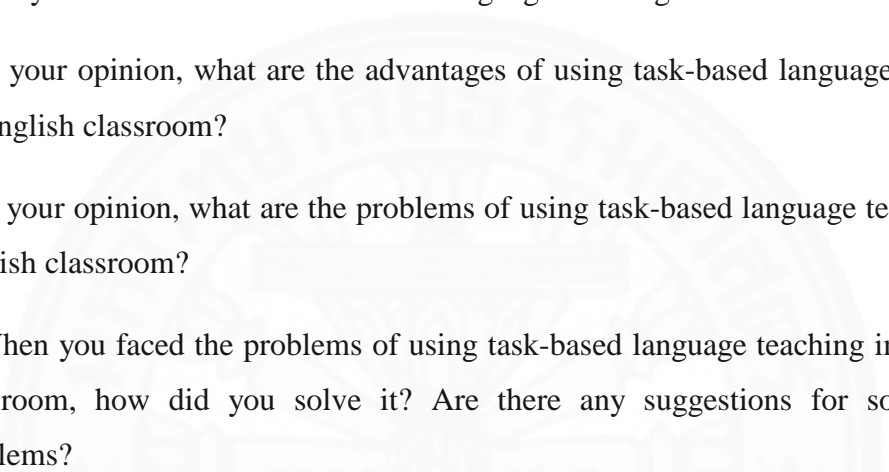
3. ข้อเสนอแนะอื่น ๆ เกี่ยวกับการเรียนการสอนภาษาอังกฤษแบบเน้นภาระงานเป็นหลัก

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----- ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม -----

## APPENDIX C

### QUESTIONS FOR SEMI-STRUCTURED INTERVIEW

1. In your opinion, what is task-based language teaching?
  2. Can you define “task” in task-based language teaching?
  3. In your opinion, what are the advantages of using task-based language teaching in an English classroom?
  4. In your opinion, what are the problems of using task-based language teaching in an English classroom?
  5. When you faced the problems of using task-based language teaching in an English classroom, how did you solve it? Are there any suggestions for solving those problems?
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## BIOGRAPHY

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Scholarship	-
Publications	-
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