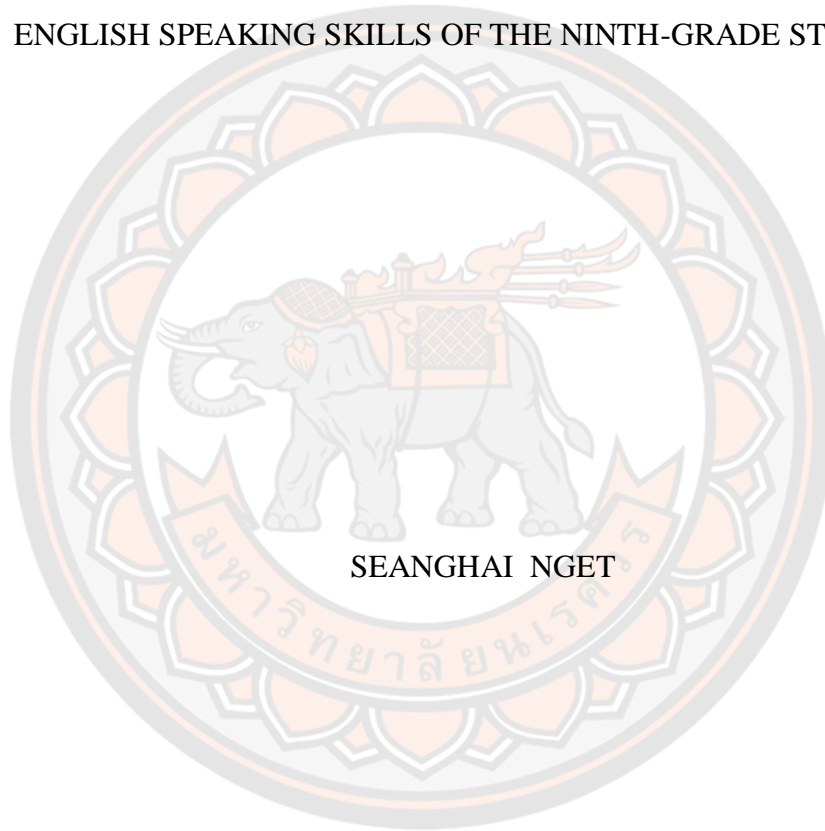THE DEVELOPMENT OF TASK-BASED INSTRUCTION TO ENHANCE
ENGLISH SPEAKING SKILLS OF THE NINTH-GRADE STUDENTS

SEANGHAI NGET

A Thesis Submitted to the Graduate School of Naresuan University
in Partial Fulfillment of the Requirements
for the Master of Education in (Educational Research and Evaluation - (Type A 2))
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Thesis entitled "The Development of Task-Based Instruction to Enhance English Speaking Skills of the Ninth-Grade Students"

By SEANGHAI NGET

has been approved by the Graduate School as partial fulfillment of the requirements

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ABSTRACT

The English speaking skills have been playing crucial roles in the Cambodian development context, yet the learning and teaching of the skills have faced many challenges caused by Cambodia's typically large and mixed-ability classrooms, and the curriculum and coursebook being inappropriately applied. Moreover, as the long dominated-traditional teaching methods do not seem to produce a satisfactory communicative outcome. These indicate that an alternative pedagogical approach should be proposed. This research investigated the effects of Task-Based Instruction (TBI) on ninth-graders' English speaking skills and their satisfaction toward the experience with this approach after the experiment. The pretest-posttest non-equivalent quasi-experimental group design was utilized with two Grade 9 classrooms consisting of 78 students, 50 of whom were female, divided into the control and experimental groups. Both quantitative and qualitative data were collected. The quantitative data were obtained using the speaking tests. During the speaking test, students' speaking performances were rated using the speaking rubric. The qualitative data, on the other hand, were gathered using the student satisfaction questionnaire. Quantitative and qualitative analyses indicated that the TBI made significant contributions to the experimental group's speaking skills in general as well as in all sub-skills either when comparing the pretest and posttest within the group or the posttests between groups. Analyses of the satisfaction questionnaire found that the

experimental group was 'satisfied' with their experiences with the TBI. Students viewed the TBI as a teaching method of their preference because it provided them appropriate conditions for language learning, helped improve their speaking skills, increased their confidence in speaking, and motivation in learning English despite some difficulties with the language of instruction. Based on these findings, some recommendations for pedagogical implications and further research were presented.

ACKNOWLEDGEMENTS

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ACRONYMS

AEC	=	ASEAN Economic Community
ASEAN	=	Association of Southeast Asian Nations
CLT	=	Communicative Language Teaching
E.I.	=	Effectiveness Index
EFL	=	English as a Foreign Language
FL	=	Foreign Languages
IOC	=	Index of Item-Objective Congruence
PPP	=	Presentation, Practice, Production
SLA	=	Second Language Acquisition
TBI	=	Task-Based Instruction
TBLT	=	Task-Based Language Teaching
UN	=	United Nations
UNTAC	=	United Nations Transitional Authority for Cambodia

CHAPTER I

INTRODUCTION

Background

English has long become the necessity for people's lives in our contemporary world, as a large proportion of the world's population needs the knowledge of this language for a wide variety of purposes including international relations, employment, education, technology, and entertainment. With about 1.5 billion speakers or over 20 percent of the world's population, 400 million of whom are native speakers, English is the third most spoken language following standard Chinese and Spanish (Lyons, 2017) and by far the most commonly taught foreign language in the world (Noack & Gamio, 2015). Due to the fact that advanced English proficiency still potentially determines the educational and economic life chances of many people across the world, this trend will predictably remain prominent throughout the stretch of the twenty-first century (Long, 2014; Noack & Gamio, 2015; Lyons, 2017). Cambodia has been greatly influenced by the spread of English since the 1990s with the presence of English-speaking international organizations such as the United Nations (UN) and the Association of Southeast Asian Nations (ASEAN) (Clayton, 2006). Since then, the ability to speak English has given Cambodian people better education and employment opportunities. However, the integration into these institutions may as well have put countries like Cambodia in linguistic disadvantages because of its low English proficiency due to its colonial history under the French (Stroupe & Kimura, 2015). The level of English proficiency of Cambodian adults is among the lowest in Asia (42%), according to EPI (2019). The Ministry of Education has launched a number of efforts to improve English language education such as introducing English as a subject in primary education and updating the curriculum and English textbooks for grades 7 to 9 (Ministry of Education, 2019), yet the situation has seen little improvement. In order for any improvement efforts to take effect, it is believed that the true causes of challenges in implementing the English language education programs must clearly be addressed. Moreover, among the four macro language skills, speaking skills are considered the most important, which should be prioritized because they are used twice more often than reading and writing

in daily communication (Rivers, 1981). Many language learners tend to give primary focus on speaking skills because they see them as 'success in language learning' and they resemble 'knowing a language' to 'knowing how to speak it' (Nunan, 1991, p. 39; Ur, 1996). Oral interaction is also considered as the best way through which children learn a foreign language, develop their literacy skills (reading and writing) and improve their academic learning (McKay, 2006, p. 180). Some pieces of literature (i.e. Neau, 2002; Moore & Bounchan, 2010; Stroupe & Kimura, 2015) have investigated some general situations and challenges concerning language education in Cambodia, but few if any of these have specifically discussed the causes of poor English-speaking skills among Cambodian learners. However, a pilot study conducted at the beginning of this study indicated that the most common reasons behind Cambodian learners' poor speaking skills are low background knowledge of the language and the topic, and large, mixed-ability classes, making it hard for students to get a comprehensive practice and inappropriate application of the existing materials.

Statement of the Problem

In Cambodia, traditional approaches like grammar-translation and the presentation, practice, production (PPP), have long been practiced (Neau, 2003a). The approaches, however, do not seem to provide students with a satisfactory level of communicative ability. Instead, they tend to equip students with language accuracy (Meas, 2010). That is why, as Neau (2003a) notices, from 1989 the Ministry of Education has introduced a number of alternative approaches among which communicative language teaching (CLT) is strongly recommended. According to Richards (2006), this so-called CLT, which is the result of criticisms against traditional approaches such as the PPP, is believed to provide learners with communicative competence.

One of several methodologies in the extensions of the CLT is Task-Based Instruction (TBI) or Task-Based Language Teaching (TBLT) (Richard, 2006; Santos, 2011). TBI is an approach that employs a variety of interactive tasks to engage learners in meaningful communication in order to achieve communicative purposes, which has gained increasing interests and become the most fashionable pedagogical approach

among foreign language teachers in the past few years (Oxford, 2006; Santos, 2011). A large amount of empirical evidence can be found regarding the effectiveness of implementing TBI worldwide. For example, this approach helps to improve learners' speaking fluency by maximizing their speed of speech production, increasing grammatical accuracy, elaborating on their utterances, and developing interactional language (Albino, 2017). It also improves speaking skills in terms of accuracy and fluency, specifically pronunciation and vocabulary (Muhsin & Muhsin, 2015) and promotes student-centered and cooperative learning (Ismaili, 2013).

The importance of language skills, especially speaking skills, may be seen in the increasing interest in the effectiveness of TBI in improving speaking skills. This improvement has been observed by many researchers and teachers around the world. For this reason, as Meas (2010) notes, if Cambodia's foreign language education is to equip students with communicative ability, the implementation of the TBI should be taken into consideration. Nevertheless, this approach has never been officially implemented in Cambodian classrooms, nor has its effectiveness been investigated. As there is currently no task-based material for the Cambodian context, Meas (2010) suggests that it would be necessary to change or adapt currently available materials which could serve to improve the English speaking skills of Cambodian learners, thereby implying the need to conduct the current study.

Research Questions

1. How can Task-Based Instruction to enhance English speaking skills of the ninth-grade students be developed?
2. What are the differences between students the control and experimental groups in terms of speaking test scores?
3. To what extent are the students in the experimental group satisfied with TBI experience?

Research Objectives

1. To develop TBI to enhance English speaking skills of the ninth-grade students.

2. To compare the speaking test scores of students in the control and experimental groups in the following categories:

　2.1. pretest and posttest of the experimental group

　2.2. posttests between control and experimental group

　2.3. posttest of the experimental group with the criteria of 60 percent.

3. To find out the level of satisfaction of students in the experimental group who experienced TBI.

Research Significance

The findings from this research would be beneficial to different groups of people including students, English teachers, the researcher himself, and other researchers. First, the exploring study of the TBI will help to meet the needs of the students more fully (Oxford, 2006) because students will be able to learn English with a new method during the experiment, hence improve their speaking skills. Second, the results from this research will benefit English teachers in terms of professional development as a new method in teaching speaking that can solve common problems encountered by Cambodian teachers of English. Based on these results, further suggestions can also be made to the Ministry of Education so that they can consider including this teaching method into their teacher training programs in the future. Last but not least, the research will hopefully serve as a reference for further research in the same field in the future.

Research Scope

1. Sample and Location of the Study

The participants of this study were Grade 9 students at Rohal High School in the academic year 2018-2019, which is located in Salachheh Village, Rohal Commune, Preah Netr Preah District, Banteay Meanchey Province, Cambodia. There were 78 students, 50 of whom were female, divided into two groups, 9A and 9B. 9A was the experimental group consisting of 42 students, while 9B was the control group consisting of 36 students.

2. Variables

- **Independent variable**: the task-based language teaching
- **Dependent variables**: speaking skills and satisfaction

3. Content

This study involves the design of task-based instruction to enhance the English speaking skills of ninth-grade students. Two important materials will be used in the lesson-planning process, the modification of the framework of the TBI of J. Willis (1996) and the "English Grade 9" textbook of the Ministry of Education of Cambodia. The English Grade 9 textbook consists of 11 chapters; each chapter is divided into three units and each unit comprises three lessons. However, Chapter 3 "Nutrition and Health" consisting of three units and nine lessons will be used to design the task-based lesson plans. See *Appendix D* for the detailed description of the section from the coursebook, including the forms and vocabulary that will be covered.

Keywords

English speaking skills, student satisfaction, task-based instruction

Definition of Terms

- **Task-based instruction:** a teaching approach based on the use of communicative and interactive tasks as the central units for the planning and delivery of instruction. Such tasks are said to provide an effective basis for language learning since they involve meaningful communication and interaction, involve negotiation, and enable the learners to acquire grammar as a result of engaging in authentic language use (Richards & Schmidt, 2010).

- **Speaking skills** involve the ability to use vocabulary, grammar, and pronunciation correctly (accuracy); the ability to maintain the speech at an appropriate pace without unnecessary pauses and regardless of mistakes (fluency) and the skills to produce and maintain oral communication in a meaningful and appropriate way (interaction).

- **Satisfaction** refers to the students' thoughts, reactions, or feelings towards task-based language teaching after they experience it during the experimental period. The 'satisfaction questionnaire' that measures student satisfaction on the TBI by means of 'rating scales' will be employed after the treatment.

Research Hypotheses

1. The speaking test scores of students in the experimental group are higher after the treatment with TBI than before the treatment.
2. The speaking test scores of students in the experimental group are higher than those of the control group in the posttests.
3. The speaking test scores of students in the experimental group are equal to or higher than the criteria of 60 percent in the posttest.

Chapter Summary

In this chapter, some important background information and the rationale behind the need to conduct this research have been highlighted. It has described the necessity of the English language skills, especially speaking skills to people's lives in the globalized world, the challenges of learning and teaching the English speaking skills in Cambodian classrooms, the benefits and effectiveness of the TBI in improving English speaking skills that appear in many publications and research overseas. Furthermore, it has put forward some important research structures such as the research objectives, research questions, research significance, research scope, etc. Finally, it ended by providing the definitions of some key terms and research hypotheses.

In the next chapter, literature, and studies related to English language teaching and the teaching and assessment of speaking skills will be discussed.

CHAPTER II

LITERATURE REVIEW

To most effectively explore the issues surrounding the TBI, subsets of literature has been selected based on its relevance to the following headings.

English Language Education in Cambodia

1. The History of Foreign Language Education in Cambodia

Cambodia is a Southeast Asian country, bordering Vietnam, Laos, Thailand, and the Gulf of Thailand. As of 2019, the total population of this country is approximately 15 million people (National Institute of Statistics, 2019), 90 percent of whom speak Khmer as their mother tongue. While English and French are spoken as foreign languages, Cham, Vietnamese, Tumpoon, Lao, Jarai, Yue Chinese, and many small Mon–Khmer languages are spoken by the minority groups (Sen Nag, 2017). As now one of the least developed countries in the world, Cambodia has been through continuous triumphs and tragedies throughout its 2000-year history. Over the last two centuries, international political upheavals have affected the country's economic, political, administrative, and educational structures a great deal. In this context, the choice of foreign languages learned in the country has shifted accordingly (Igawa, 2008). Neau (2002) summarizes the changes in the foreign language choices in Cambodia according to political periods in the following table (Table 1).

Table 1 Cambodian foreign language education (1953-nowadays)

#	Period	Years	Foreign Language Education
1	King Sihanouk's Government	1953-1970	French only: French was the only language officially included in schools' curriculum. It was used in all sectors of Cambodia at that time.
2	Lon Nol Republic	1970-1975	French & English: Because of American involvement (politics and military) in the Indochina War, the study of "English" was also encouraged.

Table 1 (continued)

#	Period	Years	Foreign Language Education
3	Pol Pot's Democratic Kampuchea	1975-1979	No use or study of foreign languages: No formal education was implemented. The study and use of FL were severely prohibited.
4	President Heng Samrin and the Age of International Politics	1979-1986	Vietnamese & Russian: Vietnamese and Russian were the languages officially included in schools' curriculum. The study of "English/French" was prohibited. If one were found to be learning either language, he/she would be severely punished and even imprisoned.
		1989-	English & French
5	The 1993 Elections & Afterwards	1993-	English & French

Upon independence from the colony of France in 1953, the government of King Sihanouk adopted French as the only official foreign language taught in secondary schools and widely used across all other sectors of Cambodian between 1953 and 1970. After that, during the Lon Nol Republic (1970-1975), because of the involvement of the American in the Indochina War, the study of English was included. Then, from 1975 to 1979, the Khmer Rouge Regime took control over and led the country with its Maoist idealism causing nearly 2 million deaths by execution and starvation. During that time, all the town population was forced to move to the countryside to perform agricultural activities. Education – including the foreign language – was abolished (Neau, 2003b).

At the collapse of the Khmer Rouge in 1979, when the Vietnamese invaded and took control over the country, Cambodia experienced a totally different stage of foreign language education. The learning and teaching of Vietnamese and Russian were practiced in Cambodian secondary schools while French and English were prohibited. If one were found to be learning or teaching any of the latter two languages, she/he

would face severe punishment or even imprisonment. This continued until the end of the 1980s when the Cold War ended and the Vietnamese withdrew. French and English eventually reclaimed and have retained their status as foreign languages taught in Cambodian secondary schools ever since then (Neau, 2003b).

2. The Spread of English into Cambodia

Over the last two decades, English has gradually gained popularity over French and become the first foreign language in Cambodia. Clayton (2006) notices the following three transitions – economic, political and development, as contributing to the tendency toward a widespread utility of the English language across the country.

1. First, on 30 April 1999 Cambodia was admitted to ASEAN, whose official language of communication and economic and cultural interaction is English. Cambodia has to attend ASEAN's 300 annual meetings to defend its interests in the ASEAN Free Trade Area, which has forced Cambodian officials to improve their English language skills.
2. Another significant event was the transition to the free market in the 1990s when Cambodia started to integrate rapidly into regional and international economies. Imports and exports worth hundreds of millions of dollars were facilitated with English-speaking business partners.
3. Finally, upon the Vietnamese withdrawal, Cambodia started to receive a significant amount of development assistance from many donor countries, international development agencies and nongovernment organizations who used English in their work in Cambodia.

The spread of English into Cambodia, however, has not followed only the national-functionalism paradigm but also the international-critical one. Cambodia's language policies and language choices have been made based on the country's anticipations for political, economic and, most significantly, development opportunities after the civil wars. Simultaneously, the English language spread across the world and into Cambodia has deliberately been promoted by Great Britain and the United States, who, in return, also anticipate a direct economic benefit and seek to manipulate the

transmission of their ideologies (about political, economic, and cultural systems and practices) using the language (Clayton, 2006).

3. How English Benefits the Cambodian Society

Whether it was caused by the national needs or the motivation from the outsiders, the spread of the English language into Cambodia has influenced the country's foreign language education a great deal. A considerable number of people in Cambodia have benefitted a lot from knowing the language for a number of reasons. One of the most frequently talked about is employment opportunity. Since the United Nations Transitional Authority for Cambodia (UNTAC) and other international development agencies arrived in the country in 1991, hundreds of thousands of Cambodians with English-speaking skills have been hired as their staffs as well as translators and interpreters (Stroupe & Kimura, 2015). The private sector and many nongovernment organizations also prefer staff who know English. Moreover, the increasing influx of foreigners into the country as staffs in the development agencies, as well as tourists, has resulted in the high demand for workers with English competence to provide services in many areas, though not all, including restaurants, hotels and tour guides (Stroupe & Kimura, 2015; Clayton, 2006).

English language skills also benefit Cambodian students in terms of higher education. At university, some subjects, as well as a large body of study resources, are in English. In addition, some universities such as American University of Phnom Penh and the Pannasastra University of Cambodia use English as the medium of instruction. Knowing English, therefore, helps students to keep up with the lessons. Many Cambodian students even see the opportunity to exchange their academic experiences and pursue their higher education in foreign countries either in the ASEAN region or in other English-speaking countries through many scholarship programs that require the applicants to have a particular level of English proficiency (Clayton, 2006).

As discussed above, the English language skills have supported Cambodia both nationally and individually. English helps Cambodians to facilitate international

development assistance, defend its interests in the regional meetings, access higher education at home and abroad and provides them a better chance of employment.

4. Challenges in English Language Education in Cambodia

Because of its colonial experience under the French, Cambodian language proficiency is lower than that of other countries in the ASEAN region such as the Philippines and Malaysia, which could put Cambodia into linguistic disadvantages upon its integration into the ASEAN Economic Community (AEC) (Stroupe & Kimura, 2015). Although numerous efforts and initiatives have been launched to improve the English language education in Cambodia such as, introducing the English as a subject from Grade 4 and developing new English textbooks, a number of important challenges have yet to be addressed.

Stroupe and Kimura (2015) mention a few challenges in English and general education in Cambodia such as low Khmer literacy rates; school life expectancy; inadequate facilities and resources; large, mixed-ability classes and teacher low salary, which are all caused by low allotment of budgets towards the education sector. Moore and Bounchan (2010), on the other hand, discuss the following four major challenges for teaching and learning English in Cambodia:

1. Non-Cambodian speakers of English may find it difficult to communicate when misrepresentations of pronunciation and both lexical and grammatical borrowings from Khmer are used.

2. Teachers of English in Cambodia need continuous developments in the knowledge of the language in order to adapt to the changing classroom teaching content and practices in the increasingly globalized world where newer varieties of English come to existence. Neau (2002 & 2003), indicates similar findings that the teacher respondents in his studies mentioned that they need professional development training on a number of areas such as how to make effective lesson plans, how to teach the four macro skills, vocabulary development, academic English, and language acquisition.

3. "With the way they dress and the informal register of English they speak," Cambodian young English speakers seem to have individualistic and egocentric attitudes that contrast the traditional Cambodian values, possibly making it hard to preserve the cultural identity of the country.

4. "The spread of influence of China in the Southeast Asian region," could result in Chinese replacing English as the most preferred foreign language within a generation or two, just like now that English has become a more desirable foreign language than French.

In addition, Neau (2002) describes a number of major challenges faced by Cambodian secondary teachers of English, which are summarized below:

1. School buildings and facilities are in poor conditions and necessities; qualified teachers and teaching resources are in bad shortages.

2. The collaborative working environment between either teachers and teachers or teachers and the school principal does not occur often.

3. Large classes have made it difficult for the organization of interactions and classroom management.

4. Low salaries have contributed to teachers' low teaching quality because a large amount of time outside classrooms was not used for technical discussions but for earning extra income.

5. There were not regular official classroom observations; constructive feedbacks were not sufficiently provided.

6. Many teachers did not have the proper training to be teachers of English but appointed to teach English, thus demand proper training in skills and techniques regarding English language teaching.

5. Challenges in Teaching the English Speaking Skills in Cambodia

At the beginning of this research, a pilot survey was conducted to find out general situations and challenges in learning and teaching the English speaking skills in Cambodian classrooms. Sets of questionnaires were delivered online in Google Forms to 17 teachers from different provinces across Cambodia, 14 of whom were

males and 3 females, aged between 24 and 36 years old, had 5 to ten years of experience in teaching English at lower secondary levels, and were teaching at either lower or upper secondary levels.

All the teachers were asked to indicate the factors hindering Cambodian learners from picking up the English speaking skills. Teachers' responses showed that one of the most common challenges in learning to speak English among Cambodian learners was that students were afraid that they would make mistakes because they had limited background knowledge of English including areas like vocabulary, grammar and pronunciation, and poor background knowledge of the topic. Other difficulties faced by students, according to the teachers, included poor confidence, limited exposure to the language outside the classroom and inadequate speaking materials and/or activities.

On the other hand, when teaching English-speaking skills, teachers themselves faced some difficulties including large, mixed-ability classes making it hard for students to have a comprehensive practice of the language. Other challenges faced by some of the teachers were related to textbooks, which did not have enough, or proper speaking activities or materials, or if they did, the activities or materials were inappropriate to the students' levels or inappropriately applied.

To try to solve challenges as mentioned above, teachers used a variety of speaking activities including discussions, presentations, role-play, picture describing, interviews, brainstorming, and storytelling. Other techniques included questions and answers, personalization, modeling, encouraging and memorization.

English Speaking Skills

1. Defining Speaking

Four macro skills are usually taught in second and foreign language classrooms. They are listening, reading, writing and speaking skills. Speaking skills, however, are considered the most important language skills that are used twice more often than reading and writing in daily communication (Rivers, 1981). Many language

learners tend to give primary focus on speaking skills because they see them as 'success in language learning' and resemble 'knowing a language' to 'knowing how to speak it' (Nunan, 1991; Ur, 1996). Oral interaction is also considered as the best way through which children learn a foreign language, develop their literacy skills (reading and writing) and improve their academic learning (McKay, 2006, p. 180).

Speaking is a crucial skill that makes a substantial contribution to language curriculum, yet is often neglected in many foreign language classrooms (Dincer & Yesilyurt, 2013); many teachers still spend a large proportion of class time focusing on reading and writing skills (Bahrani & Soltani, 2012). This is because for learners, speaking is a difficult skill to master; it requires knowledge of complicated linguistic and non-linguistic elements such as vocabulary, grammar, pronunciation, intonation, etc. (Dincer & Yesilyurt, 2013). Speaking is also a challenging skill to teach. Designing activities that help to build students' ability to express themselves orally is much more difficult than doing so for reading, writing and listening (Ur, 1996). As teachers try to get learners to speak in the classroom, moreover, they may face many more problems including the following, according to Lewis (2011) and Ur (1996).

a) Learners are not confident as they speak to the audience because of being fearful of making mistakes or losing face.

b) The learners often have nothing to say because they do not have contextual or cultural knowledge of the topic of the conversation.

c) Due to unequal distribution, some learners may dominate the talking time, while others may have very little time to talk.

d) Learners may feel uncomfortable to talk in a foreign language when they share the same mother tongue, that is, it is easier for them to communicate through their mother tongue.

The term *'speaking'* is given varied definitions based on the context and the purpose for which it is used. Speaking may be referred to as *speech*, or *oral language* or *spoken language* or *verbal language*; it is the medium through which one expresses his thoughts, feelings, and emotions; conveys information, reacts to other persons and

situations; influences other human beings and communicates his intentions with others (Rivers, 1981; Fulcher, 2003; Encyclopedia, 2019).

Speaking involves both the *knowledge* of grammar and other aspects of language and *skills* of actual use or production. Canale and Swain (1980) refer to the former as 'competence', while the latter as 'performance'. Trying to distinguish between knowledge and skills, Bygate (1987, pp. 3-4) compares speaking a language to driving a car. In driving a car, a driver needs to know the names of controls; where they are and how they function. On top of that, he needs the skills to use those controls to move the car smoothly on the road to reach his destination and avoid dangers. Just like a car driver, a speaker of a language first needs the knowledge about basic linguistic features and then he needs to have the skills to actually use that knowledge in action.

When testing whether or not learners can speak, it is necessary to get them to actually say something or to perform based on their language competence or knowledge (Canale & Swain, 1980; Bygate, 1987); therefore, it is necessary to identify the minimal construct of oral language ability so that an effective and comprehensive assessment can be made. There are, however, large varieties of frameworks attempting to provide theoretical foundations of the construct of language ability or competence, yet none of them alone can provide a comprehensive perspective of speaking ability. Thus, several are brought together in order that a new model can be synthesized and applied in the current study.

The first is the framework of communicative competence, which was originally proposed by Canale and Swain (1980). It consisted of three components: *grammatical competence*, *sociolinguistic competence*, and *strategic competence*. This model was further developed by Canale (1983), in which the fourth element, the *discourse competence*, was added. This communicative competence, thus, consists of four elements as the following:

- **Grammatical competence** involves the ability to use linguistic features such as lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology to fulfill communication needs.

- **Sociolinguistic competence** includes the ability to express and understand appropriate social meanings and grammatical structures in diverse sociolinguistic contexts.

- **Strategic competence** addresses the use of verbal and non-verbal communication strategies to overcome communication barriers. These may include the use of reference sources – e.g. dictionary –, requests for repetition or clarification, body language, first language, and the use of pause fillers to keep the conversation going while searching for ideas or grammatical forms.

- **Discourse competence** is related to the understanding of the uses of coherence and cohesion devices. Coherence deals with the patterns or organizations of speech or written text, while cohesion involves how ideas are connected with one another in a logical transition. (Canale, 1983, pp. 22-25)

Next is the Bachman and Palmer's (1996) model of language knowledge. This model divides language knowledge into two categories: *organizational* and *pragmatic* knowledge. Organizational knowledge is of two components, grammatical and textual knowledge, whereas pragmatic knowledge also has two components, functional and sociolinguistic knowledge.

- **Organizational knowledge**
  o **Grammatical knowledge** involves how individual utterances or sentences are organized and it includes such knowledge as grammar, vocabulary, phonology, and graphology.
  o **Textual knowledge** is relevant to how utterances or sentences are organized to form texts, which requires the knowledge of cohesion, rhetorical or conversational organization.

- **Pragmatic knowledge**
  o **Functional knowledge** deals with how utterances or sentences and texts are related to the communicative goals of the language users, which

includes such functions as ideational, manipulative, heuristic and imaginative.

o **Sociolinguistic knowledge** addresses how utterances or sentences and texts are related to features of the language use setting, which includes such knowledge as dialects/varieties, registers, natural or idiomatic expressions and cultural references and figures of speech. (Bachman & Palmer, 1996, pp. 67-70)

Another one to be discussed is Fulcher's (2003) framework of the speaking construct. Fulcher (2003) explains that in order for one to be able to speak a second language, he must master some grammar, vocabulary, and sounds of that language and must have the skills, the ability to use that linguistic knowledge to interact effectively and appropriately in a given situation or context with a particular group of individuals. Moreover, if a learner is to be considered a 'fluent' speaker of a language, the production of utterances in his speech needs to be 'automatic' (pp. 46-47). Making some modifications to the Bachman and Palmer's (1996) model, Fulcher (2003) proposed a new framework for describing the speaking construct. Accordingly, this speaking construct comprises five elements: language competence, strategic capacity, textual knowledge, pragmatic knowledge, and sociolinguistic knowledge.

- **Language competence**
  o **Phonology**: pronunciation, stress, intonation
  o **Accuracy: syntax, vocabulary, cohesion**
  o **Fluency**: hesitation, repetition, cohesion

- **Strategic capacity**
  o **Achievement strategies: non-linguistic strategies, paraphrase**
  o **Avoidance strategies**: formal and functional avoidance

- **Textual knowledge**
  o **The structure of talk**: turn-taking, openings and closings

- **Pragmatic knowledge**
  o Appropriacy
  o Implicature

- o Expressing being

- **Sociolinguistic knowledge**
  - o Situational
  - o Topical
  - o Cultural   (Fulcher, 2003, p. 48)

Finally yet importantly, in Bygate (2009, p. 415), language comprises three features including phonological features, lexico-grammatical features, and discourse features.

- **Phonological features**
  - o Segmental and supra-segmental
- **Lexico-grammatical features**
  - o Morphological and syntactic resources
  - o Lexical store
  - o Formulaic and pragma-linguistic units
- **Discourse features**
  - o Socio-pragmatic features
  - o Pragmatic discourse structures.

It can be observed that although categorization techniques and the terms used to describe the elements are different, the underlying constructs of language ability in each of the four frameworks above are mostly the same. For instance, a single construct involving the knowledge of grammar, vocabulary, and phonology alone is referred to by using different terms such as grammatical competence (Canale & Swain, 1980; Canale, 1983), grammatical knowledge (Bachman & Palmer, 1996), language competence (Fulcher, 2003), and phonological and lexico-grammatical features (Bygate, 2009). Bringing these four models together, moreover, will make up a new framework with a long list of components, which, as the consequences, is hardly possible to design a speaking test that can elicit the learner's speaking skills in all the areas of knowledge in real practice. Therefore, the operationalized definition of the speaking construct must be identified. McKay (2006) suggests that the content or the

scope of oral language to be assessed should be derived from the curriculum, the context the learners encounter the target language in the classroom and the teacher's theory of language ability so that the purpose of the test can be well served.

One of the most common components of the language ability throughout the above four frameworks is undeniably the grammatical or linguistic competence, which involves the knowledge of three main language functions: grammar, vocabulary, and pronunciation. Bygate (1987) explains that the ability to use these language functions to produce correct order sounds and structures of language is called motor-perceptive skills. When speaking, one usually uses these motor-perceptive skills to achieve communication. This is what Bygate (1987) calls *interaction skills*, the skills that involve making decisions about communication such as what to say, how to say it and whether to develop it. These skills also involve the use of some strategies such as negotiation, achievement and reduction strategies to solve problems in communication. Using motor-perceptive skills and interaction skills together is believed to help learners become fluent. It has now become clear that adequate evidence has been gathered over what language components to be observed when we wish to assess speaking skills. These components are also suggested in Shin and Crandall (2014), except the interaction skills. Hence, the operational definitions of the construct of speaking skills that will be used in this study include:

- **Grammar**: the ability to speak accurately with good control of grammatical forms/structures.
- **Vocabulary**: the ability to use vocabulary learn in and beyond the class in speech accurately and meaningfully.
- **Pronunciation**: ability to use articulate sounds of words, phrases or sentences worked in class perfectly and tries to sound natural.
- **Fluency**: ability to produce automatic, smooth and effortless utterances in speech.
- **Interaction**: the ability to use communication strategies to achieve communication or solve problems in communication such as knowing when to take turns, open or close conversation.

2. Assessing Speaking

2.1. What is an assessment?

According to Lambert and Lines (as in Haynes, 2010), an assessment is 'the process of gathering, interpreting, recording and using information about pupils' responses to educational tasks' (p. 152). Assessment is an inevitable part in language learning and teaching as it provides knowledge and feedback for teachers about the extent to which knowledge and skills have been acquired by the learners from the course (Puskás, 2017), or the progress and difficulties the students are having in learning English (Shin & Crandall, 2014).

When forming classroom assessment tasks, it is useful to understand some commonly used distinctions of types and purposes of assessment. First, it is the distinction between informal and formal assessments. When a teacher gives incidental, unplanned comments or feedbacks over the students' performance or praising them when they have done something correctly, he is using **informal assessments**. On the other hand, if he employs specifically and systematically designed procedures (e.g. tests) to make a judgment on the students' achievement from the course, he is using **formal assessments** (Brown, 2003, pp. 5-6).

Another essential differentiation is between formative and summative assessment. **Formative assessments** are often informal though it can be formal. It helps to improve the teacher's teaching and the students' language learning when the teacher provides feedback, comments, praises students over an accomplished task, motivates and gives advice to students while monitoring them during the class activities, etc. (Brown, 2003, p. 6; Haynes, 2010, p. 154). **Summative assessments** is that which involves formal, standardized procedures, which are conducted at the end of a module or a course instruction to gather information about learners' learning attainment (Brown, 2003, p. 6; Haynes, 2010, p. 154) or to report on the effectiveness of a program, curriculum materials, etc. (Shin & Crandall, 2014, p. 249).

Another equally important aspect of assessment to be distinguished is that between norm-referenced and criterion-referenced assessment. **Norm-referenced**

assessments usually make use of standardized, formal, high-stakes tests, with the students' test scores being ranked in terms of the average value (mean), middle value (median) or percentile (rank); each individual learner is ranked in comparison to all others who took the test. In **criterion-referenced assessments**, a learner's performance is compared to a predetermined criterion, standard, scale, benchmark or a set of descriptors, which is usually related to a curriculum or a course (Brown, 2003, p. 7; Shin & Crandall, 2014, p. 250).

The task of assessment plays a crucial role in the language learning and teaching process. Speaking makes a big part in the language curriculum; it is the skill that must be taught. It is equally important, then, that the skill must be assessed. Despite challenges in teaching, learning, and even assessing, it does not necessarily mean that it is impossible to assess the speaking skills. However, for an effective classroom assessment to occur, it is important that appropriate speaking assessment tools be identified and selected against a particular classroom context.

Testing is one of the many tools that teachers can use to assess learners' language performance formally. Brown (2003) differentiates five types of tests including the following:

- **Language aptitude tests** are designed to predict a person's success before him being admitted to a second language program.

- **Proficiency tests** aim to measure a person's global competence in a language, which is not limited to any particular course, curriculum. In a proficiency test, overall language ability is measured rather than a single skill.

- **Placement tests** have the purpose of placing a student into a particular level or section in a language curriculum.

- **Diagnostic tests**, as the term implies, seek to identify difficulties or in a specific area of language that the student may have so that remedies can be possibly developed to help them.

- **Achievement tests** are usually given at the end of a particular course or curriculum to find out whether the aims and objectives of that curriculum have been met or whether the student has acquired appropriate knowledge and skills.

2.2. Steps to speaking test construction

2.2.1. Assessing clear, unambiguous objectives

In constructing a test, it is important that the teacher realizes its purpose, which is subjective to a particular type of test, e.g. whether it is an aptitude test, a placement test or a diagnostic test. Likewise, he should also determine appropriate objectives for the test; these objectives should be stated in terms of the performance and the target linguistic domain, which may be derived from the curriculum or the coursebook. If the curriculum does not consist of testable objectives, then, the teacher himself must decide of what to include in the test, for example, based on the unit of the materials the students are taught with or what he thinks the students should know or be able to do (Brown, 2003; McKay, 2006).

2.2.2. Developing test specifications

Test specifications refer to a simple and practical outline of a test (Brown, 2003). In the design of the speaking test, likewise, these specifications are a set of written ideas about what kind of speaking to be focused, how the test will be administered, and what rating criteria will be used (Luoma, 2004, p. 113). The structure and purpose of test specifications have been explained in various language testing frameworks, most of which are almost identical. Alderson *et al.* (1995, pp. 11-13) provide the most comprehensive list of contents, which, however, is subject to change in accordance with readerships. Some of the elements from this list were used in the speaking test construction for this study including:

- The test's purpose
- Language skills to be tested
- Definition of the construct

- Language elements to be tested

- Number of sections/papers

- Time for each section/papers

- Test tasks

- Test methods

- Rubrics
    o Criteria for marking
    o Descriptions of typical performance at each level
    o Weighting for each element of speaking skills

In the preceding section, it can be seen that the purpose of the test is prone to the type of the specific type of test. The achievement test of speaking skills, for instance, has the purpose of measuring the speaking skills the students have acquired from a period of time they are exposed to a series of sections in a course or curriculum. The operational definition of the speaking construct must also be clearly identified, as it will be used in a number of important parts of the test, for example, in determining the marking categories for the speaking rubric. The language elements to be included in the speaking test, the number of sections/papers and the time given to each of them will be based on a number of factors such as the curriculum or the course, the amount of time available for the test and even the number of students who will take the test. These factors too will affect the teacher's or the tester's decision on selecting the speaking test tasks, and vice versa.

The proceeding sections will discuss the procedures of selecting the speaking test tasks and the basic steps for designing the rubric for speaking skills.

2.2.3. Speaking test tasks

Brown (2003) suggests five different categories of speaking performance assessment tasks: imitative, intensive, responsive interactive and extensive tasks.

1. **Imitative**. The oral performance assessment tasks of this type seek to elicit the learner's ability to imitate a word, a phrase or a sentence. In this situation, the learner is judged in terms of their 'pronunciation'.

2. **Intensive** assessment tasks include direct response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks, etc., in which the learner is required to have the ability to produce short stretches of oral language.

3. **Responsive** assessment tasks include interaction and test comprehension of very short conversations, standard greetings, small talk, simple requests, and comments.

4. **Interactive** speaking tasks are longer and more complex than responsive tasks. They can take two forms of interaction: transactional, which means exchanging specific information, and interpersonal, which means maintaining social relationships.

5. **Extensive (monologue)**: Extensive oral production tasks include speeches, oral presentations, and storytelling.

Speaking is believed to be more important than any other skill, yet when it comes to testing, we give more importance to the written exam than to the speaking test, probably because the speaking exam is much more difficult to design or grade. Moreover, it is almost impossible to design a speaking test task that is capable of separating a single skill in oral production without involving other language skills (Brown, 2003). However, McKay (2006) suggests some types of oral language assessment tasks for young learners involving the use of speaking skills only:

o News telling
o Storytelling
o Picture talks
o Categorization tasks
o Oral presentation
o Other speaking-only genres

Some other types of tasks may also be usefully included in the test of speaking even though they involve both speaking and listening.

- o Question-and-answer tasks
- o Oral interviews
- o Mini-dialogues and roleplays
- o Oral information gap tasks
- o Partner and group discussions   (McKay, 2006)

Harris and McCann (1994, p. 37) provide a number of tasks that can be used in the test of speaking but with considerations about their advantages and disadvantages.

Table 2 Speaking test tasks with their pros and cons

Test format	Pros	Cons
Free interviews (chat to students in groups or as an individual)	Realistic and can reduce stress for students.	Very difficult to rate performance (personality factor – shy/outgoing). Need to maintain a conversation at the same time as rating.
Picture description (using photo or drawing)	Gives tester time to listen and students something concrete.	Artificial task and there is no interaction
Information transfer (information gap through notes or pictures)	Realistic – need for communication. Tests key interactive strategies.	Can be problems when one student is a lot weaker than the other (does not work).
Role play Students assume roles (with or without cued info)	Excellent for testing interaction and commonly used task in most materials.	Can test the ability to act.

Table 2 (continued)

Test format	Pros	Cons
Oral presentations Students prepare and give short talk.	Realistic and gives the tester time to assess performance.	No interaction and can have a high stress factor – not suitable for younger students.

A wide variety of test tasks have been suggested so far. What the teacher or assessor has to do is to make a decision to make over which tasks to be included in his test based on the objectives of the curriculum or the course.

2.2.4. Rubrics

Rubrics are scoring guides that are used for assessing learners' writing or speaking skills (Shin & Crandall, 2014). There are two types of rubrics: holistic scoring rubrics and analytic scoring rubrics. While both can be constructed from theory-based definitions of language ability or the curriculum, they can also be borrowed or adapted from other publications by the teacher to fit the assessment of his classroom (McKay, 2006).

A holistic rubric, which is commonly used in classroom assessment, describes the learner's language ability at a number of different levels but a whole, single scale. Each of the levels of the language ability is labeled in various ways such as from 'need improvement' to 'good' to 'outstanding', or from 'Level 1' to 'Level 5'. Although marking through a holistic rubric is fast (thus inexpensive), because holistic scoring provides single scores, it may not provide useful diagnostic information about performance nor is it easy to interpret (McKay, 2006).

An analytic rubric, on the other hand, can be used to assess grammar, vocabulary, pronunciation and other features of the language. Analytic scores are given to different levels of performance on the split, specified criteria, and then added up as a final single composite score. Analytic scoring is particularly useful for marking second language learners as different levels of performance across the criteria reflect

the phase of language development. For scoring young learners, criteria and descriptors should focus on strengths and progress rather than errors; otherwise, it will result in teachers giving negative feedbacks that may lead to low self-esteem or demotivation of learners (McKay, 2006).

Rubrics are important tools for assessing learners' language ability, especially writing and speaking. Therefore, when constructing the speaking rubrics, the following ideas should be considered.

2.2.4.1. Determining mark categories

The mark categories should be chosen based on the teacher's own operational definitions of the construct, or theory-based frameworks of language ability considered appropriate for his classroom. For example, the operationalization of the speaking construct above describes speaking skills as consisting of five components: *vocabulary, pronunciation, grammar, interaction, and fluency*. Thus, the analytic rubric will be designed to judge students' speaking performance based on these five categories.

2.2.4.2. Constructing scales

A rating scale provides a brief description of different levels of language ability, telling what a typical learner can do at a particular level, which helps the assessor in deciding how many scores should be given to a particular learner (Underhill, 1987). There is the same number of rating scales for each category of the marking rubric.

- *5 points*　if the student's performance is **extraordinary**,

- *4 points*　if the student's performance is **very good**,

- *3 points*　if the student's performance is **acceptable**,

- *2 points*　if the student's performance **needs improvement**,

- *1 point*　if the student's performance is **unacceptable**.

2.2.4.3. Writing descriptors for each scale

Using discriminator adjectives for each level is a typical way of constructing a rating scale. Using these adjectives alone, however, would provide unclear guidance for marking; therefore, Ulster University (2018) suggests using them for writing more complete and comprehensive descriptions. The followings are some examples of discriminator adjectives used in the speaking rubric used in this study.

- **Unacceptable**: lack of, very limited, insufficient, impossible…

- **Need improvement**: **limited** control, isolated, very slow, has difficulty…

- **Acceptable**: **sufficient**, appropriate, correct, little difficulty…

- **Very good**: good control, accurate, need little support…

- **Extraordinary**: very good control, precise, natural, effortless, smooth…

2.2.4.4. Score weighting

'Weighting is a procedure by which marks are awarded out of the same total for the different mark categories, and these marks are then multiplied by different factors to give them more, or less, influence in the total score' (Underhill, 1987, p. 97).

- Grammar   marked out of 5 then multiplied by 3

- Vocabulary   marked out of 5 then multiplied by 3

- Pronunciation   marked out of 5 then multiplied by 2

- Interaction   marked out of 5 then multiplied by 1

- Fluency   marked out of 5 then multiplied by 1

Task-Based Language Teaching

The 1970s witnessed a worldwide criticism against traditional language teaching methods such as Audiolingualism and Situational Language Teaching (known as the PPP approach), in which grammar was the central unit of instruction. The argument made against these methods was that language learners needed not only the grammatical competence, the ability to produce grammatically correct sentences.

Rather, they needed communicative competence, the ability to use grammar and other aspects of the language for communicative purposes, e.g. making requests and offers, giving advice, etc. (Richards, 2006, p. 9). This, according to Richards (2006), led to the introduction of a new methodology, called the Communicative Language Teaching (CLT), which focused on developing learners' communicative competence. Ever since then, however, a wide variety of language teaching methods have been proposed as the extensions of the CLT as opposed to the PPP approach. One of those methods is the Task-Based Language Teaching (Richards, 2006; Santos, 2011).

Task-Based Language Teaching (TBLT) or Task-Based Instruction (TBI), or Task-Based Learning (TBL) is an approach to language teaching that uses communicative and interactive tasks as core units of planning and instruction. Such tasks are said to provide an effective basis for language learning since learners are engaged in meaningful communication and interaction, which enables them to acquire the knowledge of grammar through engaging in authentic language use (Richards & Schmidt, 2010).

As Ellis (2000) notices, there have been immensely growing interests in recent years towards the use of the TBI as can be found in the work of many well-known language teaching scholars such as Prabhu (1987), J. Willis (1996), Skehan (1998), Ellis (2003b), and Nunan (2004). Long (2014), sees the task as a construct of equal importance to second language acquisition (SLA) researchers and language teachers. Long (2014) even proposes the TBLT as a new language teaching approach that attempts to meet the psycholinguistic and communicative needs of language learners in the 21st century. In order to back up his proposal, he comes up with seven criteria as a rationale for the TBLT.

- *Consistency with SLA theory and research findings*: the theory and basic principles of the TBLT are motivated by and consistent with 40 years of SLA research findings.
- *Basis in the philosophy of education*: TBLT bases its philosophical underpinnings on the work of William Godwin's *l'education integrale*, which was adopted in the work of progressive philosophers such as John

Dewey, whose principles of education include educating the whole person, learning by doing, learner-centeredness, etc.

- *Accountability*: because governments are spending a large sum of money for running language education programs, they should be held accountable for the quality inspection of those programs, too.

- *Relevance*: a TBLT course syllabus is usually preceded by needs analysis of stakeholders, specifically students, which can possibly help to avoid the waste of time and money.

- *Avoidance of known* problems *with existing approaches*: TBLT provides solutions to problems occurring in previous methods by employing an analytic syllabus to deal with problematic linguistic features and providing opportunities for intentional learning.

- *Learner-centeredness*: course content is determined by student needs analysis, attention to language form being well consistent with learners' internal syllabus, teachability being determined by learnability, and individualization of instruction.

- *Functionality*: TBLT experiences positive perceptions by students and teachers as the approach that works for them, the approach that gives them functional language ability. (Long, 2014, pp. 7-14)

Likewise, methodologists such as J. Willis (1996) assert that TBLT is the solution to problems experienced by the traditional PPP approach because it provides suitable conditions for language learning. Accordingly, in order for one to learn a language effectively, four essential conditions must be met.

- **Exposure** to a rich but comprehensible input or real spoken and written language in use.

- **Use** of the **language** to do things (i.e. exchange meanings).

- **Motivation** to listen and read the language and to speak and write it (i.e. to process and use the exposure).

- **Instruction** in the language (i.e. chances to focus on form) (J. Willis, 1996, p. 11).

As the TBI has spurred a growing amount of interest in the field of language teaching, it is worthwhile to be familiar with some concepts and definitions of tasks. The following section discusses a variety of definitions of the term 'task' that appear in varied bodies of literature of some well-known language-teaching specialists.

1. Definitions of Tasks

There are two different types of tasks according to their applications. They are target tasks, which refer to those used outside the classroom, and pedagogical tasks, which refer to those used inside the classroom (Nunan, 2004). A number of authors have given varied definitions of tasks; however, only the definitions of pedagogical tasks will be presented here as they will be used in the TBI in this research.

Breen (1987) defines a pedagogical task as a range of structured work plans with a clearly specified objective, content, procedure, and outcome, which aim at facilitating language learning ranging from the short and simple exercise type to more complex and lengthy activities.

Skehan (1998) suggests four criteria be looked at when defining a task including a primary focus on meaning, a goal to be worked toward, an outcome that can be evaluated, a real-world relationship (p. 268).

For Ellis (2003b), a pedagogical task is a work plan that requires learners to use whatever language resources they have to express meaning and achieve a particular linguistic outcome, which is different from an exercise in that it has an obvious communicative goal (p. 196).

Nunan (2004)'s definition of a pedagogical task is that it involves learners in comprehending, manipulating, producing, or interacting in the target language more to convey meaning than to manipulate the form, which is somewhat similar to that of Richards (2006), defining a pedagogical task as a specifically designed classroom activity that requires learners to use specific interactional strategies and specific types of language (skills, grammar, and vocabulary).

Putting these all together, it is quite clear that diverse definitions and points of view have been given toward tasks, their major emphasis is typically on the communicative language use of tasks in which the user focuses more on meaning than grammatical form. The meaning and form, however, are highly interrelated since learners use grammatical knowledge to express different communicative meanings.

2. Task Components

Shavelson and Stern (1981), for instance, suggest that task designers should take into consideration the following elements of tasks:

- **Content**: the subject matter to be taught
- **Materials**: **things** that learners can observe/manipulate
- **Activities**: **things** that learners and teachers will be doing during a lesson
- **Goals**: the **teachers'** general aims for the task (these are much more general and vague than objectives).
- **Students**: their abilities, needs, and interests
- **Social community**: the class as a whole and is a sense of 'groupness'.

Candlin (1987) suggests that tasks should contain input, roles, settings, actions, monitoring, outcomes, and feedback.

- **Input**: the data presented for learners to work on
- **Roles**: the relationship between participants in a task
- **Setting**: where the task takes place
- **Actions**: the procedures and sub-tasks to be performed by the learners.
- **Monitoring**: the supervision of the task in progress
- **Outcomes**: the goals of the task
- **Feedback**: the evaluation of the task.

Nunan (2004) proposes a minimum specification of the task as follows.

- **Goals:** general intentions or outcomes of any learning task

- **Input:** data that learners work within the course of completing a task, which may include newspaper, magazine or journal articles; short stories; reports; and radio and television scripts.

- **Procedures**: what learners will actually do with the input that forms the starting point for the learning task.

- **Roles**: the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants

- '**Settings'** refers to how the classroom is arranged when carrying out a task. These may include "mode", the way students work on a task as an individual, in pairs, in groups or as a whole class, and the 'environment', where the learning actually takes place.

Table 3 Task components

Task components	Shavelson & Stern (1981)	Candlin (1987)	Nunan (2004)	Synthesized
Outcomes	✓	✓		Goals
Goals			✓	
Contents	✓			Input
Input		✓	✓	
Materials			✓	
Procedures			✓	Procedures
Actions		✓		Procedures
Activities	✓			
Social community	✓			Settings
Settings			✓	
Roles		✓	✓	
Monitoring		✓		Assessment
Feedback		✓		

3. Task Types

Like task components, there have been different classifications of task types whether they focus on developing oral language skills or reading skills. The following are some typologies that emphasize communicative language use.

The first classification is that by the Bangalore project by Prabhu (1987), who uses three principal types of tasks: information gap, reasoning gap, and opinion gap.

1. **The reasoning-gap activity** involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or apperception of relationships or patterns, for example, working out a teacher's timetable on the basis of given class timetables.
2. **The information-gap** activity involves a transfer of given information from one person to another – or from one form to another or from one place to another. For example, pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other.
3. **The opinion-gap activity** involves identifying and articulating a personal preference, felling, or attitude in response to a given situation, for example, story completion or taking part in the discussion or a social issue.

Pattison (1987) suggests another typology, setting out seven task types.

1. **Questions and answers**: activities based on the notion of creating an information gap that can be used to practice almost any structure, function or notion.
2. **Dialogues and role-plays**: can be wholly scripted or wholly improvised. The teacher had better give students some choice of what to say and set a clear aim to be achieved than ask them to repeat the dialogue.
3. **Matching activities**: 'Bingo', 'Happy families' and 'Split dialogues' (where learners match given phrases) are examples of matching activities.

4. **Communication strategies**: learners practice communication strategies such as paraphrasing, borrowing or inventing words, using gestures, asking for feedback and simplifying.

5. **Pictures and picture stories**: e.g. spot the differences, memory test, sequencing pictures to tell a story.

6. **Puzzles and problems**: learners make guesses, draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning.

7. **Discussions and decisions**: learners collect and share information to reach a decision (e.g. to decide which items from a list are essential to have on a desert island).

In Richards (2006), the following is the typology of pedagogical tasks:

1. **Jigsaw tasks** involve learners in combining different pieces of information to form a whole (e.g. three individuals or groups may have the three different parts of a story and have to piece the story together).

2. **Information gap tasks**: One student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

3. **Problem-solving tasks**: Students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

4. **Opinion exchange tasks**: Learners engage in discussion and exchange of ideas. They do not need to reach an agreement.

Nunan (2004) classifies tasks by grouping them according to the strategies that support them rather than by analyzing them based on communicative language use. He proposes five different strategy types: cognitive, interpersonal, linguistic, affective, and creative.

1. **Cognitive** includes classifying, predicting, inducing, taking notes, concept mapping, inferencing, discriminating, and diagraming.

2. **Interpersonal** includes co-operating and role-playing.

3. **Linguistic** includes conversational patterns, practicing, using context, summarizing, selective listening, and skimming.

4. **Affective** includes personalizing, self-evaluating and reflecting.

5. **Creative** includes brainstorming.

In J. Willis (1996), there are six types of tasks:

1. **Listing** involves students brainstorming or fact-finding for words, things, qualities, people, qualities, places, actions, under varied topics such as everyday things, personal characteristics, features of a place and ways of doing things.

2. **Ordering and sorting**: involves students sequencing, ranking, categorizing, and classifying jumbled lists, ideas, headings, or events.

3. **Comparing**: involves students matching information from two different types of source to identify someone or something.

4. **Problem-solving**: involves students analyzing real or hypothetical situations, reasoning, and decision making on short puzzles, logic problems, real-life problems, personal experience, or incomplete stories.

5. **Sharing personal experiences**: involves students narrating, describing, exploring, and explaining attitudes, opinions, or reactions over things like anecdotes, personal reminiscences, attitudes, opinions, preferences, or personal reactions.

6. **Creative**: involves students brainstorming, fact-finding, ordering and sorting, comparing, problem-solving and many others

Table 4 Task types

	Task types	Pattison (1987)	Nunan (2004)	Prabhu (1987)	Richard (2006)	Willis (1996)	Synthesized
1	Listing					✓	Listing
2	Ordering and shorting					✓	
3	Cognitive		✓				Ordering
4	Creative		✓			✓	
5	Information gap			✓	✓		
6	Questions and answers	✓					Information gap
7	Reasoning gap			✓	✓		
8	Problem-solving					✓	Reasoning gap
9	Puzzles and problems	✓					
10	Opinion gap			✓			
11	Opinion exchange				✓		
12	Sharing personal experiences					✓	Opinion gap
13	Discussions and decisions	✓					
14	Affective		✓				
15	Jigsaw				✓		
16	Comparing					✓	
17	Matching	✓					Matching
18	Linguistic		✓				
19	Pictures and picture story	✓					
20	Dialogues and role-plays	✓					
21	Interpersonal			✓			Dialogues
22	Communication strategies	✓					

4. Task-Based Course Design

This section highlights some important elements to be included in the task-based curriculum. A number of proposals for the task-based syllabus have come to existence since the emergence of the approach itself, for example, the procedural syllabuses, process syllabuses, and Task-Based Language Teaching (TBLT), the latter of which adopts tasks as the unit of analysis (Long & Crookes, 1992). More recent work attempting to provide the framework for task-based course design can be found in Ellis (2003a) and Nunan (2004). For Ellis (2003a), in constructing a task-based syllabus, the designer should first select tasks based on task types, themes or topics that the learners are expected to learn. These tasks are then sequenced based on their level of difficulty. These types of tasks are referred to as 'unfocused tasks'. At the same time, linguistically 'focused tasks', the tasks that seek to integrate the focus on form into the syllabus should also be identified. The syllabus then serves as a guideline for the preparation of teaching materials in the form of the task work plan, which can be seen in Figure 1.
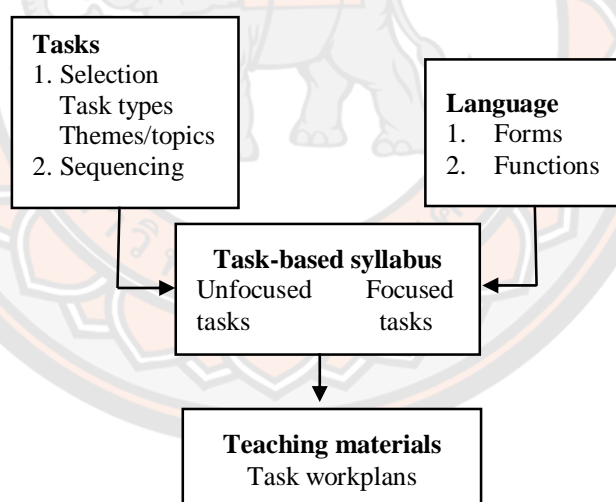
Figure 1 Designing a task-based course (adapted from Ellis (2003a))

Another framework of task-based course design can be found in Nunan (2004), who suggests that the task-based course syllabus should be composed of tasks that have topical/thematic connections, through their macro functions, macro functions and grammatical elements they express. This broader syllabus design consideration should be then followed by the framework of the task-based language teaching, which specifies how instructional sequences can be built around tasks.

A similar process of task-based syllabus design is described in D. Willis and Willis (2007), who state that the process should start with the assessment of learners' needs in terms of what they want to do with the language. The assessment will consequently help to determine the appropriate topics of the tasks. These tasks are then analyzed and put into sequences based on their level of difficulty to create a task syllabus. Another important element in this process is the language syllabus in which the activities that focus on forms (grammar, vocabulary, phrases, phonology, etc.) are included. Finally, after the syllabus has been implemented, its effectiveness should be monitored so that it could be refined (pp. 196-197).

To this point, we may be able to reach the assumption that the most important component in the task-based syllabus is the tasks. Tasks can be created under a variety of topics or themes determined by students' needs and ordered according to their level of difficulty. In the case where the teacher uses the coursebook as the main resource of teaching, he can identify textbook activities that can be adapted as tasks following a number of criteria suggested by J. Willis (2006). These criteria include a focus on meaning, a real-world relationship, an observable outcome and relevance to students' needs. A number of necessary language areas such as grammar and vocabulary should also be identified so that activities to focus on forms could be designed. Again, when using the coursebook, activities are re-ordered with those focusing on forms being put last. All the tasks and activities will be presented to the students through instructional sequences prescribed in the form of task workplans or the framework of the task-based instruction. Finally, the effectiveness of implementing this syllabus is monitored using appropriate assessment methods.

5. The Framework of Task-Based Language Teaching

The TBLT framework has seen different designs including those of Nunan (2004), Ellis (2003b) and J. Willis (1996).

For Nunan (2004), in the TBLT, teachers make use of real-world or target tasks, which must then be transformed into pedagogical tasks in order to create learning opportunities. These tasks can further be divided into *rehearsal tasks* and *activation*

tasks. There is then a focus on form that can benefit young learners because it provides for them practice opportunities that do not exist outside the classroom. The form-focused work is presented in two forms of *enabling skills– language exercises* and *communicative activities*. Language exercises can be those focusing on the lexical, phonological, or grammatical systems (see Figure 2). Nunan's (2004) framework can be built around six pedagogical sequences.

Step 1: Schema building

Step 2: Controlled practice

Step 3: Authentic listening practice

Step 4: Focus on linguistic elements

Step 5: Provide freer practice

Step 6: Introduce the pedagogical task
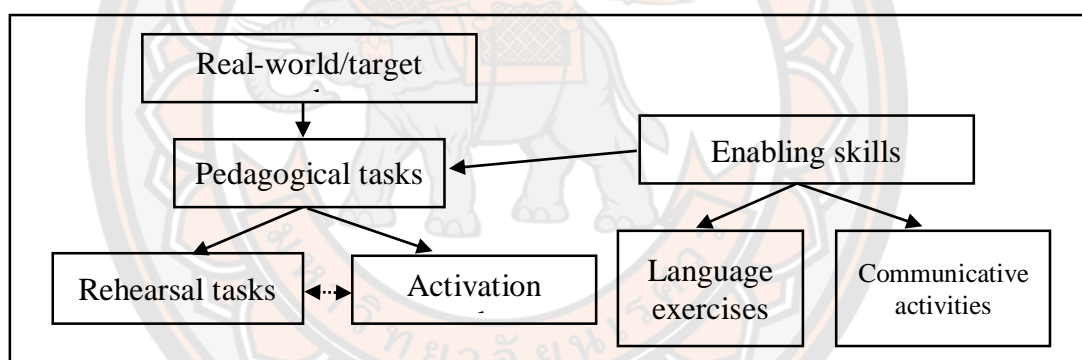
Figure 2 A pedagogical sequences for introducing tasks

This six-step task-based instructional model, however, as noted by Feeney (2006), is seen as not so much different from the PPP format, except that Nunan's controlled practice occurs in a more communicative context than that in the PPP (Oxford, 2006, p. 111).

J. Willis (1996) provides a TBI framework that opposes the PPP sequence. This framework consists of three main components – ***Pre-task, Task cycle, and Language focus***.

- **The pre-task phase:**
   o Introduce the topic

- o Identify topic language students need for implementing tasks
- o Introduce some pre-task language activities
- o Give instruction on how to do tasks

- **The task cycle**
  - o **Task**
    - Students do the task in pairs or small groups, while the teacher monitors, encourages, and makes short comments on the content.
  - o **Planning**: in this stage, the students may:
    - Prepare to report to the class how they did the task and what they discovered/decided.
    - Rehearse what they will say or draft a written version for the class to read.
  - o **Report**
    - Students present their spoken reports to the class or circulate/display their written reports
    - The teacher may give brief feedback on content and form; may play a recording of others doing the same or a similar task.

- **Language focus**
  - o **Analysis**
    - The students identify and process specific language features from the task text and/or transcript.
    - The teacher reviews each analysis activities with the class; brings other useful words, phrases, and patterns to students' attention.
  - o **Practice**
    - The teacher conducts practice activities after the analysis, while students practice words, phrases or other language activities.

J. Willis (1996) asserts that this TBLT framework provides solutions to problems experienced in the PPP approach because it offers many more opportunities for free language use and richer linguistic content of the language focus. It is also a better approach because it meets suitable language-learning conditions.
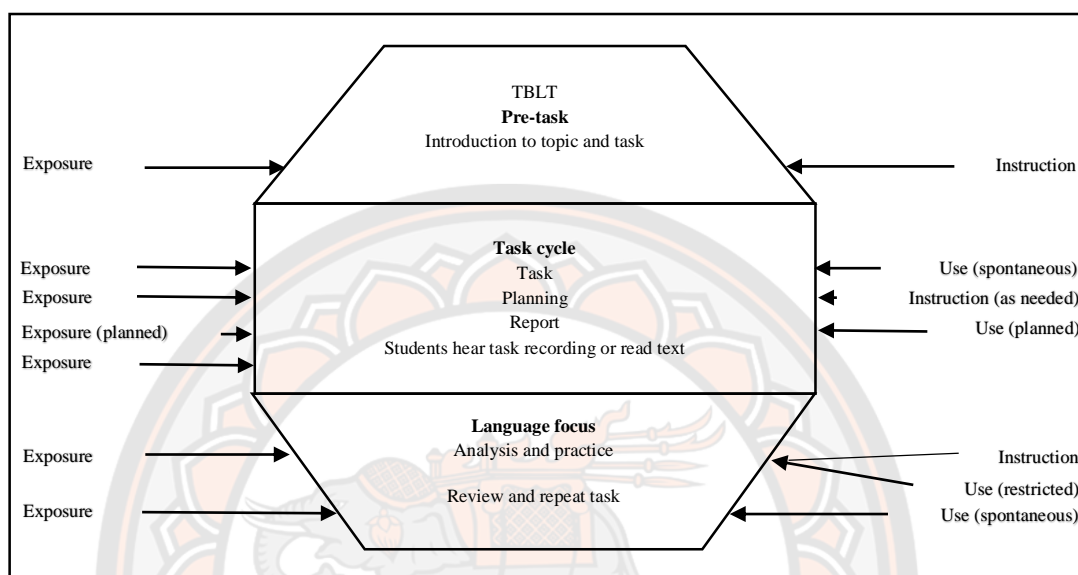
Figure 3 TBLT framework and language learning conditions

Previous Studies

The TBI has become the 'most fashionable pedagogical approach' among foreign language teachers in the past few years (Cook, 2008 as in Santos, 2011). It is also stimulating concentration of many teachers at present time, according to Oxford (2006), who further suggests that the TBI potentially offers many benefits 'if explored by teachers in their roles as instructor and action researcher'.

A reliable amount of empirical evidence can be found about the effectiveness of the TBI in developing the learners' communicative competence or speaking skills overseas including the following studies:

First, the results from the case study of Albino (2017), who sought to improve speaking fluency of ninth-grade learners, reveals that the learners improved their speaking fluency by maximizing their speed of speech production, increasing grammatical accuracy, elaborating on their utterances and developing interactional

language after experiencing the TBI approach. The improvement mentioned in this study, however, was perceived in terms of word count; that is, students in the study described the picture with longer sentences or by using more words in the posttest than the pretest.

Muhsin and Muhsin (2015) indicate that task-based approach made a significant contribution to the improvement of students' speaking accuracy and fluency. Specifically, the students' improved speaking accuracy in this study was observed in terms of pronunciation and vocabulary, while fluency was described in terms of self-confidence in speaking. Besides, the students in this study also demonstrated improved activeness in participation in the learning and teaching process after being taught with the task-based approach.

The survey research of Huang (2015) reports students' positive perceptions regarding the application of the TBI in their English language course. She points out that strengthened study autonomy and more active participation in task-based activities contributed to the growth of their language skills, especially speaking and writing, information retrieval skills, and a better understanding of Western culture through the communicative nature of the approach.

Ho (2014), on the other hand, observes the impacts of task-based activities on students' oral performance. He found that there was a significant improvement in students' oral performance in the posttest, which, through the students' response in the post-questionnaire, occurred because the task-based activities provided them more chances to practice speaking and equipped them with the necessary vocabulary and speaking pattern.

Ismaili (2013), who observes teachers and students' perceived effectiveness of the TBI in the academic setting, also reported similar results to those of Huang (2015). He claims that task-based learning improved the students' learning since it encouraged students in completing task activities leading to the improvement in their performance. Through the task-based teaching, he adds, students could develop their existing knowledge as well as acquire new linguistic knowledge. Moreover, the approach might

be suitable for the mixed-ability classrooms because it promoted student-centered learning and cooperative learning, as students could work together and help each other.

The Conceptual Framework of the Study

The conceptual framework of the study involves the independent variable and the dependent variables.
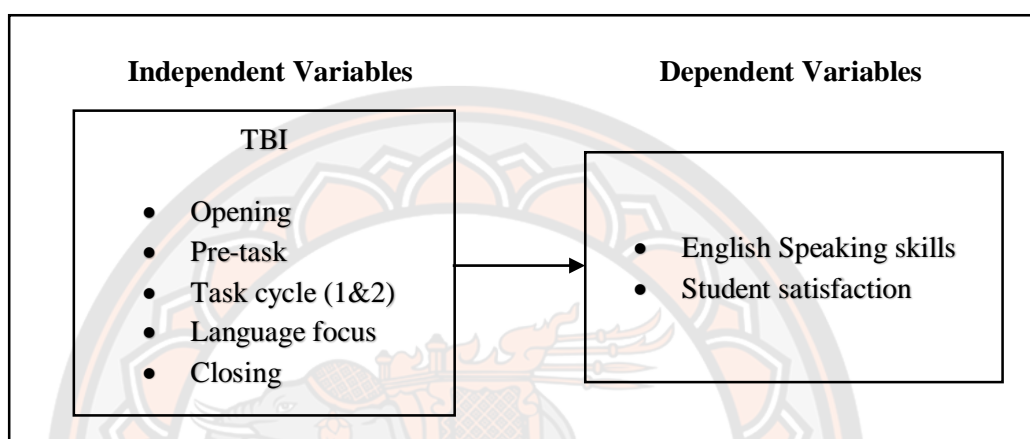
Figure 4 The conceptual framework of the study

Chapter Summary

In this section, a number of relevant literature and studies that provide details and support to the structure of this research have been reviewed. It provided the history of foreign language education, the spread of the English language and its benefits to Cambodian society. Next, it presents the changes and challenges faced by Cambodian teachers while teaching English. Some brief descriptions and explanations about the construct definitions of speaking and the techniques and resources that can be used to assess speaking skills were provided. The philosophical background of the TBI, definitions of tasks, task types, task components and the framework of the TBI proposed by a number of authors have been discussed. Finally, it has brought about some empirical evidence to help back up the claims about the effectiveness of the TBI and its appropriateness in improving English speaking skills.

The next chapter, Chapter Three, will explain in detail about the methodology in conducting this research.

CHAPTER III

RESEARCH METHODOLOGY

Sampling Method and Sample

The research employed *total population sampling*, which is a type of purposive sampling technique. With total population sampling, a researcher chooses to examine the entire population that has one or more shared characteristics (Crossman, 2019). When using such a technique, it is important to define the population by explaining some specific characteristics of that population. For example, in terms of people, the specific characteristics may include attributes/traits (i.e. age, gender, occupation, etc.), experiences and attitudes (Laerd Dissertation, 2012).

The population of this study was Grade 9 students at Rohal High School located in Salachheh Village, Rohal Commune, Preah Netr Preah District, Banteay Meanchey Province, Cambodia. The sample of this study was Grade 9 students at Rohal High School in the academic year 2018-2019, which consisted of 78 ninth-grade students, 50 of whom were female divided into two classrooms. Grade 9A consisted of 42 students, while Grade 9B 36. Students at this grade level aged between 13 to 15, presumably had an equal level of language ability because they had the same English learning experience. Most of them came from similar language learning backgrounds, i.e. started learning English formally at Grade 7, experienced the same textbook or curriculum, etc. The independent t-test comparing between Grade 9A and 9B in terms of pretests was used to confirm that students in these two classrooms were equal in terms of the English speaking skills, or that they had the same levels of speaking ability before the intervention. This is indicated in the table below.

Table 5 The comparison of pretest scores of Grade 9A and Grade 9B

Pretests	N	$\bar{X}$	S.D	t	p
Grade 9A	42	22.083	6.028	.596	.553
Grade 9B	36	21.264	6.089		

According to Table 5, the mean speaking pretest score of Grade 9A is 22.083, while that of Grade 9B is 21.264, having the SD of 6.028 and 6.089, respectively. The t-test score of .596 and the p-value of .553 indicate that there is no statistically significant difference between the two groups in terms of their speaking skills before the experiment. Therefore, any of the two groups can be assigned either as the experimental or as the control group in the study.

Research Design

In this research, Pretest-Posttest Non-equivalent Groups Design, which is one type of nonequivalent-groups-quasi-experimental designs, is used. In such a design, there is the experimental group who is given a pretest, receives a treatment, and then is given a posttest. There, on the other hand, exists another group called the non-equivalent control group, which simultaneously is given a pretest, does not receive the treatment and then is given a posttest. The question, then, is not simply whether participants who receive the treatment improve, but whether they improve *more* than participants who do not receive the treatment (Price *et al.*, 2019).
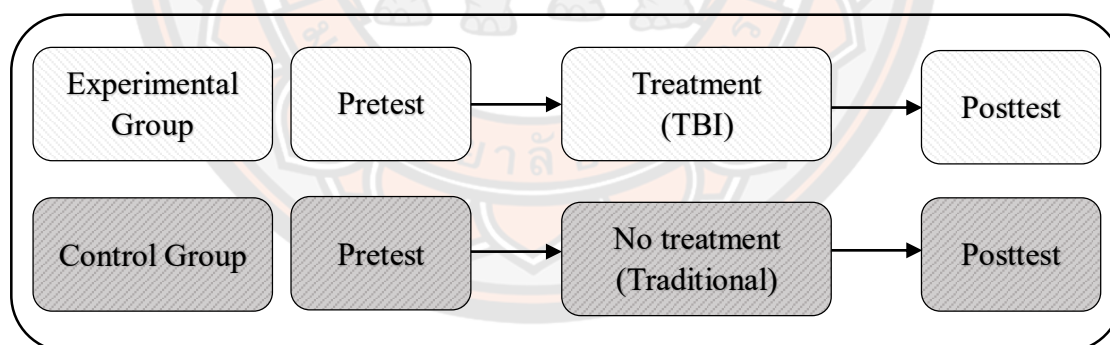
Figure 5 Pretest-posttest non-equivalent groups design

In the current research, there were two groups of students – 9A and 9B. Grade 9A was assigned as the experimental group; therefore, this group was given the pretest, treated with the TBI for 18 hours, and was then given the posttest. At the same time, Grade 9B was selected as the non-equivalent control group; thus, it was given the pretest, taught with the traditional teaching method, and finally given a posttest.

Research Variables

> - **Dependent variables**: English speaking skills, student satisfaction
> - **Independent variable**: task-based instruction

Research Instruments

The main aim of this research is to develop the TBI for improving speaking skills of ninth-graders in Cambodian classrooms. The aim is divided into three more objectives: (1) to develop TBI to enhance English speaking skills of the ninth-grade students, (2) to compare speaking test scores of students in the control and experimental groups, and (3) to find out the level of satisfaction of students in the experimental group after experiencing the TBI. To achieve these aims and objectives, a number of research instruments were developed. The research instrument development and quality inspection processes were undertaken before the instruments were put into the real experiment; they are described in detail below.

Quality of the research instrument

In order to ascertain the quality of the research instruments, some specific quality checks had been performed before the instruments were put into actual use including the instrument's *validity* and *reliability*.

A. Validity

Validity is the extent to which the instrument measures what is intended to measure; there are three types of validity:

- o **Content validity** refers to the extent to which the content or topic of the test is truly representative of the content of the course.
- o **Construct validity** refers to whether a scale or test measures the construct adequately.
- o **Criterion-related validity** measures how well one measure predicts an outcome for another measure. It is divided into concurrent validity and predictive validity (Glen, 2016).

Tests for content validity, the most important type of validity, were used for all the instruments of the study. In testing this type of validity, usually, the expert judgment of the ***Index of Item Objective Congruence (IOC)*** is used.

IOC is used to judge whether or not an item really measures the expected attribute. In each item, the content specialists are asked to determine the content validity scales, which are -1, 0 and 1. The meaning of each scale is:

1, the expert is sure that the item really measures the objective,

–1, the expert is sure that the item does not measure the objective

0, the expert is not sure whether or not the item measures the objective.

The IOC is computed by using the following formula developed by Rovinelli and Hambleton (1976, p. 15).

$$I_{jk} = \frac{(N-1)\sum_{j=1}^{n}X_{ijk} - \sum_{i=1}^{N}\sum_{j=1}^{n}X_{ijk} + \sum_{j=1}^{n}X_{ijk}}{2(N-1)n}$$

where I_{jk} is the index of item-objective congruence for item k on objective i,

N is the number of objectives $(i=1, 2, ..., N)$,

N is the number of content specialists $(j=1, 2, ..., n)$, and

X_{ijk} is the rating $(1, 0, -1)$ of item k as a measure of objective i by content specialist j.

The IOC varies based on the number of specialists and objectives; however, according to , the qualified items should have the IOC equal to or greater than 0.5. The following table adapted from Laksana (n.d.)provides the example of IOC form of four items being judged by three experts.

Table 6 The example of IOC form

Item Nº	Expert 1	Expert 2	Expert 3	Total score	IOC Mean
1	1	1	0	2	IOC = 2/3 = 0.67
2	0	1	-1	0	IOC = 0/3 = 0
3	-1	1	1	1	IOC = 1/3 = 0.33
4	-1	0	-1	-2	IOC = 2-/3 = -0.67

B. Reliability

Reliability is the extent to which an experiment, test, or measuring procedure yields the same results on repeated trials. Types of reliability include:

- In **Test-retest reliability,** the same instrument is administered twice to the same group of subjects and the correlation coefficient is determined.

- **Split-half reliability** determines the reliability of a test by dividing the whole test into two halves presumably equivalent in difficulty and scores the two halves separately.

- **Parallel form reliability** makes use of two versions of the same test to ensure that the scores from both tests are equivalent.

- **Inter-rater reliability** is used when scores on the test are independent estimates by two or more judges or rater. Reliability is estimated as the correlation of the ratings of one judge with those of another, especially in measuring speaking or writing ability.

- **Internal consistency reliability** estimates how well the set of items on a test correlate with one another; that is, how similar the items on a test form are to one another.   (Glen, 2016)

Reliability Testing Methods

In the reliability test, different methods are used with regard to different reliability types. This study, however, took advantage of the *Inter-Rater Reliability* and *Internal Consistency Reliability* tests, in which the following statistical methods are used, respectively.

- **Pearson's Product Moment Correlation Coefficient**

$$r_{(xy)} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x^2)][N \sum y^2 - (\sum y^2)]}}$$

N   number of pairs of scores

$\sum xy$ Sum of the products of paired scores

$\sum x$ Sum of x scores

$\sum y$	Sum of y scores
$\sum x^2$	Sum of squared x scores
$\sum y^2$	Sum of squared y scores

- **Cronbach's Alpha**

$$\alpha_k = \frac{K}{K-1}\left(1 - \frac{Sum\ S^2_{items}}{S^2_{Total}}\right)$$

K	The number of items	
S^2_{items}	The variance of each item	
S^2_{Total}	The variance of the total score	(Cronbach, 1990, p. 204)

The reliability of the research instrument was interpreted based on the criteria in the table below (Table 7), which was adapted from Glen (2014).

Table 7 Reliability interpretation criteria

Cronbach's α /Pearson's r	Internal consistency
α/r ≥ 0.9	Excellent
0.8 ≤ α/r < 0.9	Good
0.7 ≤ α/r < 0.8	Acceptable
0.6 ≤ α/r < 0.7	Questionable
0.5 ≤ α/r < 0.6	Poor
α/r < 0.5	Unacceptable

C. THE EFFECTIVENESS INDEX (E.I.)

The basic formula for the Effectiveness Index is:

$$E.I. = \frac{(Posttest\ Score) - (Pretest\ Score)}{(Maximum\ possible\ score) - (Pretest\ Score)} \quad \textbf{OR} \quad E.I. = \frac{P_2 - P_1}{100 - P_1}$$

The Pretest (P_1) and Posttest (P_2) scores in this formula are expressed as percentages of the total possible scores. However, it is often easier to compute the E.I directly from the raw scores by using the following formula.

$$E.I. = \frac{\frac{T_M}{T_N}(T_2 - T_1)}{T_M - T_1}$$

Where T_1 the pretest scores

                T_2 the posttest scores

                T_M maximum possible scores on pretest

                T_N maximum possible scores on posttest   (Goodman *et al.*, 1980)

When $T_M = T_N$, the numerator becomes the pretest-posttest difference; hence, the formula remains:

$$E.I. = \frac{T_2 - T_1}{T_M - T_1}$$

The following example provided by Goodman *et al.* (1980) indicates the use of the Effectiveness Index in the case where the Pretest (P_1) on a comprehension test was 30 % and the Posttest (P_2) score was 75%.

$$E.I = \frac{75\% - 30\%}{100\% - 30\%} = \frac{45\%}{70\%} = 0.64$$

The E.I. value of 0.64 means that, of the total possible increase, an increase of 64% in the proportion of items answered correctly resulted from the given intervention. In other words, of the total change possible, 64% of it occurred.

     i.   **The Speaking test**

To collect the students' speaking scores, the speaking test was used. In doing this, first, the contents in the Grade 9 English textbook and curriculum were studied, and the sections of the textbook that were used in lesson plans development were also included for test construction (see *Appendix D*). The test was organized following the Cambridge English's (2011) speaking test format with some modifications being made. Following this format, the students were tested in pairs. The test was divided into three main parts as follows.

Part One: – personal information – some personal questions were asked for students to express themselves including their name, age, grade, the place they live, etc.

Part Two: the students were asked some more general questions including those about their family and habits. Here, (Part 1 and 2) some questions adapted from Athens National University (2014) were used.

Part Three: the students were supposed to perform information gap activities in which one student was given a card consisting of some information about a person, while the other student was given another card consisting of questions he was supposed to use to ask for information from their partner. The students then had to take turn asking and answering using a different information card and different question sets. One teacher at the target school was also asked to mark real-time pretests and posttests, while the researcher later marked the recorded tests. The detailed speaking test specifications can be seen in *Appendix A*.

After the construction, the speaking test was submitted to experts for content validation verification. The IOC index of the speaking test was equal to 1, which indicated that this speaking test had content validity. Some modifications and improvements were made based on constructive comments from those experts.

ii.   The Speaking rubric

The students' speaking skills are assessed based on a speaking rubric. Building the speaking rubric involved some basic steps such as:

a. **Determining mark categories**: the students' speaking performances were marked based on five marking categories including grammar, vocabulary, pronunciation, fluency, and interaction.

b. **Constructing scales**: the marks were given based on the scales from 1 to 5, in which (1) is labeled as 'unacceptable', (2) 'need improvement', (3) 'acceptable', (4) 'very good', and (5) 'extraordinary'.

c. **Writing the descriptors for each of the scales**: different discriminant adjectives were used to describe students' different speaking abilities on each of the scales.

d. **Score weighting**: each mark category was given a different score weight total. This helped to determine the level of importance of each of those

categories. See **Section 2.2.4** (**Rubrics**) and *Appendix B* for how to build the speaking rubric used in this study.

This speaking rubric had been submitted to three experts for content validation before it was put into trial. The IOC index of the speaking test was equal to 1, which indicates that this speaking test has content validity. Some modifications and improvements were also made based on the comments from these judges. The inter-rater reliability test from the obtained speaking test scores produced the correlation coefficient $r = .80$, indicating that the rubric was highly reliable. The result of the reliability test of this instrument is shown in the following table.

Table 8 Inter-rater reliability test using correlation coefficient

Model	R	R Square	Adjusted R Square	F	p
Enter	.800[a]	.639	.629	60.292*	0.000

$p < .05$

iii. The Student satisfaction questionnaire

In order to develop the satisfaction questionnaire, the eight-step guideline of Devellis (2012) and the seven-step process of Artino Jr *et al.* (2014) were adapted.

a. Determine what it is you want to measure

As Devellis (2012) points out, scales developers should always review relevant theories or even come up with their own definition of the construct they are going to measure before building the scales. The measure should also have a specific construct and include clear elements of what to be measured. In this research, the questionnaire was developed to measure students' satisfaction, which according to Weerasinghe *et al.* (2017), is defined as 'a short-term attitude resulting from an evaluation of students' educational experience, services, and facilities'. This research made use of the TBI for improving speaking skills; therefore, the student satisfaction questionnaire was used to measure the extent to which the students were satisfied with this newly proposed teaching method in the Cambodian context.

b. Develop items

After the construct, the students' satisfaction, has been defined, 18 items or statements were generated. All the items are later checked for wording appropriateness – whether the item is positively or negatively worded –, redundancy, grammatical and lexical accuracy. Some questionnaire items of Huang (2015) were modified and included in the questionnaire of this study.

c. Determine the format for measurement

The satisfaction questionnaire was divided into three parts.

- **Part One** elicited the respondents' personal information in terms of gender and age.
- **Part Two** consisted of 15 items in the form of the 5-point Likert Scale format, which Devellis (2012) claims is broadly used in instruments measuring opinions, beliefs, and attitudes. Respondents were supposed to rate each of the statements from one to five, where:

    1 means they strongly disagree,

    2 means they disagree,

    3 means they are neutral,

    4 means they agree, and

    5 means they strongly agree with the statement.

The scores of the student satisfaction questionnaire were interpreted based on the scales in the following table (Table 9).

Table 9 Scale interpretation criteria

Scale Score	Meaning
1.00 –1.49	Very Unsatisfied
1.50 –2.49	Unsatisfied
2.50 –3.49	Moderately Satisfied
3.50 –4.49	Satisfied
4.50 –5.00	Very Satisfied

- **Part Three**, the last part of the questionnaire, contained the open-ended question aiming at eliciting students' opinions toward their experience in the TBI during the experimental period (see *Appendix C*)

Like other research instruments, three experts proofread the questionnaire before it was put into real use. The IOC index of the questionnaire was equal to 1, which means that all the items in the questionnaire and the objectives are consistent. Some improvements and modifications were also made based on the judges' comments. Moreover, the internal-consistency reliability test using Cronbach's Alpha had also been performed. The reliability coefficient of this questionnaire was equal to .824, indicating 'good internal-consistency' among items in it. See Table 10 and 11 for test results.

Table 10 Summary item statistics

	Mean	Min	Max	Range	Variance	N
Item Means	4.157	3.595	4.571	.976	.069	15
Inter-Item Correlations	.240	-.235	.597	.832	.021	15

Table 11 Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.824	.825	15

iv.   **The TBI lesson plans**

The lesson plans are one of the most important instruments throughout the research process. In writing these lesson plans, Haynes (2010) suggests the following elements to be included in lesson plan development.

Aims: An aim is a general statement of purpose or intention of what is to be achieved in a whole lesson. A good aim, according to Haynes (2010), should be written in a single sentence or even a single clause so that it can always give a teacher a focus of what he is trying to achieve in the lesson.

Objectives: Objectives are more specific and narrower pieces of goals to be fulfilled in a particular time frame with limited resources in order to achieve a specific outcome, the aim (Odimayo, 2019; Haynes, 2010). To be distinguishable from aims, objectives should be SMART (Haynes, 2010) or SMART+C (Surbhi, 2017), that is, *specific, measurable, achievable, relevant or realistic, time-bound, and challenging.* As they should be measurable, therefore, objectives should be written by using some specific verbs such as *calculate, construct, define, demonstrate*, *indicate, list, name, perform, record, select* or *use* instead of verbs such as *understand, appreciate* or *think* (Haynes, 2010).

Resources: Resources are materials, aids or support a teacher uses to facilitate his teaching more smoothly and effectively. There are ready-made or purpose-made such as textbooks, audio recordings and educational software; and teacher-produced resources such as handouts, worksheets, and posters. The teacher himself, in addition, can be both the resources and the users of the resources.

Time: Timing is one of the most important factors to be included when planning a lesson because it determines whether the aims and objectives of a lesson can be fulfilled in a given period. The time within the lesson can be divided into three categories: time spent on learning activities, time spent on support activities, other uses of time. It is also useful to include in the plan the time spent on some common classroom routines such as giving out and collecting resources, seat arrangement, etc. (Haynes, 2010).

Pedagogical methods: Pedagogical methods are procedures of how tasks are going to be presented or the steps the teacher is going to follow in presenting the lesson. In writing the lesson plan at this stage, the researcher adapted and modified J. Willis's (1996) frameworks in which tasks were presented in a three-phased procedure: *pre-task, task cycle*, and *language focus.*

Learning activities: Learning activities are referred to as what students are going to do throughout each stage of the lesson. In the Grade 9 textbook, there are typically four or five activities in each of the lessons. However, not all those activities

can be completed within the 90-minute lesson plan. Some are not even relevant to the topic of that lesson; therefore, new learning activities will be created. In selecting textbook activities for using as 'tasks' in the TBI, J. Willis (2006) suggests the following criteria of tasks that (1) engage learners' interests, (2) primarily focus on meaning, (3) have an outcome that can be measured, and relate to real-world activities. Some activities in the lessons, especially those that are form-focused (grammar, vocabulary) and that are unfinished in the lesson can be set as homework assignments (Oxford, 2006; J. Willis, 2006).

Space/Settings: The use of space involves such things as classroom arrangements or layouts in which students work. Unlike Haynes (2010), who prefers the word 'space', (Nunan, 2004) uses the term 'settings' for this sense instead. Choosing an appropriate layout will depend on factors such as the size, shape, and design of the room, the design of furniture and the number of students. It is important, moreover, to consider the advantages and disadvantages before using a particular classroom layout appropriately.

Assessments: Two categories of assessment were used in the teaching, formative and summative.

After all the lesson plans were developed, experts with the following criteria were asked to proofread those lesson plans.

- o Those who have a Master Degree in curriculum development
- o Those that have in-depth knowledge of the TBI approach.
- o Those who have at least five years of experience in English language teaching.

Data Collection

Collecting the data for the research involves different steps at different times. Firstly, at the beginning of the experiment, the speaking pretests were given to students of the control and experimental group. After that, students in the experimental group were given the treatment with the TBI, while those in the control group were taught

with the traditional teaching method simultaneously. The teaching of both groups lasted for 18 hours or four weeks and a half after which students were given the speaking posttests. It should also be noted that in order to investigate more closely the effectiveness of the TBI in this study, qualitative data will be collected in the form of teacher field notes during the TBL instruction.

At the end of the experiment, sets of satisfaction questionnaires were given to students in the treatment group in order to elicit their satisfaction towards the application of TBI in the classroom. The overall procedures involve the data collection in this study are indicated in Table 12 below.

Table 12 Plan of data collection

Week	Duration	Data Collection Procedures	Instruments	
			Students	Researcher
1	4 hours	Orientation + Trying out		TBI
2	4 hours	Pretest	Pretest	Rubric
3		Teaching		TBI
4		Teaching		TBI
5	18 hours	Teaching		TBI
6		Teaching		TBI
7		Teaching		TBI
8	4 hours	Posttest	Posttest	
9	1 hour	Satisfaction questionnaire	Questionnaire	

Data Analysis

Data collected in the study were both quantitative and qualitative; therefore, were analyzed with varied methods.

1. Quantitative data analysis

According to the Australian Bureau of Statistics (2013), quantitative data are 'measures of values or counts that are expressed as numbers and are data about numeric variables (e.g. how many; how much; or how often)'. The quantitative data were

analyzed with the Statistical Packages for Social Sciences (SPSS), which included the following methods:

Frequency, Percentage

The frequency and percentage were used for analyzing the number of responses. These included data from parts one and two of the online questionnaire, parts two and three of the students' perception questionnaire, and some parts of the teacher observation report, which deal with demographic information.

One Sample t-test

The one-sample t-test is "a statistical procedure used to determine whether a sample of observations could have been generated by a process with a specific mean". In this study, the one-sample t-test was used to compare the speaking posttest score of the experimental group against the score criteria of 60% or 30 marks.

Paired samples t-test

The paired sample t-test, sometimes called the dependent sample t-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired sample t-test, each subject or entity is measured twice, resulting in pairs of observations. In this study, the paired sample t-test was used to compare the students' scores between pretest and posttest of the control and pretest and posttest of the experimental group.

Independent samples t-test

The independent sample t-test (or independent t-test, for short) compares the means between two unrelated groups on the same continuous, dependent variable. In this study, the independent sample t-test was used to compare the speaking posttest scores between the control and experimental groups.

Table 13 Statistical techniques for comparing speaking test scores

Statistics	Subjects
One sample t-test	$E_{post.}$ vs. Criteria (60 percent or 30 marks)
Paired sample t-test	$C_{pre.}$ vs. $C_{post.}$
	$E_{pre.}$ vs. $E_{post.}$
Independent sample t-test	$C_{pre.}$ vs. $E_{pre.}$
	$C_{pre.}$ vs. $E_{pre.}$

* $C_{pre.}$: control group's pretest
* $C_{post.}$: control group's posttest
* $E_{pre.}$: experimental group's pretest
* $E_{post.}$: experimental group's posttest

Effect sizes

Effect Size or treatment effect is the magnitude of any detectable difference or relationship, which is determined by the ratio of the size of the difference between sample means divided by the population standard deviation (Peers, 2006, p. 133). It can be calculated using the following formula.

$$Effect\ Size = \frac{[Mean\ of\ Experimental\ Group] - [Mean\ of\ Control\ Group]}{Standard\ Deviation}$$

The Standard Deviation here refers to that of the population, which in practice is almost never known; therefore, it must be estimated either from the standard deviation of the control group or from a 'pooled' value from both groups. The pooled S.D. is calculated by using the formula below.

$$SD_{pooled} = \sqrt{\frac{(N_E - 1)SD_E^2 + (N_C - 1)SD_C^2}{N_E + N_C - 2}}$$

(Where SD_E and SD_C are the standard deviations in of the experimental and control groups, respectively, while N_E and N_C are the respective sample sizes.) (Coe, 2002, p. 11)

In interpreting the effect size, the following referential framework provided by Torky (2006, p. 198) can be used.

Table 14 The referential framework for interpreting effect size

Effect Sizes	Interpretation
Between .2 and .5	Small
Between .5 and .8	Medium
.8 or higher	Large

2. Qualitative data analysis

Dudovskiy (2019) defines qualitative data as 'non-numeric information such as interview transcripts, notes, video and audio recordings, images and text documents'. He suggests the following three steps in order to analyze qualitative data:

Step 1: Developing and applying codes

"A code is a word or a short phrase representing a theme or an idea". Coding involves assigning meaningful titles to all non-quantifiable elements or data such as events, behaviors, activities, meanings, etc., which can be done manually or by using qualitative data analysis software. There are three types of coding:

- o **Open coding**: organizing raw data and try to make sense of it
- o **Axial coding**: connecting and categorizing codes
- o **Selective coding**: developing a story through emerging categories.

Step 2: Identifying themes, patterns and relationships

There are no universally applicable techniques that can be applied to generate findings; however, the following techniques can be used to categorize common themes, patterns or relationships emerging from codes specified in the previous stage. These may include:

- o Word and phrase repetitions
- o Primary and secondary data comparisons

    o Search for missing information

    o Metaphors and analogs

Step 3: Summarizing the data

This step involves linking findings to the hypothesis or aims and objectives of the research. When writing the results chapter, some noteworthy quotations can be used to highlights emerging themes or patterns (Dudovskiy, 2019).

In this study, the technique was used to analyze responses from part three of the student satisfaction questionnaire, and the teacher field notes, all of which are in the form of open-ended questions.

Chapter Summary

Discussed so far in this chapter was the methodology of the research, which provides details of overall processes of the research including the selection of sample, design, variables, instruments, and the collection and analysis of the data. This study was conducted with 78 Grade 9 students at Rohal High School, Banteay Meanchey, Cambodia, using pretest-posttest non-equivalent groups design with the aim of developing the TBI model for improving speaking skills and comparing speaking skills of control and experimental groups after the TBI intervention, and exploring the experimental group's satisfaction after experiencing the TBI. To collect the data for this study, a number of research instruments including the TBI lesson plans, the speaking tests, the speaking rubric, and the satisfaction questionnaire were developed, inspected and piloted. Various methods of quantitative and qualitative data analysis and their respective interpretation criteria have also been specified. Finally, it summarized a series of expected actions to be taken at different stages and time from the beginning to the end of the research.

In the proceeding chapter, the results of the study will be presented.

CHAPTER IV

RESULTS

This chapter presents the findings of the current study with respect to the research questions and objectives set forth earlier in Chapter I.

OBJECTIVE 1: To develop TBI to enhance English speaking skills of the ninth-grade students

There have been numerous publications, studies and experiments overseas claiming the process of this so-called method as well as its effectiveness in enhancing learners' language skills, especially speaking skills. A number of instructional models, moreover, have been suggested in the name of the TBI, yet none of them can directly or wholly be applied in Cambodian classrooms due to the uniqueness, namely in the curriculum, the textbook, a typical classroom arrangement, etc. Therefore, a new, modified model appropriate for the Cambodian context was proposed.

This section presents the processes of developing the TBI to enhance the English speaking skills of the ninth-grade students in Cambodian classrooms, which consisted of Part 1: the development and modifications of the TBI and Part 2: the analysis of its Effectiveness Index (E.I).

Part 1: The development of the TBI

In the development process of TBI to enhance the English speaking skills of the ninth-grade students, the curriculum and the sections of the English Grade 9 textbook were studied in detail to find out about the time distributions, topic, and language points to be covered at the time of the experiment. After that, the general situations of the Grade 9 classrooms such as size, arrangements and available resources were considered. Next, the design of the TBI curriculum and the development of the research instruments including the speaking test, speaking rubric, TBI lesson plans, and satisfaction questionnaire were undertaken and submitted to experts for content validity checks. Later on, all the instruments were put into trial, after which E.I. was inspected. See Figure 6 for the development process of TBI for this research.

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┌─────────────────────────────────────────────────┐
│  Studying the curriculum and general situations  │
│  of Grade 9 classrooms (class size,              │
│  arrangements, available resources               │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│  The design of TBI curriculum and development    │
│  of research instruments                         │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│  Research instruments quality checks             │
│  (content validity)                              │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│                   Experiment                     │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│       Analysis of Effectiveness Index (E.I.)     │
└─────────────────────────────────────────────────┘
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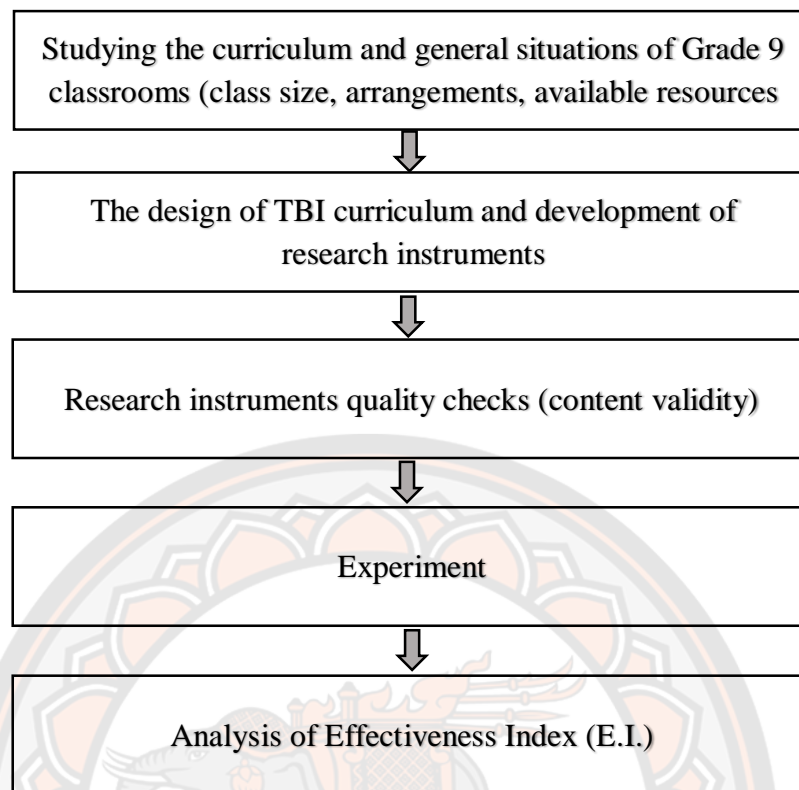
Figure 6 The development process of TBI

COMPONENTS OF TBI CURRICULUM

Task-based course for this study consisted of five main components: tasks, topics/themes, language, assessments, and instructional procedures.

1. TASKS

Eighteen activities from the English Grade 9 coursebook were adapted as 'tasks' following the criteria of Willis (2006). These were categorized into six types of tasks: Listing (2 tasks), Ordering (2 tasks), Information gap (1 task), Opinion gap (5 tasks), Matching (3 tasks), and Dialogues (5 tasks) (*see Appendix D).*

2. TOPICS/THEMES

The section of the book selected for this study was Chapter 3, which was divided into three units, each of which consisted of three lessons. The topic of Chapter

3 was "Nutrition and Health", while that of the units were Unit 7: Healthy eating, Unit 8: Healthy lifestyle, and Unit 9: Village health volunteer.

3. LANGUAGE

Language refers to the grammatical structures and vocabulary that were covered in all the nine lessons through Chapter 3. Refer to Appendix D for the detailed descriptions of Topics/Themes and Language.

4. ASSESSMENTS

Assessments came in two forms in this study: formative and summative. The teacher gives formative assessments in two ways. First, it was through the teacher providing feedback to students over their performance in each of the two tasks either in every lesson, which was done individually or as a whole class. It also happened when the teacher monitored and motivated the class during the 'planning' stage. Second, it involved teacher observing the overall behavior of students before, during and after each lesson and writing notes or making reflection over the lesson plan and his teaching. Summative assessment, on the other hand, was more formal and conducted at the end of the experiment, called the posttest. The results of this assessment were then compared with those obtained from the beginning of the treatment, the pretest.

5. INSTRUCTIONAL PROCEDURES

'Procedures' or 'steps' involve a typical flow of a TBI lesson. In other words, it shows the sequences in which classroom activities happen. J. Willis's (1996) three-phased procedures through which a task can be presented: *Pre-task, Task cycle, Language Focus,* was adapted and modified, and two stages were added to the beginning and the end of the procedures, *Opening*, and *Closing*.

5.1. Opening

The TBI framework for this study starts with the teacher doing some administrative work before actually starting the lesson. In this optional stage, the teacher may check attendance, hygiene or other classroom discipline-related matters,

or have some short, informal chats with students about their personal issues, or plays even a language game with them. The purpose of this stage is to turn on the students' classroom learning mood by making sure everyone's mind is clear of any distracting things outside the classroom. The teacher may also collect or correct the assignment from the previous session.

5.2. Pre-task

The purpose of this stage is to draw the attention of the class toward the topic they are going to discuss or learn in today's lesson. This can be done with a variety of techniques such as the teacher having a short chat with the class, telling a story of his own about the topic, or asking students some related questions. The teacher, then, pre-teaches some new vocabulary items that might be useful for students in completing the task in the next stage. The last thing the teacher may also do is giving out and materials that the students will use for performing the tasks such as handouts, worksheets or pictures, and instructions on how to use those materials or tasks.

5.3. Task cycle (1&2)

5.3.1. Task (1&2)

Students do the given task(s) in pairs or in groups. Most of the tasks selected for this study, however, made use of pair work because it was considered appropriate for a typical Cambodian classroom setting that is very large.

5.3.2. Planning

In the same pairs or groups, the students collaboratively prepare the report about what they have done and achieved in the 'task' stage. This may involve students writing their report and learn it by heart (rehearse it) multiple times. After that, the students have to take turns telling that to their partner several times until they remember all or most of the things they have to report. Here, the role of the teacher is to walk around to class to monitor if all the students can and are preparing their report. He can motivate and give them help when they need about word choices or language use. He also makes sure students have equal chances in the discussion.

5.3.3. Report

Some students come to report what they have just done or practiced with their partners. The class listen, take notes of some important points, compare if their friends have made the same points, and then prepare for the next report. Meanwhile, the teacher also takes notes of the good points as well as common mistakes the students make during the planning and report stages. After several pairs or groups have finished their reports, the teacher may praise them for their achievements and gives feedback or corrections to the mistakes where necessary. At the end of this stage, moreover, students listen to the recording or read the text about others doing a similar task so that they can compare their performance to those.

5.4. Language focus

The 'language focus' stage is where the students have the opportunity to focus on the form of the language they have exposed to and used in the previous stages. It consists of two sub-stages, analysis and practice.

5.4.1. Analysis

The teacher highlights some important structures and vocabulary used in the previous stages, especially the report stage. He may, for example, ask the students to read the text or listen to a conversation and find or take notes of specific language features, i.e. read/listen and take notes of sentences containing '*there is/are*'. The students again can work in pairs to compare their findings. After that, the teacher asks a few students to read out their notes, while he writes them on the board so that the class can see and compare. The teacher then explains the forms, meanings and uses of those language items to students before giving them some more practice.

5.4.2. Practice

In this stage, the teacher gives students some practice of the language features highlighted earlier. The practice activities that can be employed by the students and the teacher may include those that focus on accuracy and building students' confidence such as drills. They can also be writing exercises such as writing sentences or a short

paragraph using the target language or provide the students with extra materials such as handouts or worksheets that may help them to complete the exercise faster. After all, the students can enter some useful language items in their language notebooks.

5.5. Closing

If there is any time left, the teacher can ask students some exit questions such as '*Tell your partner or a friend nearby what you have learned today for two minutes'*. Such a question will give students time for reflection about have they have done and achieved so far toward the end of the lesson as well as a little bit more of practice by talking to their friends about their learning. Finally, activities that remain in the lesson can be set as homework that can give students extra practice at home. The following table summarizes and simplifies the framework of the TBI described earlier and employed in the current study.

In Table 15 below, the original TBLT framework of J. Willis (1996) and the TBI framework used in this research are compared.

Table 15 The comparison of the original TBLT framework of J. Willis (1996) and TBI used in this research

TBLT (J. Willis, 1996)	TBI
Pre-task	**Opening**
- Introducing the topic.	- Maintaining classroom discipline.
- Identifying and doing some pre-task language activities.	- Short game/revision of the previous lesson(s).
	Pre-task
- Give instructions on how to do tasks.	- Introducing topics/pre-teaching new vocabulary items
	- Giving out materials and instruction for performing the task(s)

Table 15 (continued)

Task cycle	Task cycle (1&2)
- **Task**: Students do tasks in pairs or groups. - **Planning**: students prepare what to report. - **Report**: students present spoken reports to the class, followed by reading/listening and the teacher's comments.	- **Task (1&2):** students do the task in pairs or groups - **Planning**: students write and rehearse in preparation for the report. - **Report**: some pairs or groups report to the whole class followed by listening or reading of others doing a similar task and/or teacher's feedback.
Language focus	**Language focus**
- Analysis: The teacher elicits and highlights some specific language features from the text and/or transcript. - Practice: some practice activities of words, phrases or other language activities.	- Analysis: highlighting some common grammatical forms and/or vocabulary from the task stages. - Practice: the controlled practice of forms and/or vocabulary. **Closing** - Reflection of what has been learned from the session. - Homework (optional).

Table 16 The Effectiveness Index (E.I.) of TBI

The number of students	Speaking test scores		Effectiveness Index (E.I.)
	Pretest	Posttest	
42	927.50	1261.00	0.2844

The E.I. value of 0.2844 means that, of the total possible increase in the students' speaking skills, an increase of 28.44% in the proportion of the improved speaking skills resulted from the intervention, in this case, the TBI. In other words, of the total change in students' speaking skills possible, 28.44% of it occurred.

OBJECTIVE 2: To compare the speaking test scores of students in the control and experimental groups

This section presents the results of the analysis by using the *t-tests*, which compare various aspects of the scores obtained from the speaking tests conducted during the study. The comparisons were divided into three categories as follows:

1. THE COMPARISON OF PRETEST AND POSTTEST OF THE EXPERIMENTAL GROUP

Table 17 The comparison of the pretest and posttest scores of the experimental group in all speaking subskills

Categories	Pretest		Posttest		t	p	Effect Sizes
	$\bar{X}$	S.D.	$\bar{X}$	S.D.			
Vocabulary	6.821	1.909	10.071	2.697	15.457*	.000	1.391
Grammar	6.143	1.955	8.321	2.101	10.587*	.000	1.073
Pronunciation	4.952	1.324	6.191	1.469	11.050*	.000	.886
Interaction	2.262	.683	2.798	.749	8.931*	.000	.748
Fluency	1.905	.607	2.643	.665	12.921*	.000	1.159

*p < .05

In Table 17 above, the results of the comparison between the pretest and posttest scores of the experimental group in all speaking subskills, which are vocabulary, grammar, pronunciation, interaction, and fluency, are presented. Generally, it can be observed that all speaking subskills in the posttest are significantly higher than those in the pretest at the significance level of .05. The experimental group sees the greatest improvement in 'vocabulary' as the mean score of this category increased from 6.821 (S.D = 1.909) in the pretest to 10.071 (S.D. = 2.697) in the posttest. This is followed by 'fluency, 'grammar' and 'pronunciation, with the means rising from (6.143), (4.952), (2.262) in the pretest to (8.321), (6.191) and (2.798), respectively. 'Interaction' sees the smallest increase among all the subskills, going from 1.905 in the pretest to 2.643 in the posttest. However, the sizes of the effect of the TBI intervention on students' speaking skills are mostly 'large', ranging from .886 to 1.391, except

'interaction', the effect size of which is 'medium' of .748. The overall picture of this comparison is illustrated in Figure 7 below.
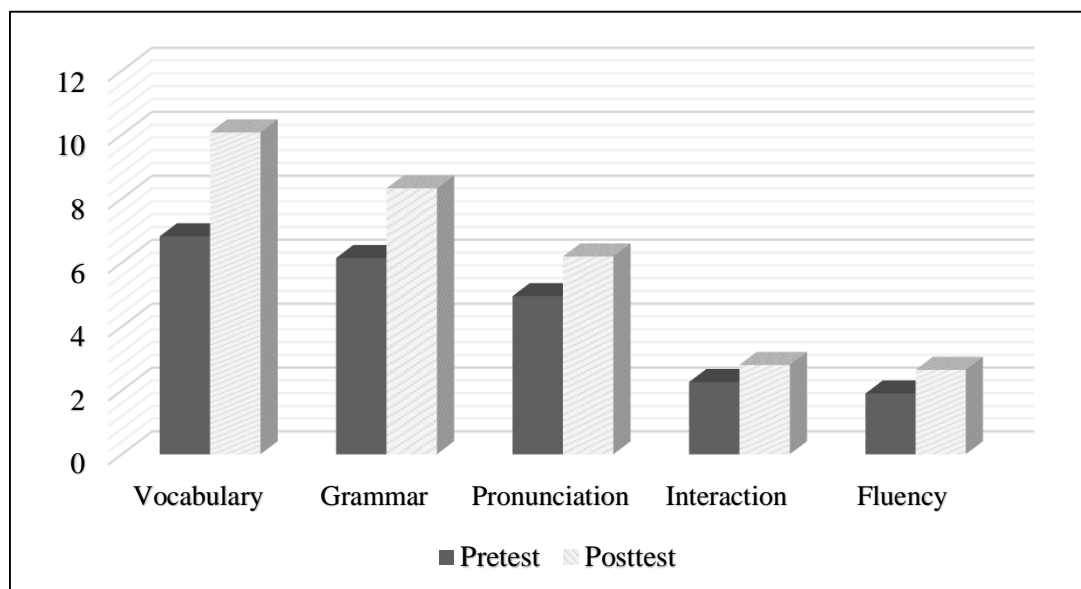

Figure 7 The comparison of pretest and posttest scores of the experimental group in all speaking subskills

Table 18 The comparison of pretest and posttest of the experimental group

Tests	$\bar{X}$	S.D.	$\bar{D}$	t	p	Effect Size
Pretest (9A)	22.083	6.028	7.940	19.329*	.000	1.177
Posttest (9A)	30.024	7.391				

$p < .05$

Table 18 illustrates the comparison of the pretest and posttest scores of students in Grade 9A, the experimental group. From this table, it can be observed that the posttest mean score ($\bar{X}$ = 30.024, SD = 7.391) is remarkably higher compared to that of the pretest ($\bar{X}$ = 22.083, SD = 6.028). The analysis of the paired-samples t-test (t =19.329*, p = .000) indicates that the students performed significantly better after they experienced the TBI than before they experienced it. The effect size between the pretest and posttest with the value of 1.77 is interpreted as 'large'. This result suggests that the presence of the TBI had made a statistically significant difference in terms of

the experimental group's speaking skills. The graph below (Figure 8) shows the overall picture of this comparison.
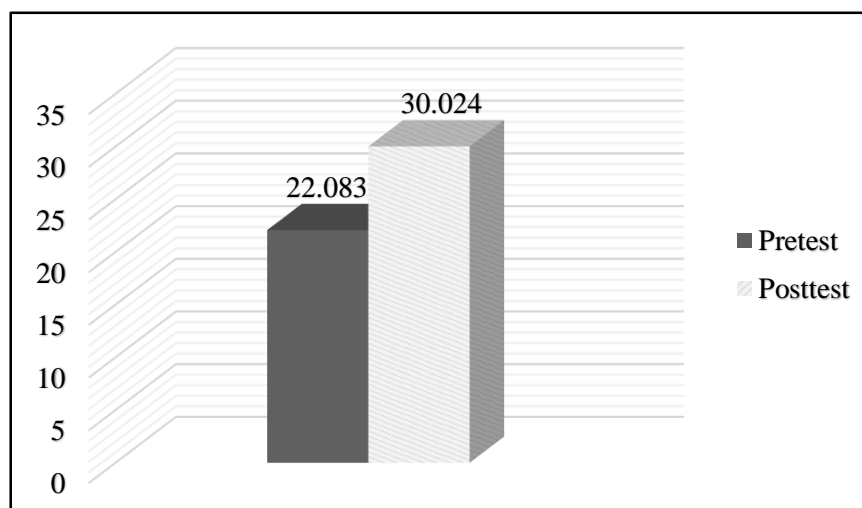

Figure 8 The comparison of pretest and posttest scores of the experimental group

2. THE COMPARISON OF THE POSTTESTS OF CONTROL AND EXPERIMENTAL GROUPS

Table 19 The comparison of the speaking posttest scores in all speaking skill categories between the control and experimental groups

Categories	Experimental		Control		t	p	Effect Sizes
	$\overline{X}$	S.D.	$\overline{X}$	S.D.			
Vocabulary	10.071	2.697	8.375	2.494	2.867*	.005	.651
Grammar	8.321	2.101	7.125	1.877	2.633*	.010	.598
Pronunciation	6.191	1.469	5.500	1.440	2.086*	.040	.475
Interaction	2.798	.750	2.444	.674	2.173*	.033	.494
Fluency	2.643	.665	2.222	.626	2.860*	.005	.650

$p < .05$

In Table 19, the means of the speaking posttest scores of the control and experimental groups are compared. It can be observed that, in general, in all the speaking subskills, the mean scores of the experimental group are significantly higher than those of the control group at the significance level of .05. The mean scores of the experimental group ranged from 2.643 to 10.071 with S.D. from .665 to 2.697, while

those of the control group ranged from 2.222 to 8.375 with S.D. from .626 to 2.494. Of all the subskills, 'vocabulary' shows the biggest gap when compared between the control and experimental group; that is, the vocabulary skill of the experimental group is significantly higher than that of the control group at level .05 and the 'medium' effect size of .651. This is followed by 'fluency', 'grammar', 'interaction' and 'pronunciation', having respective t-scores of 2.860, 2.633, 2.173 and 2.086, all significant at level .05. The sizes of the difference of these subskills range from 'small' (.475), the effect size of 'pronunciation', to 'medium' (.650), the effect size of 'fluency'. The overall picture of these comparisons is illustrated in Figure 9 below.
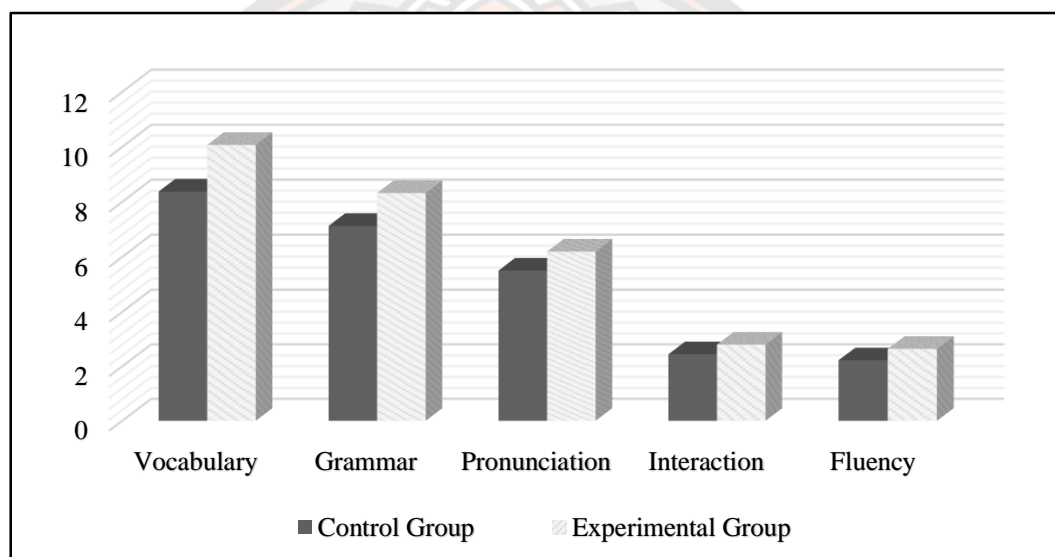
Figure 9 The comparison of the speaking posttest scores in all speaking subskills between the control and experimental groups

Table 20 The comparison of posttest scores between the control and experimental groups

Posttests	N	$\bar{X}$	S.D	t	p	Effect Size
Experimental Group (9A)	42	30.024	7.391	2.679*	.009	.608
Control Group (9B)	36	25.667	6.881			

*p < .05

In Table 20, the posttest scores of Grade 9A and 9B, which were the experimental group and the control group, were compared. The mean of the posttest scores of Grade 9A was equal to 30.024 (SD = 7.391), while that of Grade 9A was 25.667 (SD = 6.881). The independent samples t-test (t = 2.679*, p = .009) suggested that there was a statistically significant difference between the posttest scores of the two groups, that is, the posttest score of the experimental group was significantly greater than that of the control group. The effect size, the size of the difference between the two groups is 'medium' with the value of .608. Figure 10 illustrates this comparison.
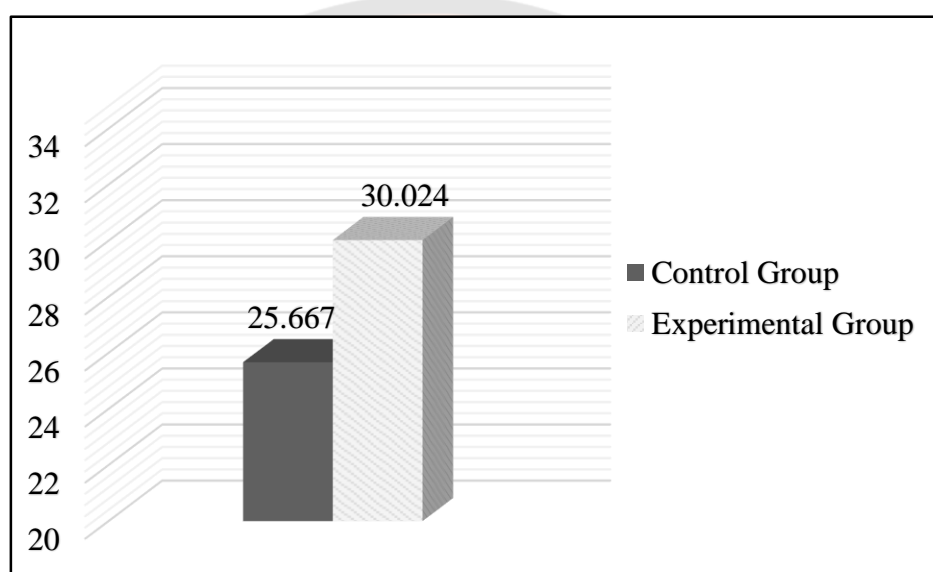

Figure 10 The comparison of posttests of the experimental and control groups

3. THE COMPARISON OF THE POSTTEST OF THE EXPERIMENTAL GROUP WITH THE CRITERIA (60 PERCENT)

Table 21 The comparison between posttest score of the experimental group and the criteria of 60 percent or 30 marks

Test	Full Score	N	$\bar{X}$	SD	t	p
Posttest (9A)	50	42	30.024	2.50	.021	.983

p < .05

From Table 21, it is indicated that there was no statistically significant difference between the students' posttest scores and the criteria set forth earlier (t = .021, p = .983). This means that not only did the experimental group's speaking skills

improve in comparison to its pretest and the posttest of the other group but also they reached a satisfied benchmark, which in this case, is 60 percent or 30 marks.

Table 22 The summary of the comparisons between control and experimental groups

Within Group

Groups	Pretest		Posttest		t	p	Effect Sizes
	$\bar{\text{X}}$	SD	$\bar{\text{X}}$	SD			
Control	21.264	6.089	25.667	6.881	9.002*	.000	.678
Experimental	22.083	6.028	30.024	7.391	19.329*	.000	1.177

Between Groups

Test	Control		Experimental		t	p	Effect Size
	$\bar{\text{X}}$	SD	$\bar{\text{X}}$	SD			
Posttests	25.667	6.881	30.024	2.50	2.679*	.009	.608

$p < .05$

To sum up, when compared within group, both the control and experimental groups show statistically significant differences between the pretest and posttest at level .05. However, the effect size of the control group was just .678, which was 'moderate', while that of the experimental group was 1.177, which was 'large'. Moreover, the between-group comparison shows that the posttest score of the experimental group was significantly higher than that of the control group with the 'moderate' effect size of .608.

Figure 11 summarizes all aspects of comparisons between the two sample groups under study, which are the control and experimental groups. The pretests of the two groups were equal statistically, indicating the same levels of speaking ability before the treatment. After the trial period, the scores of both groups increased significantly, indicating improved speaking skills. The experimental group, however, not only

performed noticeably better than the control group but reached the predetermined criteria of 30 marks (60 percent out of 50 marks) as well.
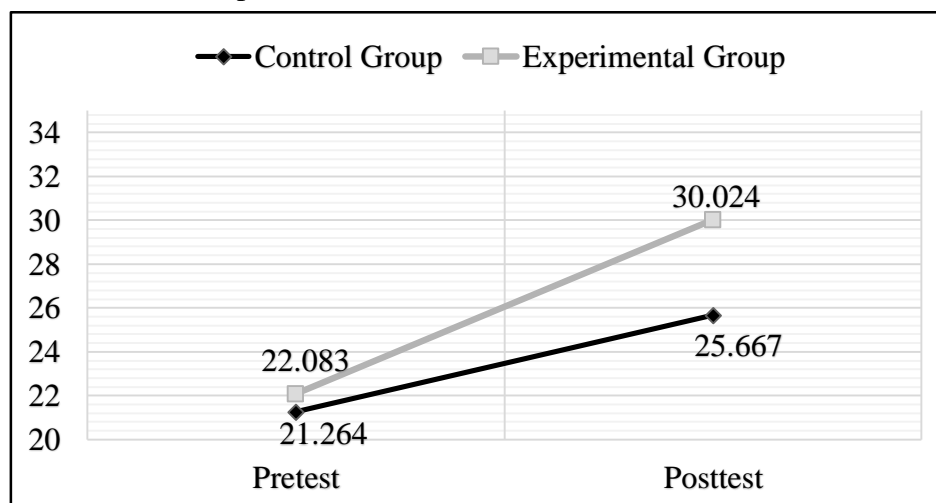

Figure 11 The comparisons of pretest and posttest scores of the control and experimental groups

OBJECTIVE 3: To find out the level of satisfaction of students in the experimental group who experienced TBI

In this section, data from the student satisfaction questionnaire were analyzed. The questionnaire was divided into three parts. Part one, which asked for the respondents' personal profile in terms of gender, is shown in Table 23 below.

Table 23 The experimental group's profile in terms of gender

Gender	Frequency	Percent
Male	15	35.7
Female	27	64.3
Total	**42**	**100.0**

The total number of students in the experimental group who responded to the satisfaction questionnaire was 42, 15 (35.7%) of which were male and 27 (64.7%) were female.

Table 24 The result from Part 2 of the student satisfaction questionnaire

Items	Statements	$\bar{\text{X}}$	SD
1	Task-based learning helps me enjoy learning English.	4.00	.584
2	I am more willing to speak English now.	4.24	.656
3	Task activities gave me more opportunities to practice speaking English.	4.29	.554
4	Using task activities helped me remember more English grammar and vocabulary.	4.05	.661
5	Using task activities gave me more chances of practicing grammar and vocabulary items.	3.83	.581
6	I enjoyed doing pair work and group work.	4.33	.612
7	I believe that I can learn English faster when I use it more often.	4.45	.633
8	Task-based learning provided a relaxed atmosphere.	3.60	.544
9	Task-based learning fulfilled my needs and interests.	3.88	.670
10	I am more motivated by the task that connects to real-life situations than the activities in the book.	4.00	.796
11	I have improved my communication skills through group discussion and result presentation.	4.36	.656
12	I was willing to exchange ideas with my classmates in the group discussion.	4.36	.656
13	The TBI was more interesting than any other approach I ever experienced.	4.26	.627
14	I could get a sense of improvement in my English speaking skills after the TBI treatment.	4.14	.647
15	I would rather that my teacher used the TBI more often in the future.	4.57	.668
	Total mean	**4.16**	**.636**

Table 24 demonstrates the result from Part 2 of the student satisfaction questionnaire, which contains the 15 5-point Likert Scale items. The means of all of the items range between 3.60 and 4.57 with the SD ranging from .544 to .668.

Item 8 "Task-based learning provided a relaxed atmosphere" has the lowest mean of 3.60 (SD = .544), while Item 15 "I would rather that my teacher used the TBI more often in the future" has the highest mean of 4.57 (SD = .668). Based on the scale interpretation criteria set forth earlier in Chapter Three, it can be interpreted that the student satisfaction levels range from being "satisfied" (Item 8) to "very satisfied" (Item 15). Moreover, the overall mean of all the 15 items is 4.16 (SD = .636), which means that students in the experimental group, in general, are "satisfied" with the TBI classroom.

Part Three, the last part of the satisfaction questionnaire, aimed at eliciting students' suggestions or opinions towards their experience with the TBI classroom during the experiment. Of all the 42 respondents in the experimental group, 31 of them provided comments about the TBI. Through qualitative analysis, the data were classified into five themes, one of which expresses the students' complaints. These themes were ranked based on the frequency of the responses and converted into percentages as divided by 31.
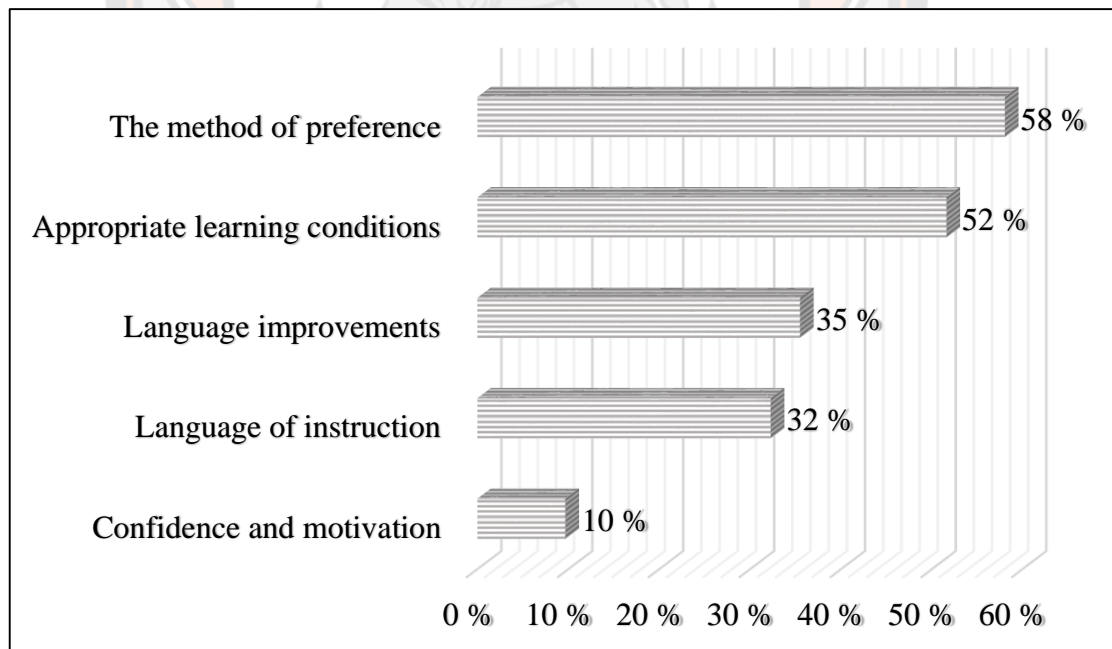

Figure 12 Students' responses to Part 3 of the satisfaction questionnaire

1. The method of preference

Describing the TBI as the method of preference was the most common theme among the four. Almost every student in the experimental group said they would like to be taught with the TBI in their future classes. They also wished their friends in other classes could experience the TBI environment as well. Many of them wrote:

> *"...My request is that I would like other teachers to follow this teaching method because I think it is an interesting method..."* [S20]
>
> *"... I enjoyed the experience with the TBI very much and I wish my other friends could experience this teaching method as well..."* [S17]

One student even described the TBI as a new and more interesting method in comparison to their previous learning experience.

> *"...Unlike previous classes, with this method, I hardly felt sleepy during class because there were various activities for me to enjoy...."* [S20]

2. Appropriate learning conditions

Another common theme that students described in their comments involve leaning conditions with which they were happy including task variety, practice opportunities, settings, and being able to exchange their opinion with friends.

Students enjoy learning when most of the time; the teacher uses various tasks in teaching, which makes them interested in the lessons instead of feeling bored. They said,

> *"...My request is that I would like other teachers to follow this teaching method because I think it is an interesting method. Unlike previous classes, with this method, I hardly felt sleepy during class because there were various activities for me to enjoy."* [S20]

Because the teacher uses a variety of activities from time to time, students were constantly exposed to English, which is a good condition for language learning. Moreover, students enjoyed working in different settings such as in pairs, in groups and as a whole class. This, as they mentioned, enabled them to exchange their opinions and get to know their friends more clearly.

> *".... I had more chance of practicing speaking English in pairs, in groups and in front of the class, which made me understand the lesson more easily. [I want to learn like this in the future.]" [S26]*
> *"...I would like my teacher to use this approach in teaching more often because it gave us more chance for practicing speaking and writing the [English] language, and exchange our opinions through discussion." [S01]*

3. Language Improvements

Many students mentioned that they could feel an improvement in their English language skills after the TBI experience including grammar, vocabulary and speaking skills.

Unlike other traditional methods such as the Grammar Translation, in which the students have to remember complicated grammar rules prior to being able to use them, the TBI allowed students to practice and explore the meaning of a particular grammar point at the same time. The practice helped students remember grammar points more easily and quickly in a meaningful way. One student mentioned,

> *"I really enjoyed the one-and-a-half-month experience studying with the teacher using this teaching approach. I really enjoyed the pair work because we could help each other and practice speaking English more often, which helped us improve our grammar." [S19]*

Another common improvement mentioned by students is vocabulary. Again, because of the many practices they did during the class, they could remember more English words. Two of them said,

> *"...I request that my teacher use such a method more often
> because it helped me to speak better English, and remember more
> words that I never learned before."* [S08]
> *"...This method gave me more chance of practice and helped me
> remember more English words."* [S25]

Besides remembering vocabulary, being able to participate in the speaking activities frequently helped to improve the students speaking skills, as some students claimed,

> *"...I feel that I know more English words and I can speak English
> more smoothly now."* [S12]
> *"...I have the feeling that I can speak English better now."* [S15]

4. Language of instruction

Despite most students' positive feedback towards the use of the TBI, a few students made some complaints about the method concerning the language used for giving instruction. Because the teacher-researcher tried to use as much English as possible as the medium of instruction, some students found it difficult to follow the teacher's language. They, therefore, requested the teacher to use more simple language in giving instructions or even translate those instructions in Khmer. They demanded:

> *"...I really enjoyed learning English when the teacher used such
> a method of teaching. However, I would rather that my teacher
> did not use English too much in the classroom because I do not
> believe all students could understand...."* [S04]
> *"...I wish the teacher gave the instructions of each task more
> slowly, and if possible, translate it in Khmer so that I could
> understand it more clearly...."* [S18]

5. Confidence and motivation

Common among all the comments the students described was confidence; that is, after being taught with the TBI method they had a sense of being more confident or

became braver in speaking English in pairs, in groups or as a whole class. This, as one student claimed, was because of the frequent practice with a variety of tasks.

> *"...I feel happy when the teacher used this method of teaching, and after the experience, I noticed that I have more confidence in speaking than before. I wish to learn more about such a method."* *[S16].*
>
> *"...Although I could not do well during the test, I feel that I gained more confidence in speaking through activities in the class...."* *[S26]*

It short, most of the students in the experimental group who experienced the TBI provide more positive comments rather than the negative ones. The students' comments can be divided into five categories, one of which expresses their complaint. Four categories including *language improvements*, *appropriate learning conditions*, *confidence*, *the method of interest*, reflect their positive comments or their satisfaction toward the TBI, while *the language of instruction* is the category that reflects their complaints.

Chapter Summary

This chapter has presented the results of the development of the TBI for improving speaking skills of Grade 9 students in Cambodian classrooms in response to the previously proposed three research questions. It begins by showing the processes of the development of the TBI model and the results of the quality inspection by using expert judgments and the Effectiveness Index (E.I.). It then presents the comparisons of the speaking test scores by using t-tests and the analysis of effect sizes. The comparisons of speaking test scores indicate that there are statistically significant differences in all subskills (between pretest and posttest of the experimental group, the posttest of the control and experimental groups, and the posttest of the experimental group against the criteria of 60 percent). This means that after being treated with the TBI, students in the experimental group not only speak better English than before the treatment, but also better than the control group who were taught with the traditional method, and reached a benchmark. In the final part, this chapter has presented the

results from the student satisfaction questionnaire. The experimental group students responded to the satisfaction questionnaire concerning their experience with the TBI as being 'satisfied' in general. The qualitative analysis of the responses to the last part of this questionnaire, moreover, points out that students are satisfied with the TBI because it helped to improve their speaking skills, provided the appropriate conditions for language learning, increase their confidence, and was the method of their preference. However, they complained about the language of instruction during the experiment by requesting the teacher to use easier instructional language even including their mother tongue.

In the next chapter, conclusions and recommendations made based on these findings will be unveiled.
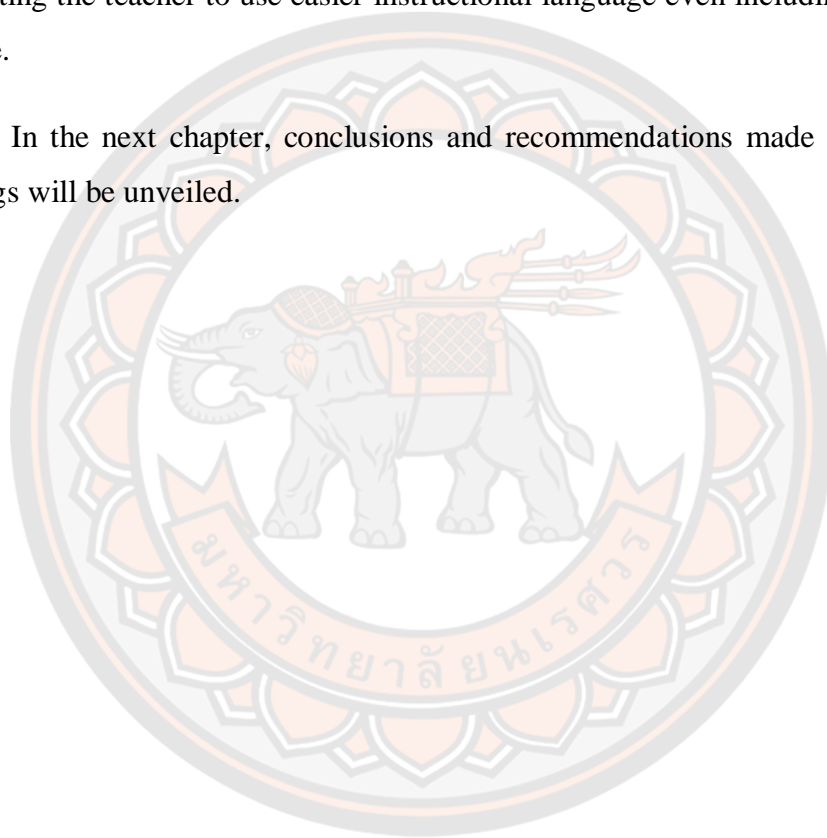
CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This study was conducted for the purpose of developing the TBI to enhance the English speaking skills of ninth-grade students at Rohal High School, Banteay Meanchey, Cambodia. To achieve this purpose, three subsequent research objectives were put forward as (1) to develop TBI to enhance English speaking skills of the ninth-grade students, (2) to compare the speaking test scores of students in the control and experimental groups and (3) to find out the level of satisfaction of students in the experimental group after they experienced TBI. The pretest-posttest nonequivalent experimental design was utilized, and the speaking tests and the satisfaction questionnaire served as the instruments for gathering data. 78 ninth-grade students from both the control and experimental groups participated in the speaking pretests and posttests, while only the experimental group consisting of 42 students were the respondents of the satisfaction questionnaire. This experiment was conducted during the second semester of the school year 2018-2019, from the end of April to the end of June.

Summary of Findings

1. In order to develop the Task-Based Instruction for improving speaking skills of ninth-grade students in Cambodian classrooms, a variety of TBI syllabus designs have been reviewed. Five components of the syllabus including *Tasks, Topics/Themes, Language, Instructional Procedures*, and *Settings* were included, while Willis's (1996) modified instructional procedures of the TBI were followed along with the adaptation of the Grade 9 English textbook for planning the lessons. The lessons were planned on 90-minute bases; therefore, there were two task cycles. The learning and teaching processes were executed following these steps: Opening, *Pre-task, Task cycle (1&2), Language focus, and Closing*.

The Effectiveness Index (E.I.) of the TBI model for improving speaking skills of ninth-graders in Cambodian classrooms was .2844, which means that of all the total

possible increase in the students' speaking skills, 28.44 percent occurred because of the TBI intervention.

2. The analyses using t-tests indicated that there were statistically significant differences in all three categories of comparisons of the speaking test scores, except that between the posttest mean score of the experimental group and the 60 percent benchmark.

First, there were statistically significant differences between the speaking pretest and posttest mean scores of the experimental group at .05 level with a 'large' effect size; that is, the experimental group's speaking scores in the posttest were significantly higher than those in the pretest. Significant differences at .05 level were also found when comparing the pretest and posttest of the experimental group in all speaking subskills, which were vocabulary, grammar, pronunciation, interaction, and fluency, with the effect sizes ranging from 'moderate' to 'large'. Among all these five subskills, vocabulary indicated the largest effect size, followed by fluency, grammar, pronunciation, and interaction, in that order.

Second, there were statistically significant differences at .05 level when the speaking posttest mean scores of the control and the experimental groups were compared. There was an indication that the overall speaking performance of the experimental group was significantly higher than that of the control group in the posttests with a 'moderate' effect size. These statistical differences also appeared in the comparisons of students' performances in all speaking subskills, although the effect sizes were 'moderate'. Among all the five subskills, vocabulary showed the biggest difference, followed by fluency, grammar, interaction, and pronunciation, in that order of the effect sizes.

Third, there was no statistically significant difference at .05 level when comparing the mean of the experimental group's speaking posttest scores with the criterion of 60 percent or 30 marks. In other words, the mean of posttest scores of the experimental group was equal to 30 marks, which means it reached the predetermined benchmark of 60 percent of the total mark of 50.

3. The quantitative analysis of the experimental group's overall responses to the satisfaction questionnaire indicated that most students in this group were 'satisfied' with the TBI, while the students' ratings of individual items ranged from being 'satisfied' to 'very satisfied' according to the interpretation criteria. On the other hand, the qualitative analysis divided the students' responses to the last part of the questionnaire into five categories indicating both their positive comments and complaint about the TBI. Their positive comments involved language improvements, appropriate learning conditions, confidence, the method of interest, while their complaint was related to the language of instruction.

Discussion

1. The selection of the TBI syllabus design, the task types and the adaptation of the coursebook:

Several TBI frameworks including Nunan's (2004) six-staged instructional procedure of the TBI, Ellis's (2003b) three-phased model were presented but not used in the experiment because they were seen as not so much different from the traditional PPP approach, according to Oxford (2006). Willis's (1996) TBI framework was adopted but modified to fit with the curriculum of this grade. The first modification was made by adding the 'Opening' stage because it was considered necessary in establishing good classroom rules and habits at the beginning of the lesson. Secondly, two tasks were appointed to the 'Task cycle' stage in order to fit the 90-minute sessions, to give students as much practice as possible, and to maximize the use of useful activities from the coursebook. Finally, the 'Closing' stage was added to the end of the process, where the teacher could ask students some reflection questions, to give them some extra practice at home, to take advantage of some important practice activities that could not be finished during the session.

The decision to choose the elements and types of tasks could not have been made unless they had been synthesized. By bringing together various pieces of literature that could possibly be found, and comparisons having been made in terms of the terms

used to refer to each task type, their functions, and features, a summarized list of task types was came up with.

Finally, the contents used for planning the TBI lessons were simply selected from the Grade 9 coursebook as relevant to the time of the experiment as continuing from the sections that have already been covered. The selection of the activities from the coursebook supported by task selection criteria suggested by J. Willis (2006), which included (1) the relevance to learners' interests, (2) primary focus on meaning, (3) an outcome and (4) relationship with real-world activities. Using these criteria, eighteen activities were adapted under six task types: Dialogues (5 tasks), Opinion gap (5 tasks) Matching (3 tasks), Listing (2 tasks), Ordering (2 tasks), and Information gap (1 task).

2. Factors that might have contributed to the improvements in the experimental group's speaking skills:

Students in the experimental group who were taught with the TBI experienced a huge amount of language work either in pairs or in groups. Indeed, this affected the development of the students' speaking performances a great deal. Being allowed to work in pairs and in groups to complete tasks, students had the opportunity to practice using the language more comprehensively and adequately. According to Ellis (2000, p. 199), who draws on Long's (1983) and Long's (1996) Interaction Hypothesis, the opportunity for learners to engage in meaning negotiation enables learners to obtain comprehensible input, which facilitates the second language (L2) acquisition.

The improvements in students' speaking skills also may have resulted from the use of specific types of tasks such as opinion gap tasks, dialogues tasks, information gap tasks, etc., that required learners to exchange information among their peers. In other words, as Ellis (2000) points out, the kinds of interactional modifications claimed to contribute to L2 acquisition are likely to be more frequent in tasks that: (1) have a required information exchange; (2) involve a two-way exchange of information; (3) have a closed outcome; (4) are not familiar to the interactants (p.200).

During learning sessions, especially during the task cycle students also had the opportunity to use whatever resources of the target language, i.e. grammar and

vocabulary they had to complete the task. They were given enough time to do tasks repeatedly when they worked in pairs or groups to complete tasks, prepare their speech (planning), and to present their work to the whole class (report). According to Bygate (1987), "the use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can also be expected to help learners become more fluent" (p. 20). In addition, the activities students did in the language focus stage where the target language and key vocabulary items were highlighted, followed by some controlled practice of form might have contributed to the enhancement in grammatical accuracy in the students' speech. The increase in students' pronunciation ability, on the other hand, was probably caused by continuous speaking practice in the two task cycles, listening to their friends doing the same tasks or the recording of others doing similar tasks, and the feedback and correction made by the teacher at the end of each task stage. Furthermore, the increase in students' speaking interaction, the ability to respond, close or open a conversation, might also have been caused by learners' constant exposure to pair and group discussion. Finally, yet importantly, it is believed that the vocabulary in the students' speaking skills was gradually developed by the students' actions in all the stages mentioned above together. Using new vocabulary items that they learned in the pre-task stage in real communication in all the subsequent stages enabled the students to remember more words.

3. Factors that might have affected the experimental group students' responses to the satisfaction questionnaire:

After experiencing the TBI lessons for the first time, students in the experimental group responded to the satisfaction questionnaire both by rating the given statements and by describing their experiences during those sessions with their own words.

The quantitative analysis indicated that most of the students either 'agreed' or 'strongly agreed' with all the 15 statements in the questionnaire, meaning they were 'satisfied' by their learning experiences as described by each of the statements. More evidence was also found from the qualitative analysis of the students' writings, in which they expressed positive attitudes toward their learning experiences. There was also a

complaint, however, about those learning periods. The reasons behind all these may be as follows:

First, this approach contributed to the improvements in students' language skills, especially speaking skills. Because students were provided to more opportunities to be exposed to authentic language use very often in every lesson, they remembered more words, used more correct grammatical structures, articulated better pronunciation, used the language more fluently and were able to interact in conversations more effectively. All these were evident not only when the students expressed their feelings of improvements, but also as indicated in the real speaking performances in class and in the posttests.

On top of that, a series of practices provided to the students made the TBI an appropriate condition for language skill development. Simultaneously, when the teacher used a variety of tasks from session to session, students got very engaged in the learning process instead of getting bored with the lesson. By doing this, therefore, the teacher created a relaxed and enjoyable learning atmosphere for students. As a result, the students became more motivated and willing to participate in speaking activities. Moreover, instead of correcting the students' spoken mistakes as they were speaking, the teacher provided constructive feedback at the end of every task stage. This could also have been one of the reasons behind learners' confidence and willingness in learning to speak English.

A similar point that should also be addressed is that the TBI provided the students with particularly new learning experience. Unlike the previous teaching approach, say the grammar-translation or the PPP approach, in which the students just passively sat and listened to the lectures, the TBI required students to involve actively in the learning process, to consciously explore the meaning of the language by themselves. While the students were working in pairs or in groups to complete tasks, they had the chance to make direct contact with their peers, to exchange their opinions and to help each other learn. This not only helped students to improve their speaking skills but established a strong mutual, student-to-student cooperation and relationship. Moreover, as the teacher took the role of the language resource and provided students

with language assistance when they were planning to speak, the feedback provider when the students finished speaking, etc., a teacher-student relationship was established. It could safely be concluded that it was because of all these pleasurable learning experiences that caused the students to insist that their teacher make the TBI available in the future.

The final point to be clarified, however, was the students' complaints about the language of instruction. During the TBI sessions, the teacher tried to use English as the language of classroom interaction and instruction most of the time because it was believed that doing this would maximize the exposure to habitual classroom language use. However, it should be noted that in a typical, mixed-ability Cambodian classroom, students have varied levels of language abilities. This might have been true with the case of the experimental group in this research as the speaking scores were proved to be normally distributed. Therefore, it is possible to say that the complaint concerning the language of instruction might have come from only some weak students, those with low language abilities who could hardly understand the instructions in English and most of the time insisted that the teacher clarify or even translate them into their mother tongue.

Conclusion

Based on the results of this study, the following conclusions can be made:

1. Extending Willis's (1996) three-phased TBI framework to six pedagogical stages with two task cycles could be the best fit with 90-minute instructional sessions of the Grade 9 students in the current study. Moreover, coupling this framework with the Grade 9 English textbook with the tasks being selected based on Willis's (2006) criteria was appropriate for enhancing the English speaking skills of the ninth-grade students.

2. The present study provided evidence for the effectiveness of the Task-Based Instruction in improving the ninth-grade students' speaking skills in Cambodian classrooms. The TBI made a significant contribution to the improvements in the students' speaking skills in general as well as in all the speaking subskills including

vocabulary, grammar, pronunciation, interaction, and fluency. These remarkably significant improvements were found both when comparing the experimental group' performances before and after the treatment and when comparing the control and experimental groups' performances in the posttests. These findings are parallel with those of Albino (2017), Muhsin and Muhsin (2015) and Torky (2006) who found that students improved speaking accuracy in terms of pronunciation and vocabulary, and fluency after experiencing TBI.

3. Mostly, the students in the experimental group were 'satisfied' when being taught with the TBI because it was the method that fulfilled their needs and interests and helped improve their English language skills especially speaking skills. Moreover, it offered them a new and pleasurable language learning atmosphere, provided them more motivation and confidence to learn and speak English, and created an appropriate learning condition for them despite the class size. These similar claims were also made in the survey research of Huang (2015) and Ho (2014) as well.

4. The TBI provided an appropriate pedagogical alternative for dealing with common problems encountered in teaching and learning speaking in Cambodian classrooms, particularly by giving greater opportunity to be exposed to authentic language use and enhance their speaking skills despite the class size, building on learners' background knowledge of the language and topic, giving them the confidence to speak. Moreover, it was supported by empirical evidence in terms of helping to improve students' speaking skills, fulfilling the students' needs and interests, and offering appropriate conditions for language learning. These findings are obviously in line with the proposals of Long (2014) and J. Willis (1996). Moreover, the adaptation of the English Grade 9 coursebook to fit the TBI approach was a small and inexpensive change that promoted academic achievement. For that reason, although the current intervention raised students' achievement by just a 'moderate' effect size, it could be a very significant improvement (Coe, 2002, p. 5).

Limitations

As with the majority of studies, the design of the current study is subject to limitations. This study has two potential limitations.

First of all, the duration of the experiment of four and half weeks or 18 hours was not long enough for the treatment to produce a large effect on the development of language skills, especially productive skills such as speaking, which improves subject to time. This is likely one of the reasons behind the 'moderate though significant growth in the students' speaking scores from around 22 to just over 30 marks when comparing within the experimental group pretest and posttest, or the 'small' effect size when comparing between the control and experimental groups.

Secondly, as the students' speaking performances were rated by the teacher and the researcher who both knew their students' abilities clearly, there might have been some biases in the scoring process as both raters might have believed that their strong students should have performed better than the weak ones thus gave them greater scores. Another aspect of bias might have occurred with the translations of the students' comments in the last part of the satisfaction questionnaire. Because the students had written their comments in their native language, Khmer, the teacher had to translate them; therefore, there might have been some tendencies toward a more positive interpretation of the results.

Recommendations

Based on the results of the present study, the following recommendations are made.

1. It is recommended that Cambodian teachers of English adopt the Task-based Language Teaching, which consists of six instructional stages, in pair with the English Grade 9 coursebook if they wish to help improve the English speaking skills of their ninth-grade students.

2. The activities in the Grade 9 English textbook can be used as tasks in the TBI. However, the adaptation of those activities should be based on their relevance to the topic of the lesson to be introduced, respond to the students' needs and interests, have a primary focus on meaning rather than form, and have an outcome that can be measured in terms of the students' success in completing the task. Activities that remain should be assigned as homework or even skipped if not meet the above criteria.

3. The TBI can be used to solve common problems in learning and teaching the English speaking skills in Cambodian classrooms such as the large class size because it takes advantage of pair work and group work activities that can give students more comprehensive and adequate practice of using the language. However, the teacher should employ a variety of techniques for forming pairs or groups instead of having the students work with the same person all the time; otherwise, they will get bored and become demotivated.

4. Although most of the students got the speaking practice in the 'task' and 'planning' stages, only a few pairs could make it to the 'report' stage because of the time constraint of the lesson. Therefore, in order to ensure that all students can have an equal chance of speaking practice to the class as a whole so that they can improve their confidence, it is recommended that the teacher randomly select the pairs instead of calling on the same ones to report all the time.

5. The teacher should establish mutual, student-to-student and student-to-teacher relationships, and should create a pleasurable classroom atmosphere for students. In addition, he should provide language assistance in order for students to complete the tasks and help them plan for the report stage. He should also give the students constructive and supportive feedback so that they can improve at the end of the task cycle. By doing all these the teacher can help students to become more confident and willingness to participate in the speaking activities and prevent them from being too anxious for making mistakes.

6. Regarding the speaking tests, the students should be informed about the criteria of each language ability with which they will be assessed so that they can prepare for the tests and maximize their speaking performances.

Recommendations for further research

1. Further research should be extended to explore the effectiveness of the TBI in improving students' speaking skills at other public educational institutions and at other academic levels such as upper secondary ones.

2. Other researchers should conduct the study to investigate whether or not the TBI is appropriate in improving other language skills such as reading, writing and listening.

3. Other researchers who wish to employ the TBI should conduct the study for a more extended period of time in order to figure out whether or not time affects the magnitude of the development in the students' speaking skills.

Chapter summary

This chapter has summarized the results of the present study that have already been presented in detail in Chapter 4. Furthermore, it has briefly described the discussion of reasons behind the current findings including the factors that might have affected the decisions to adapt the TBI, the factors that might have affected the improvements in experimental group's speaking skills, and the factors that might have influenced the students' responses to the satisfaction questionnaire. The conclusions have also been made based on these findings, which include those about the appropriateness of the TBI in improving speaking skills of Grade 9 learners in Cambodian classrooms, and the TBI as an alternative in dealing with common problems faced by Cambodian teachers of English in terms of speaking instruction. Following this, this chapter was presented by mentioning two potential limitations concerning the duration of the experiment and some biases that might have been made during the scoring and the translation processes. To end the chapter, some practical recommendations that can be employed from the current study and suggestions for further studies have been elaborated.

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APPENDICES

Appendix A: The Speaking Test for Grade 9

Appendix B: Speaking Rubric for Grade 9

Appendix C: Student satisfaction Questionnaire

Appendix D: The content of the English Grade 9 textbook: topic, form, and vocabulary

Appendix E: Activities from the English Grade 9 textbook used as 'tasks' in all the TBI lesson plans

Appendix F: The framework of the TBI for grade 9 in the Cambodian context

Appendix G: The TBI Lesson Plans
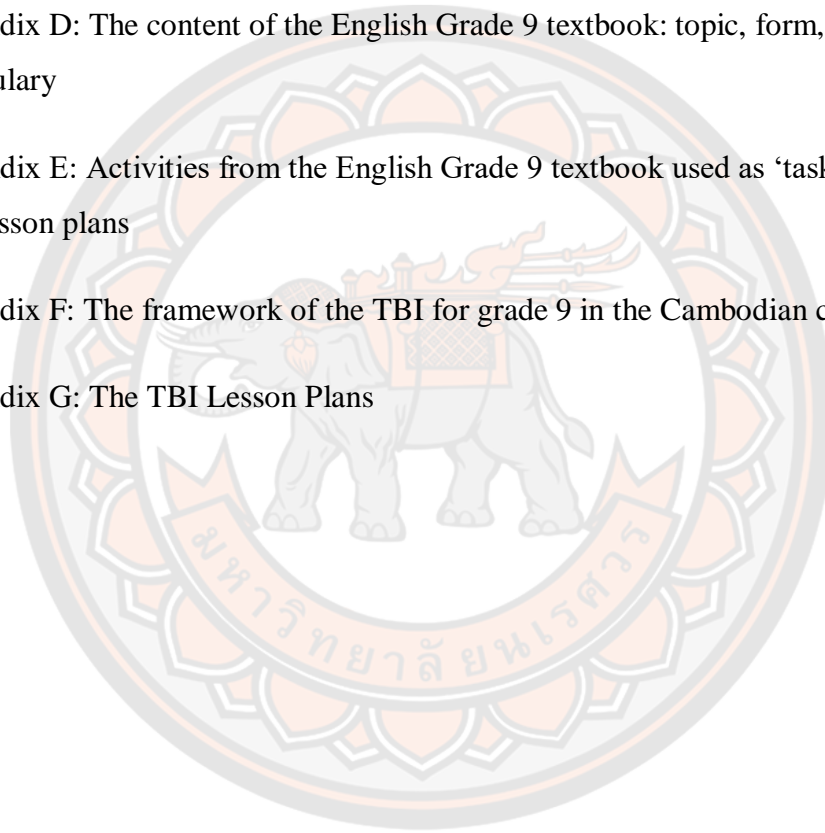
Appendix A: The Speaking Test for Grade 9

Part 1 Personal Information

1. What is your name?

2. What is your surname? How do you spell that?

3. How old are you (the name of the candidate)?

4. Where do you live?

5. Where do you study? What grade are you in?

Part 2 Part Two: General Questions (different questions for candidates)

1. What is your favorite food?

2. What time do you have breakfast every morning?

3. What do you do on the weekends?

4. Tell me about your family.

5. How many people are there in your family?

6. What time do you go to school? How?

7. What is your favorite subject?
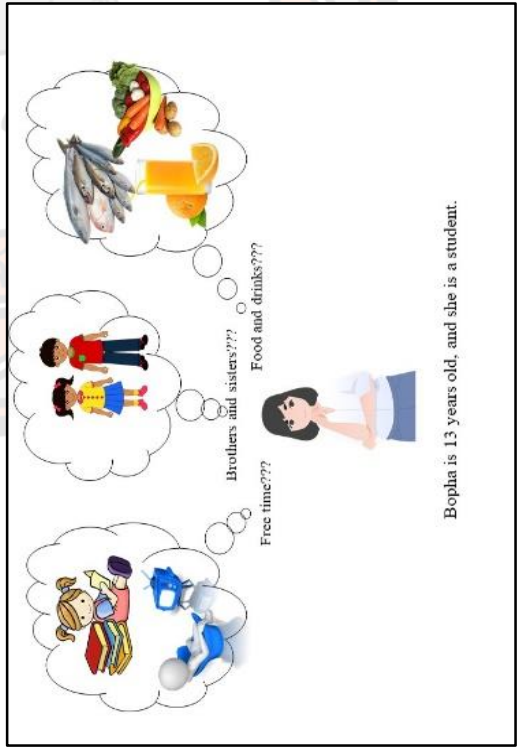
8. Do you like your school? Why?
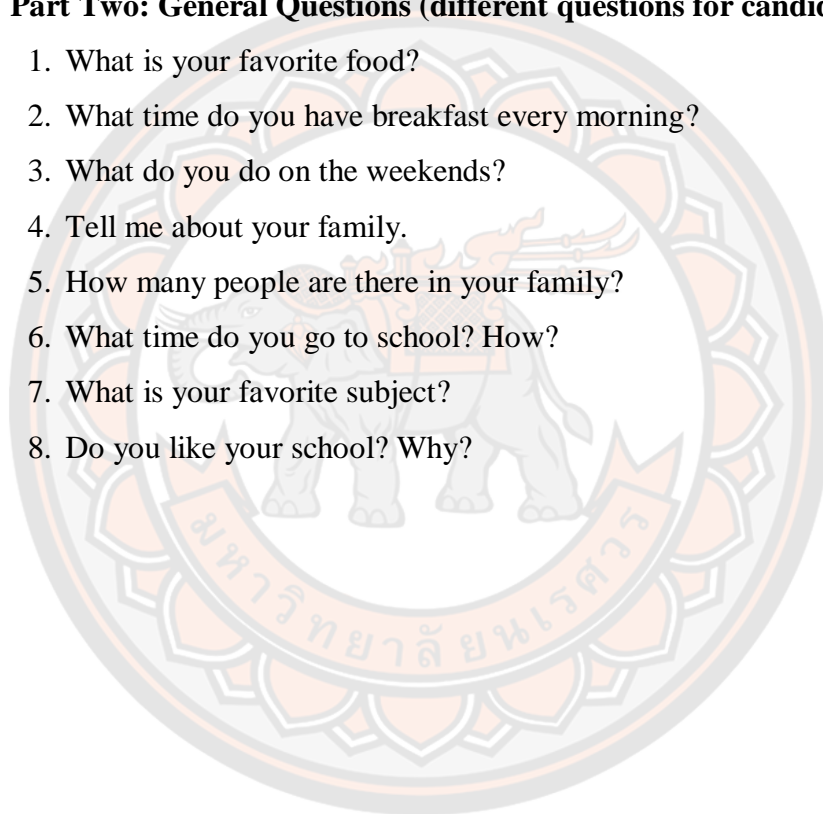
Part 3 Giving and asking for information (different pictures for candidates)

Candidate A
Name?
How old?
Job?
How many/brothers and sisters?
Favorite food?
What/do/free time?

Candidate B
Name?
How old?
Job?
How many/brothers and sisters?
Favorite food?
What/do/free time?

Candidate A

Brothers and sisters???   Free time???   Food and drinks???

Dara is 13 years old, and he is a student.
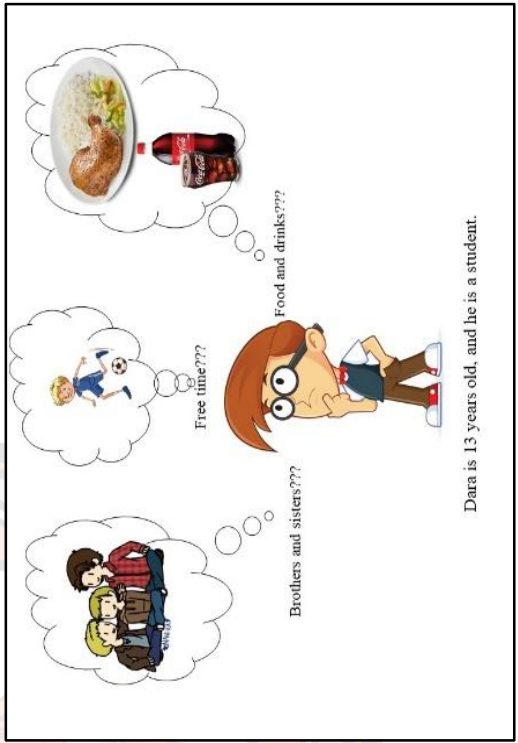
Candidate B

Free time???   Brothers and sisters???   Food and drinks???

Bopha is 13 years old, and she is a student.

Appendix B: Speaking Rubric for Grade 9

Components	Unacceptable (1 point)	Need Improvement (2 points)	Acceptable (3 points)	Very Good (4 points)	Extraordinary (5 points)
Grammar	Shows no control of grammatical forms	Shows only limited control of a few grammatical forms	Show sufficient control of simple grammatical forms	Shows a good degree of control of simple grammatical forms	Shows a very good degree of control of simple grammatical forms
Vocabulary	Vocabulary inadequate for even the simplest conversation	Uses vocabulary of isolated words and phrases	Uses appropriate vocabulary to talk about everyday situations	Utilizes the words learned in class, in an accurate manner for the situation given	Uses rich, precise and impressive vocabulary words learned in and beyond the class
Pronunciation	Does not try to speak or speech is incomprehensible	Pronouncing the words as they are written	Tries to use the correct pronunciation by makes several mistakes	Uses the pronunciation worked in class	Uses the pronunciation worked in class perfectly and tries to sound natural
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible	Speech is very slow and uneven except for short or routine sentences	Speech is frequently hesitant and jerky; sentences may be left uncompleted	Speech is occasionally hesitant, with some unevenness caused by reprising and grouping for words	Speech is effortless and smooth, but perceptibly non-native in speed and evenness
Interaction	Has considerable difficulty maintaining simple exchanges	Has some difficulty maintaining simple exchanges	Has little difficulty maintain simple exchanges	Maintains simple exchanges	Maintains simple exchanges smoothly
	Requires regular prompting and support	Requires additional prompting and support	Requires prompting and support	Requires very little prompting and support	Requires no prompting and support

Appendix C: Student Satisfaction Questionnaire

The main aim of this questionnaire is to find out your satisfaction towards the Task-Based Language Teaching Approach after you experienced it during the experimental period. Please honestly respond to each question item according to your experience. *** Your responses will be kept confidential!

PART ONE: **Demographic Information**

1. Gender　　　: ❏ Male　　❏ Female

PART TWO: Overall Satisfaction towards TBI

Please respond to the following statements by choosing ONE of the following scales, which express the extent to which the statement is true to you.

After each statement, please select:

- ①,　　　if you　　　"***Strongly Disagree***".
- ②,　　　if you　　　"***Disagree***".
- ③,　　　if you are　　"***Uncertain***".
- ④,　　　if you　　　"***Agree***".
- ⑤,　　　if you　　　"***Strongly Agree***".

#	Statements	Rating Scales				
		①	②	③	④	⑤
1	Task-based learning helps me enjoy learning English.					
2	I am more willing to speak English now.					
3	Task activities gave me more opportunities to practice speaking English.					
4	Using task activities helped me remember more English grammar and vocabulary.					
5	Using task activities gave me more chance of practicing grammar and vocabulary items.					
6	I enjoyed doing pair work and group work.					
7	I believe that I can learn English faster when I use it more often.					
8	Task-based learning provided a relaxed atmosphere.					

#	Statements	Rating Scales				
		①	②	③	④	⑤
9	Task-based learning fulfilled my needs and interests.					
10	I am more motivated by the task that connects to a real life situation than the activities in the book.					
11	I have improved my communication skills through group discussion and result presentation.					
12	I was willing to exchange ideas with my classmates in the group discussion.					
13	The TBI was more interesting than any other approach I ever experienced.					
14	I could get a sense of improvement in my English speaking skills after the TBI treatment.					
15	I would rather that my teacher used the TBI more often in the future.					

PART THREE: Suggestions

Based on your experience with the TBI, please suggest changes you would like to see in your next class.

⇨ _____

_____

_____

_____

Thank You for Your Cooperation!

Appendix D: The content of the English Grade 9 textbook: topic, form, and vocabulary

#	Chapter	Unit	Lesson	Form	Vocabulary
1	3. Nutrition and Health	7. Healthy Eating	a. What are you eating?	You should …	protein, beef, crisp, sugary, food, prawn, soda, candy,
2			b. What's in a healthy fridge?	You shouldn't …	french-fry, fruit, tasty, variety, nutritious, diet, plenty,
				He eats too many …	balanced, coach, diet, football, cake, muscle, fat,
3			c. You are what you eat!	He drinks too much …	should, unhealthy, pizza, fridge, pork, biscuit, medal,
				There are some …	too many, too much
				There aren't any …	
4		8. Healthy Lifestyle	a. If we practice every day, we will get better.		
5			b. If you do more exercise, your body will get stronger.	If I don't … I will …	hamburger, stretch, energy, afterward fast, food,
				If I … I won't …	healthy, football, kit
6			c. Lifestyle changes!		
7		9. Village Health Volunteer	a. Heang is injured!		bump, twisted, dive, injure, vitamin, clinic, what's
8			b. At the clinic	You should …	the matter? hurt, bruise, patient, appointment,
				You could …	headache, doctor, could, receptionist, complaint,
9			c. Japanese NGO health workers		straight away, dengue, fever, symptom, temperature,
					pain, thermometer, diagnosis, blood test, dizzy,
					health, volunteer, prescription, pharmacy, pharmacist,
					severe, plaster, cast, x-ray, diarrhea, dehydrate,
					deficient, vomit, muscle, sneeze

Appendix E: Activities from the English Grade 9 textbook used as 'tasks' in all the TBI lesson plans

Lessons		Activities from the book	Listing	Ordering	Information gap	Reasoning gap	Opinion gap	Matching	Dialogues
7A	1	Matching words with categories						✓	
	2	Survey							✓
7B	1	Listing what should/shouldn't be in the fridge	✓						
	2	Questions and answers							✓
7C	1	Role-play							✓
	2	Unscramble the sentences		✓					
8A	1	Sentence completion					✓		
	2	Sentence completion					✓		
8B	1	Suggesting solutions to a health problem					✓		
	2	Give an opinion on how to become healthy					✓		
8C	1	Finding the differences			✓				
	2	Why is Piseth always tired?					✓		
9A	1	Picture description	✓						
	2	Role-play							✓
9B	1	Ordering pictures		✓					
	2	Matching sentences to their alternatives						✓	
9C	1	Matching pictures and phrases						✓	
	2	Role-play							✓

Appendix F: The framework of the TBI for grade 9 in Cambodian context

Opening
• The teacher may check attendance, hygiene or other discipline-related matters.
• The teacher may also collect or correct homework from the previous lesson.

Pre-task
• The teacher introduces the topic and pre-teaches some new words.
• The teacher introduces the task or gives out materials such as handouts, etc.

Task cycle 1

Task 1	**Planning 1**	**Report 1**
• Students do the task individually, in pairs or in groups.	• Students write and rehearse what they are going to report with a partner. • The teacher monitors and helps where possible.	• Students report to the class. • The teacher may play the recording or asks students to read the text to compare their answers. • The teacher checks corrects and gives feedback as necessary.

Task cycle 2

Task 2	**Planning 2**	**Report 2**
• The teacher introduces another task. • Students do the task individually, in pairs or in groups.	• Students write and rehearse what they are going to report with a partner. • The teacher monitors and helps where possible.	• Students report to the class. • The teacher may play the recording or has students read the text to compare their answers. • The teacher checks corrects and gives feedback as necessary.

Language focus

Analysis	**Practice**
• The teacher highlights some important structures and vocabulary and their uses in the lesson.	• The teacher gives students some practice over the structure or vocabulary highlighted such as drills and some other free-practice.

Closing
• The teacher may ask students some exit questions such as those related to what the students have learned from the lesson, etc.
• The teacher may also assign some homework to give students more practice at home.

Appendix G: The TBI Lesson Plans

Directions for Using the Lesson Plans

These TBI lesson plans were written based on Willis's (1996) TBLT framework and the adaptation of the English Grade 9 coursebook for Cambodia, and were used in the experimental research at a rural high school of Rohal, Beanteay Meanchey, where some unique characteristics of classrooms applied. Therefore, if these lesson plans were to be partly or wholly applied elsewhere, the following points should be taken into consideration:

1. **Tasks**: one of the most important elements of the task-based curriculum is tasks. Tasks should be selected based on the topics or themes that students are supposed to learn as well as the language functions to be covered in the curriculum. In the case of the current study, where the textbook was adapted, tasks should be selected based on some criteria such as 1) relevance to the students' needs, 2) an outcome, 3) real-world relationship, etc.

2. **Time**: Each of the current lesson plans is to be used for a 90-minute session; therefore, it employs two task cycles. However, if it is to be used in a 45-minute session, a single task cycle is recommended. Time distribution for other stages of the lessons were also provided; however, in practice, it might take more or less time depending the level of the students.

3. **Settings**: Most of the tasks in these lesson plans prescribe pair works rather than group works because of large class size. However, if they are to be used in small class (less than 30 students), group work activities may also be appropriate.

4. **Materials/resources**: Apart from the textbook, a number of handouts or worksheets were made to give students extra practice as necessary. These handouts/worksheets are available for copy at the end of the lesson plans. Some other materials such as audio recordings were also used. The English Grade 9 textbook and audio recording used in it can be found at (**https://sites.google.com/view/elrcambodia/home**).

Lesson Plan 7a

- **Grade 9**
- **Chapter 3**   : Nutrition and Health
- **Unit 7**   : Healthy eating
- **Lesson A**   : Healthy eating – What are you eating?
- **Pages**   : 50-51
- **Duration**   : 90 minutes

1. **Aim (s)**:

   a. To give advice on healthy eating

2. **Objective (s):**

   a. At the end of the lesson, students will be able to identify the names of food, fruit, and vegetable through speaking and writing correctly & appropriately

3. **Teaching Materials**:

   a. Student's book & Teacher's guide book

   b. Survey handouts

4. **Procedures:**

Stages		Duration	Contents
Opening	Greeting	2 mins	T greets Ss, checks attendance, and hygiene.
Pre-task	Introducing topic	2 mins	T asks Ss some questions about the topic: - What did you eat for breakfast this morning? - Did you eat meat/fruit/vegetables? - How many groups of food are there?
	Pre-teaching	5 mins	T elicits and pre-teaches some vocabulary items.

Stages	Duration	Contents
		- Sugary food, fast food, diet, nutritious, balance, protein
Introducing tasks	3 mins	T asks Ss to look at pictures of four categories of food (Vitamins, Sugary Food, Protein, and Fast Food) and label them with words given.
Task cycle 1 (categorizing)	Task — 10 mins	• T asks some Ss to read the words in exercise 2 and makes sure they know most of the words. • Ss work in pairs to discuss and decide to put these words in the four categories in exercise 1.
	Planning — 10 mins	By working with the same partner, Ss: - Write some sentences to explain how they did the task and provide reasons for their decision. - Rehearse what they have just written and get ready for reporting.
	Report — 8 mins	T asks four Ss to come and report what they have just discussed and written with their partner earlier. *Possible answer*: - **Protein**: cheese, meat, fish, chicken, prawns, eggs

Stages	Duration	Contents
		- **Sugary Food**: soda, candies, crisps, biscuits, cake
		- **Fast Food**: French fries, hotdog, pizza, hamburger
		- **Vitamins**: carrots, oranges, cabbage, tomatoes, bananas
		T checks the Ss' answers by playing the recording.
Task cycle 2 (survey)	Task 12 mins	• T gives each Ss a "survey handout". • Ss answer the survey Qs about themselves. • Ss walk around the class to ask two other Ss the same Q's and write down their answers in the handout.
	Planning 8 mins	• Ss write down what they are going to report to the class in full sentences. • T walks around and helps. • Ss rehearse what they are going to report.
	Report 10 mins	• T plays the recording (T.3.7.2) of Vottey describing her favorite food as a model. • T asks THREE Ss to report their survey results in front of the class. • T gives some feedback after all Ss finish their reports.
Language focus	Correcting sentences 7 mins	• T asks Ss to read all the sentences in Exercise 7.

Stages	Duration	Contents
		• T helps Ss to make sure they understand all the sentences.
		• Ss work in pairs to correct the sentences.
		• Ss write down the answers in their notebook. (optional)
		• After most of the Ss finish, T checks with the whole class.
	Dictation	5 mins	• T calls out 10 words for Ss to write, one at a time.
		• After they finish, some Ss come to the board and write all the words.
		• T corrects with the whole class.
	Game (rubbing out)	3 mins	• T drills and erases all the words, one at a time until all the words have been rubbed out.
		• Some Ss come to the board and rewrite the words (optional).
Closing	Homework	5 mins	• T helps Ss to understand words and their definitions in Exercise 4.
		• Ss complete the sentences with the words from the box.
		• T asks Ss to translate 2 of the sentences at home.

Handout

Describe your favorite group of food.	You	Student 1	Student 2
1. What is your favorite group of food?			
2. What are in the group you like?			
3. How often do you eat them?			
4. Why do you like eating them?			

Lesson Plan 7b

- **Grade 9**
- **Chapter 3**   : Nutrition and Health
- **Unit 7**   : Healthy eating
- **Lesson B**   : Healthy eating – What's in a healthy fridge?
- **Pages**   : 52-53
- **Duration**   : 90 minutes

1. **Aim (s)**:
   a. To give advice on healthy eating

2. **Objective (s):**
   a. At the end of the lesson, students will be able to practice using 'should/shouldn't' in giving advice to other people and to practice using 'some/any' to describe quantities through speaking and writing correctly & appropriately

3. **Teaching Materials**:
   a. Student's book & Teacher's guide book
   b. Handouts of the picture

4. **Procedures:**

Stages		Duration	Contents
Opening	Greeting	2 mins	T greets Ss, checks attendance, and hygiene.
Pre-task	Correcting homework and reviewing vocabulary	2 mins	- T corrects the homework from the previous lesson. - T reviews some words from the previous lesson. (*vitamins, nutritious, contain, vegetables, plenty*)

Stages	Duration	Contents
Introducing the topic	5 mins	- T tells Ss to look at the picture about Heang's fridge. - T asks Ss some questions about the picture. ***Does the food in the fridge look healthy or unhealthy?*** ***What food can you see in the fridge?***
Introducing tasks	3 mins	- T asks Ss to work in pairs to list three things that should be in and three things that should not be in a healthy fridge. - T assigns Ss to work with a new partner.
Task	10 mins	Ss work in pairs; one Ss lists three things that should be in a healthy fridge while the other lists three things that should not be in a healthy fridge.
Task cycle 1 (listing) Planning	8 mins	- T suggests how the pairs can connect their sentences together to make recommendations. e.g. *You should have some milk, but you should not have any candies.* - Each pair rehearses how to explain all their recommendations to the class. - Ss may make some notes for using in the report stage.

Stages	Duration	Contents
Report	15 mins	- T asks four pairs to report to the class. - Ss can use their notes for the report. - Ss read the text about Heang's fridge and compare it with their lists (*activity 2*). - T checks and tells the class who has the most similar list.
Task cycle 2 (comparing)		
Task	10 mins	• T gives the handouts of the extended pictures to each pair. • In pairs, Ss take turns asking what there is/are in their partner's fridge. e.g. *Ss A: Are there any eggs in your fridge?* *Ss B: Yes there are. Is there any coke in your fridge?* *Ss A: No there isn't.*
Planning	10 mins	• Ss write and rehearse differences between their pictures. • T monitors and helps where necessary.
Report	8 mins	• T asks four pairs to report to the class. • T notes any mistake and gives feedback on Ss performance.

Stages		Duration	Contents
	Sentence completion (*Activity 3*)	7 mins	• Ss work in pairs again to write about things Heang recommends and does not recommend. • One Ss writes three things she recommends and the other writes three she does not recommend.
Language focus	Jumbled sentences (*Activity 5*)	5 mins	• Ss do Activity 5 individually and then compare it with a partner. • T corrects as a whole class. ***Answers*** *a. There are some potatoes but there isn't any pizza.* *b. There are some oranges but there aren't any crisps.* *c. There is some water but there isn't any water.* *d. There are some eggs but there aren't any hotdogs.* *e. There is some fish but there isn't any chocolate.*
Closing	Homework	5 mins	• T asks Ss to do Activity 4 as the homework.

Handout: Find the differences

Lesson Plan 7c

- **Grade 9**
- **Chapter 3** : Nutrition and Health
- **Unit 7** : Healthy eating
- **Lesson C** : Healthy eating – You are what you eat!
- **Pages** : 54-55
- **Duration** : 90 minutes

1. **Aim (s)**:

   a. To give advice on healthy eating

2. **Objective (s):**

   a. At the end of the lesson, students will be able to practice using 'should/shouldn't' in giving advice to other people and to practice using 'some/any' to describe quantities through speaking and writing correctly & appropriately

3. **Teaching Materials**:

   a. Student's book & Teacher's guide book

4. **Procedures:**

Stages		Duration	Contents
Opening	Greeting	2 mins	T greets Ss, checks attendance, and hygiene.
Pre-task	Correcting homework and reviewing vocabulary	2 mins	- T corrects the homework from the previous lesson. - T reviews some words from the previous lesson. (*potatoes, carrots, meat, butter, tasty*)

Stages	Duration	Contents
Introducing the topic	3 mins	- T tells Ss to look at the picture. - T asks Ss some questions about the pictures. *Where is Piseth? Where is his mom?* *Why is he talking to his mother?* *What should and should not Piseth buy?*
Introducing tasks	3 mins	- T tells Ss they are going to play roles of Piseth and his mother talking about what they should buy for their fridge. - T delivers handouts to each pair.
Task cycle 1 (role-play) — Task	10 mins	- Ss work in pairs; one Ss acts as Piseth while the other as his mom. - Ss may take turns asking and answering the questions.
Task cycle 1 (role-play) — Planning	8 mins	- Pairs rehearse the conversation; they do not need to follow exactly the same order of the list given. - T monitors and helps where necessary.

Stages	Duration	Contents
Report and reading	17 mins	- T selects four pairs to act the conversation in front of the class. - T notes Ss' important mistakes and gives feedback after all the four pairs finish their reports. - Ss read the conversation between Piseth and his mom in 'activity 2' and compare it with their conversation.
Task cycle 2 (ordering and sorting) *Activity 3* Task	12 mins	• T asks Ss to read the questions in 'activity 3' and makes sure they understand them all. • Ss work in pairs; unscramble the sentences to answer the questions. • Ss may compare their answers with another pair. • T checks and corrects as a whole class. ***Answers*** *1. She has too many carrots.* *2. Because it contains too much sugar.* *3. She has too much pork.* *4. She has too much butter.* *5. She has too many potatoes.*

Stages		Duration	Contents
	Planning	11 mins	• Ss write their answers in their notebooks. • Ss practice and rehearse all the questions and answers with their partner. • T monitors and helps where necessary.
	Report	8 mins	• T asks four pairs to report to the class. • T listens and gives feedback at the end of the students' reports.
Language focus	Choosing the correct answer (*Activity 4*)	7 mins	• T asks Ss to read all the sentences in 'activity 4' and makes sure they understand them all. • Ss do the activity in pairs. • T checks and corrects with the whole class. *Answers: a) much b) many c) much d) many e) much*

Stages		Duration	Contents
	Making sentences (*Activity 5*)	5 mins	• Ss look at the picture of what Frank eats and drinks on his table and the two sample sentences. • Ss write three more sentences using 'too much' and 'too many'. **Possible sentences** *He eats too many hotdogs.* *He eats too may hamburgers.* *He drinks too much coke.*
Closing	Homework	2 mins	• T summarizes what Ss have learned today. • T asks Ss to check what they can do after the unit in the 'Congratulations' section.

Handout: Shopping List

Piseth		*Mom*	
Have we got any… - fruit? - fish? - butter? - soda? - potatoes? - beef? - carrots?		- fruit - fish - butter - soda - potatoes - beef - carrots	No No No Yes No No No

Lesson Plan 8a

- **Grade 9**
- **Chapter 3**   : Nutrition and Health
- **Unit 8**   : Healthy lifestyle
- **Lesson A**   : Healthy lifestyle – If we practice every day, we will get better!
- **Pages**   : 56-57
- **Duration**   : 90 minutes

    1. **Aim (s)**:

        a. To discuss eating and lifestyle choices

    2. **Objective (s):**

        a. At the end of the lesson, students will be able to know about and use the first conditional through speaking and writing correctly & appropriately.

    3. **Teaching Materials**:

        a. Student's book & Teacher's guide book

        b. Handouts

    4. **Procedures:**

Stages		Duration	Contents
Opening	Greeting	2 mins	T greets Ss, checks attendance, and hygiene.
Pre-task	Introducing the topic	3 mins	- T asks Ss to look at the picture. - T asks Ss some questions about the picture. *How many people are there?* *What team is it?* *What are they doing?*

Stages	Duration	Contents
Pre-teaching	3 mins	T pre-teaches some new words and phrases to the students. - *Injury (n.)*: - *Get injured (adj.)*: - *Terrible (adj.):* - *Energy (n.):* - *Stretch muscles :* - *Football kit:* T drills new words and phrases individually and as the whole class.
Introducing tasks	7 mins	- T elicits from the Ss and makes a list for what people should/shouldn't do before playing football. **Possible list** - *Eat more fruit and vegetables (should)* - *Eat too much fast food (shouldn't)* - *Eat more protein (should)* - *Get enough sleep (should)* - *Stretch muscles (should)* - T gives out handouts of what will/won't happen if one does not follow the given advice.
Task cycle 1 (opinion exchange)	Task 10 mins	- Ss work in pairs to give opinions and complete the handouts. - Ss compare their suggestions with other pairs.

Stages	Duration	Contents
Planning	8 mins	- Each pair rehearses two sentences about what will happen. - T monitors and helps where necessary.
Report and listening	15 mins	- T asks four pairs to come and report what they have discussed. - The next pair has to note what their friends have already reported avoiding repeating them. - T listens, takes note of mistakes if any and gives feedback after all Ss have finished reporting. - Ss listen to the recording and compare it with what they have written.
Task cycle 2 (opinion exchange *Activity 7*		
Task	10 mins	- Ss read all the phrases in the first box. - Ss work in pairs to write complete sentences with their own words. - T monitors and helps.
Planning	10 mins	• Ss select three sentences and try to remember them. • One Ss says the first part and the other says the second. • Ss rehearse their sentences until they remember them all.

Stages		Duration	Contents
	Report	7 mins	• After most pairs have complete the sentences, T asks four pairs to report their sentences. • Ss at the desk compare the report to their own sentences.
Language focus	Listening and completing sentences (*Activity 4*)	5 mins	- T asks Ss to look at sentences in 'activity 4' and makes sure they understand them all. - T plays the recording for Ss to listen and complete the sentences. - T asks Ss to read the complete sentences one by one. - T checks and corrects as a whole class.
	Making sentences (*Activity 6*)	8 mins	- T asks Ss to read all sentences in 'activity 6'. - Ss complete the sentences with their own words individually and then compare them with a partner. - T asks some Ss to read the complete sentences aloud. - T checks and corrects as a whole class.
Closing	Homework	2 mins	• T summarizes what Ss have learned today. • T assigns 'activity 5' as homework.

Handout: Complete the sentences

If this happens, $\longrightarrow$	this will/won't happen
If you eat more fruit and vegetables,	you will _____.
If you eat too much fast food,	you will _____.
If you eat more protein,	you will _____.
If you get enough sleep,	you will _____.
If you stretch muscles,	you will _____.

Lesson Plan 8b

- **Grade 9**
- **Chapter 3**   : Nutrition and Health
- **Unit 8**   : Healthy eating
- **Lesson B**   : Healthy lifestyle – If you do more exercise, your body

   will get stronger
- **Pages**   : 58-59
- **Duration**   : 90 minutes

   1. **Aim (s)**:

      a. To discuss eating and lifestyle choices

   2. **Objective (s):**

      a. At the end of the lesson, students will be able to describe what they
         should do to help improve their health and to practice using the 1st
         conditional through speaking and writing correctly & appropriately

   3. **Teaching Materials**:

      a. Student's book & Teacher's guide book

   4. **Procedures:**

Stages		Duration	Contents
Opening	Greeting	4 mins	T greets Ss, checks attendance, and hygiene.
Pre-task	Pre-teaching	5 mins	- T pre-teaches some necessary words/phrases. - *To lose* - *To dehydrate* - *Fiber* - *To eat a balanced diet* - *To put on weight* - *To digest food*

Stages	Duration	Contents
Introducing the topic	3 mins	- T tells Ss to look at the picture. - T asks Ss some questions about the pictures. *Where is everyone?* *How do they look?* *Do you think they won or lost the football match?* *What are the reasons for the defeat?*
Introducing tasks	3 mins	- T elicits from Ss some reasons causing the team to lose. - T puts some sample reasons/problems on the board and asks Ss to provide remedies for the problems using 'if'. *Sample problem/remedy* *They get sick because they eat too much.* ⇨ *They won't get sick if they don't eat too much.*

Stages	Duration	Contents
Task cycle 1 (problem-solving) Task	10 mins	- Ss work in pairs to think of as many more problems and remedies as they can. - T monitors and helps where necessary. - If Ss have difficulties finding the problems, T may write some problems on the board. The Ss then only have to provide the remedies. - T tells Ss they should at least come up with two problems/solutions.
Planning	8 mins	- Ss work in pairs to rehearse the sentences they have written. - One Ss says the problems; the other response with the solutions.
Report and listening	15 mins	- T asks four pairs to come and report to the class. - T listens, takes notes and gives feedback after the report. - T plays the recording twice for Ss to listen and compare what they have written.
Task cycle 2 (opinion exchange) *Activity 5* Task	10 mins	- Ss read the task instructions of 'activity 5'. - In pairs, Ss use sample sentences to make 5 recommendations to a friend who is unhealthy.

Stages	Duration	Contents
Planning	10 mins	• Ss choose two of the five sentences they have written to rehearse. • In pairs, Ss decide who will report the sentences. • T checks if all the pairs have chosen their reporter.
Report	8 mins	• T chooses four pairs to report to the class. • T listens and gives feedback at the end of the report.
Analysis and practice 1	5 mins	- T writes one sentence and explains how it can be rewritten in a different order. - T gives all Ss the handouts. - T asks Ss to rewrite the sentences in a different order. - After most Ss have finished, T checks and corrects as a whole class.
Language focus		
Practice 2 (matching sentences and listening) (*Activity 4*)	7 mins	- T asks Ss to read all the questions in 'activity 4' and checks if they understand them all. - T tells Ss to match part 'A' and 'B' to answer the question. - Ss check the answer with a partner. - T plays the recording for Ss to check their answers. - Ss work in pairs to ask and answer the questions.

Stages	Duration	Contents
Closing	Homework (*Activity 3)*	2 mins	• T summarizes what Ss have learned today. • T tells Ss to do 'activity 3' as homework. • T says goodbye.

Handout: Rewrite the sentences

> 0. If you don't eat healthy food, you will feel sick.
>   ⇨ ***You will feel sick if you don't eat healthy food***.
> 1. If I stretch, my muscles won't hurt.
>   ⇨ _____
> 2. If you work hard, you will pass your exams.
>   ⇨ _____
> 3. If you play well, you will win.
>   ⇨ _____

Lesson Plan 8c

- **Grade 9**
- **Chapter 3**   : Nutrition and Health
- **Unit 8**   : Healthy eating
- **Lesson C**   : Healthy lifestyle – Lifestyle changes
- **Pages**   : 60-61
- **Duration**   : 90 minutes

1. **Aim (s)**:
   a. To discuss eating and lifestyle choices

2. **Objective (s):**
   a. At the end of the lesson, students will be able to describe their lifestyle changes and to practice using 'enough/not enough & 'too much/ too many' to describe quantities through speaking and writing correctly & appropriately.

3. **Teaching Materials**:
   a. Student's book & Teacher's guide book

4. **Procedures:**

	Stages	Duration	Contents
Opening	Greeting	2 mins	T greets Ss, checks attendance, and hygiene.
Pre-task	Correcting homework and pre-teaching	2 mins	- T corrects the homework from the previous lesson. - T pre-teaches some new words to Ss. - *Fit (adj)* - *Beat (v)* - *Midnight (adv)* - *Lifestyle (n)* - *Chat on Facebook*:

Stages	Duration	Contents
Introducing the topic	3 mins	T tells Ss to look at the picture in 'activity 1' and asks them some questions. - ***What is Piseth doing?*** - ***What time is it?*** - ***Piseth is always tired. Why?*** - ***Does he have a good or bad lifestyle?***
Introducing tasks	3 mins	- T tells Ss to look at the pictures and read all the expressions in 'activity 5' to make sure they understand them all. - T assigns Ss in pairs to match the pictures and expressions.
Task cycle 1 (matching and finding the differences)		
Task	10 mins	- Ss work in pairs to match the pictures and expressions. - Ss may compare their findings with other pairs. - T monitors and stops the talk when most Ss have finished.

Stages	Duration	Contents
Planning	8 mins	- Each Ss chooses two pictures and makes one sentence to compare them. Example: ***In picture A the girl has enough apples, but in picture E the girl has too many apples.*** - T monitors and helps with the writing. - Ss rehearse their sentence and take turns saying it to a partner.
Report	8 mins	- T asks some Ss to report their sentence to the class. - Ss listen to their friend's report and compare their friend's sentence to theirs. - T listens and gives feedback at the end of the report.
Task cycle 2 (opinion gap) *Activity 3*		
Task	12 mins	- T tells Ss to look at the picture of Piseth again and asks '***Why is Piseth always tired?***' - T gives Ss handouts of a list of reasons that make Piseth tired. - T asks Ss to read all the statements to make sure they understand them all. - Ss read the list and decide on three reasons.

Stages	Duration	Contents
Planning	11 mins	• T demonstrates how to give reasons. e.g. *I think Piseth is always tired for three reasons. First, …* • In pairs, Ss take turns giving reasons for Piseth's tiredness. • Each Ss should aim for a one-minute talk. • Ss rehearse the talk with a partner or they may try to talk to other pairs.
Report	17 mins	• T asks some Ss to report their sentences to the class. • Ss listen to their friend's report and compare their friend's sentence to theirs. • T listens and gives feedback at the end of the report. • T plays the recording twice. • Ss read, listen and compare the recording to their sentences.

Stages	Duration	Contents
		- T explains to the Ss differences between **'enough', 'not enough', 'too much', 'too many'** with the illustrations given in 'activity 3'.
Analysis (*Activity 3*)	5 mins	
Language focus		- Ss use the four words/phrases above to complete the sentences and compare them with a partner.
Practice 2 (Sentence completion) (*Activity 3*)	7 mins	- T checks and corrects as a whole class. **Answer: b)** *too much, enough* **c)** *too many, enough* **d)** *too much, enough* **e)** *enough, enough* **f)** *too many, enough*
Closing	Lesson summarization	2 mins	• T summarizes what Ss have learned today. • T asks Ss to check what they can do after the unit in the 'Congratulations' section.

Handout: Why is Piseth always tired?

Piseth is always tired because…
1. he sleeps too much.
2. he does not get enough sleep.
3. he chats on Facebook for too many hours.
4. he eats too much fast food.
5. he does not drink enough water.
6. he drinks too much soda.
7. he watches TV too much.

Lesson Plan 9a

- **Grade 9**
- **Chapter 3**   : Nutrition and Health
- **Unit 9**   : Village health volunteer
- **Lesson A**   : Village health volunteer – Heang is injured!
- **Pages**   : 62-63
- **Duration**   : 90 minutes

1. **Aim (s)**:

    a. To talking about illness and getting advice

2. **Objective (s):**

    a. At the end of the lesson, students will be able to use new words to describe their symptoms and illness and use 'should/shouldn't' for giving advice on illness more correctly and appropriately.

3. **Teaching Materials**:

    a. Student's book & Teacher's guide book

    b. Handout

4. **Procedures:**

	Stages	Duration	Contents
Opening	Greeting	2 mins	T greets Ss, checks attendance, and hygiene.
Pre-task	Pre-teaching	5 mins	- T pre-teaches some words/phrases to Ss. - *Twisted ankle* - *Cut arm* - *A bruise* - *Headache* - *A bump on the head* - *Feel sick*

Stages	Duration	Contents
Introducing the topic	3 mins	- T tells Ss the injuries he used to have. *I used to have some injuries because of playing football. I used to have a twisted ankle because I fell when I was running. I had cuts on my knees as well then. Also, when my friend hit me with the ball, I had bruises on my skin.* - T asks some Ss about injuries they used to have.
Introducing tasks	3 mins	- T tells Ss to look at pictures in 'activity 3' and match them to the phrases in the box. - T tells Ss that Heang is injured. They have to choose two phrases/pictures to describe Heang's injuries.
Task cycle 1 (matching and comparing) — Task	10 mins	- Ss match the words/phrases with the pictures in pairs. - Pairs decide on two phrases/pictures to describe Heang's injuries.
Task cycle 1 (matching and comparing) — Planning	8 mins	- In pairs, Ss write two sentences to describe Heang's injuries. e.g. **Heang has got a bump on her head.** **She has got a headache.** - T monitors and provides assistance. - Ss rehearse the sentences and decide who will report.

Stages	Duration	Contents
Report and listening	15 mins	- T asks fours Ss to come and report to the class. - T takes notes of any mistake and gives feedback after all Ss have finished reporting. - T plays the recording (3.9.1) for Ss to listen and compare with their sentences.
Task cycle 2 (role-play) *Activity 5&7* Task	10 mins	- T tells Ss they are going to play the role of Heang's mum talking to a clinic receptionist on phone about Heang's injuries. - T assigns Ss to work in pairs and helps them decide who will play 'Heang's mom' and who play 'receptionist'. - T plays the recording (3.9.2) twice for Ss as model.

Stages	Duration	Contents
Planning	15 mins	• Ss listen and read the model conversation. • Ss work in pairs to write up the script for their own conversation or they can try to remember the model conversation. • T asks Ss to come up with at least two sentences each. • T monitors and helps with the writing. • Ss rehearse their conversation and get ready for the report. Possible/Acceptable dialogue - **Mom**: Hello! - **Recep**: Hello! Sor Panha Clinic! How can I help? - **Mom**: My daughter has got a bump on her head. She cut her arms and she feels sick. - **Recep**: I think it would be a good idea to/I think you should bring her to the clinic right now.
Report	5 mins	• T asks three pairs to come and act out the conversation in front of the class. • T listens, takes notes and gives feedback.
Language focus Analysis	7 mins	- T explains how to use '*should/shouldn't*' to give advice. - T writes some sentences using ''*should/shouldn't*' as examples on the board.

Stages		Duration	Contents
	Practice (Gap filling) (Handout)	5 mins	- T gives out handouts for Ss to complete. - Ss complete sentences using '*should/shouldn't*' with a partner. - T checks and corrects as a whole class.
Closing	Homework	2 mins	• T summarizes what Ss have learned today. • T assigns 'activity 4' as homework.

Handout: Sentence completion

Complete the sentences with '*should/shouldn't*'
1. Heang is injured. She _____ go to the clinic.
2. She _____ take some medicine.
3. We _____ be noisy in class.
4. We _____ eat healthy food.
5. Students _____ eat in class.

Lesson Plan 9b

- **Grade 9**
- **Chapter 3**   : Nutrition and Health
- **Unit 9**   : Healthy eating
- **Lesson** B   : Healthy eating – What are you eating?
- **Pages**   : 64-65
- **Duration**   : 90 minutes

1. **Aim (s)**:

   a. To talk about illness and getting advice

2. **Objective (s):**

   a. At the end of the lesson, students will be able to use some pictures to tell the story about Vuthy's sickness, and to use 'Could you/Could I…?' to make polite request correctly.

3. **Teaching Materials**:

   a. Student's book & Teacher's guide book

4. **Procedures:**

Stages		Duration	Contents
Opening	Greeting	2 mins	T greets Ss, checks attendance, and hygiene.
Pre-task	Pre-teaching	7 mins	T pre-teaches some new words to Ss. *Severe (adj)/Thermometer (n)/Prescription (n)/Symptoms (n)/Pharmacy (n)/Pharmacist (n)/Diagnosis (n)/Dengue fever*

Stages		Duration	Contents
	Introducing the topic	8 mins	- T tells Ss to look at the picture in 'activity 1' and asks them some questions. *Where are the people?* *What do people do at the clinic?* *What are Vuthy's symptoms?* *What sickness does Vuthy have?* T plays the recording (3.9.3) for Ss once/twice and asks them some more comprehension question. *What are Vuthy's symptoms?* *Are the symptoms severe?*
	Introducing tasks	3 mins	- T tells Ss to look at pictures in 'activity 3'. - T plays the recording again and tells Ss to put the pictures in to correct order.
Task cycle 1 (comparing)	Task	10 mins	- In pairs, Ss listen to the recording and decide about the order of the pictures. - Ss compare their order with other pairs.

Stages	Duration	Contents
Planning	8 mins	- Each pair chooses two pictures and writes some sentences to describe what is happening in those pictures. - T monitors and helps where necessary. - In each pair, Ss decide on the reporter.
Report and listening	15 mins	- T asks some pairs to come and report to the class. - T makes sure all the pictures have been described. - T gives feedback at the end of the report. - T plays the recording again for Ss to listen and compare their description.
Task cycle 2 (comparing) *Activity 3* — Task	10 mins	- T asks Ss to read all the sentences in 'activity 5' and makes sure they understand them all. - T gives out handouts of alternatives to say the given sentences in a more polite way. - Ss match the sentences in the handout to those in their textbook.

Stages		Duration	Contents
	Planning	10 mins	• In pairs, Ss choose two sentences to rehearse. • One Ss says the phrases in the textbook, while the other says the more polite way of saying it. • T monitors and helps if necessary.
	Report	8 mins	• T asks some pairs to come and report to the class. • T reminds the class that the next pair must not repeat the sentences of the previous one. • T listens and makes sure pairs have covered all the sentences.
Language focus	Analysis and practice (*Activity 4*)	7 mins	- T explains to the Ss that we can use '*Could you*' to make polite requests. - T writes some imperative sentences on the board and changes some of them into polite requests. e.g. ***Open the book, please.*** ⇨ ***Could you open the book, please?*** - Ss do 'activity 6' in pairs. - One Ss says the imperative sentence and the other turns it the polite request.

| Stages		Duration	Contents
Closing	Homework (activity 2)	2 mins	• T summarizes what Ss have learned today. • T assigns 'activity 2' as homework.

Handout: Making a polite request

Could you sit here, please?

Could you put your shirt back on, please?

Could you come back tomorrow, please?

Could you take your shirt off, please?

Could you keep the thermometer in your mouth for two minutes, please?
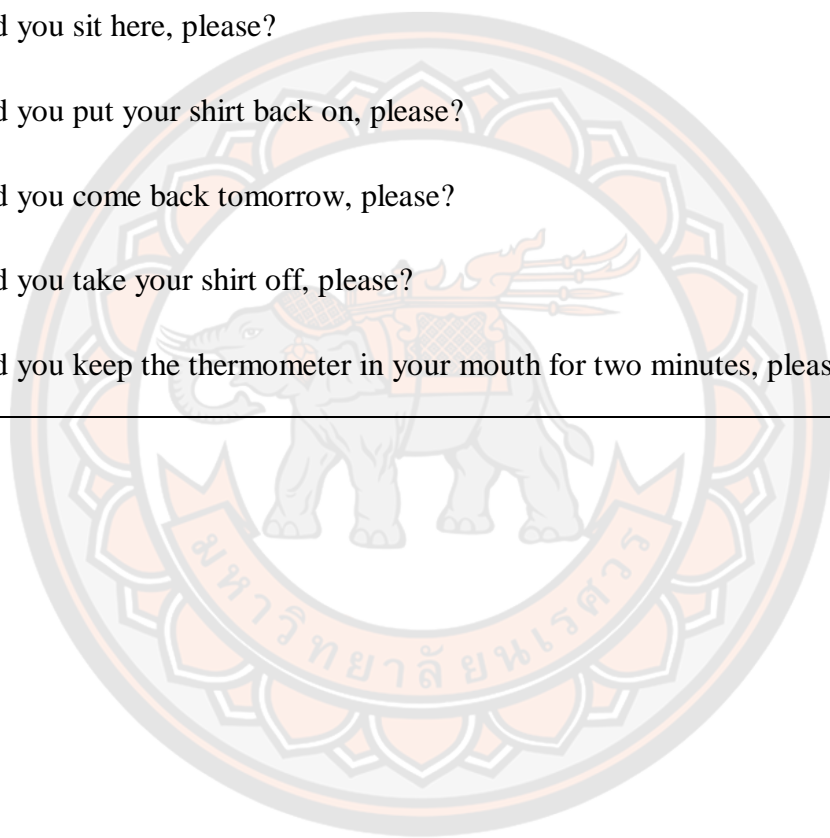
Lesson Plan 9c

- **Grade 9**
- **Chapter 3**   : Nutrition and Health
- **Unit 9**   : Village health volunteer
- **Lesson C**   : Village health volunteer – At the clinic
- **Pages**   : 66-67
- **Duration**   : 90 minutes

    1. <u>**Aim (s)**</u>:

        a. To talk about illness and getting advice

    2. <u>**Objective (s)**</u>:

        a. At the end of the lesson, students will be able to practice using 'could' in making polite requests through speaking and writing correctly & appropriately.

    3. <u>**Teaching Materials**</u>:

        a. Student's book & Teacher's guide book

    4. <u>**Procedures:**</u>

Stages		Duration	Contents
Opening	Greeting	2 mins	T greets Ss, checks attendance, and hygiene.
Pre-task	Pre-teaching	5 mins	- - T pre-teaches some new words to Ss. *Feeling dizzy* *Diarrhea* *Severe pain in the ankle* *Stomach ache* *Vomiting* *A high temperature* T drills the words with Ss individually and as a whole class.

Stages	Duration	Contents
Introducing the topic	3 mins	T tells Ss to look at the pictures in 'activity 1' and asks them some questions. - ***Where are Vottey and Heang?*** - ***What is wrong with them do you think?***
Introducing tasks	3 mins	- T tells Ss to look at the pictures in 'activity 3' and match them to the words/phrases above.
Task cycle 1 (comparing and opinion exchange) Task	10 mins	- Ss work in pairs to match the pictures to the list of words. - Ss compare their answers with another pair.

Stages	Duration	Contents
Planning	8 mins	- In pairs, Ss choose two pictures/phrases they think each describes the symptoms of Vottey and Heang. - Ss write some sentences to describe Vottey's and Heang's symptoms. (One Ss writes about Heang; the other writes about Vottey.) e.g. _**Ss A: I think Heang has got a stomachache and keeps vomiting.**_ _**Ss B: I think Vottey twisted her ankle and has got severe pain in her ankle.**_ - Ss rehearse telling their sentences with a partner.
Report and reading	17 mins	- T asks some Ss to come and report to the class. - T keeps calling Ss until they have covered all the words/phrases from 'activity 3' - T asks Ss to read the text in 'activity 2' with a partner and compare their sentences to the text.

Stages	Duration	Contents
Task cycle 2 (role-play) *Activity 5*		
Task	12 mins	- T tells Ss to read the example of a role-plays in 'activity 5' in pairs. - T tells Ss to read sentences about symptoms and diagnosis in the table in 'activity 5'. - Ss work in pairs, one Ss acts as the Village Health worker, while the other as a patient. - Ss take a turn telling their symptoms and giving diagnoses using the table for help.
Planning	13 mins	• In pairs again, Ss choose one row of symptoms and diagnosis from the table to write up a dialogue. • Ss can use the given example to help in writing. • T monitors and helps. • Ss rehearse the conversation with their partner.
Report	8 mins	• T asks some pairs to come and report to the class. • T listens, takes notes and gives feedback after the report.

Stages	Duration	Contents
Language focus	Analysis and practice (jumbled sentences) (*Activity 4*)	7 mins	- T asks Ss to read and rewrite the sentences in 'activity 4' in the correct order to make polite requests. - Ss rewrite the sentences and compare them with their friends. - T checks and corrects as a whole class.
Closing	Summary	2 mins	• T summarizes what Ss have learned today. • T asks Ss to check what they can do after the unit in the 'Congratulations' section.

BIOGRAPHY

Name-Surname	Seanghai Nget
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Address	
Work Experience	- October 2012 to August 2015: Lower secondary school teacher of the English and Khmer language at Rohal High School, Banteay Meanchey, Cambodia. - November 2016 to Present: Upper secondary school teacher of English at Rohal High School, Banteay Meanchey, Cambodia.
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