มหาวิทยาลัยอุบลราชธานี

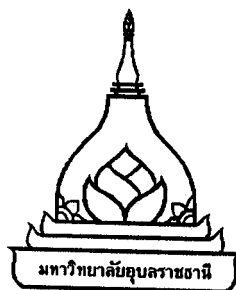# LEARNING GRAMMAR THROUGH TASK-BASED ACTIVITIES: THE CASE OF FIRST-YEAR ENGLISH MAJORS OF UBON RATCHATHANI RAJABHAT UNIVERSITY

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## INDEPENDENT STUDY APPROVAL
## UBON RAJATHANEE UNIVERSITY
## MASTER OF ARTS
## MAJOR IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
## FACULTY OF LIBERAL ARTS

**TITLE**  LEARNING GRAMMAR THROUGH TASK-BASED ACTIVITIES: THE CASE OF FIRST-YEAR ENGLISH MAJORS OF UBON RATCHATHANI RAJABHAT UNIVERSITY

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ชื่อเรื่อง : การเรียนไวยากรณ์ภาษาอังกฤษด้วยกิจกรรมงานปฏิบัติ กรณีศึกษาของนักศึกษา
วิชาเอกภาษาอังกฤษชั้นปีที่หนึ่ง มหาวิทยาลัยราชภัฏอุบลราชธานี

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คำศัพท์สำคัญ : กิจกรรมงานปฏิบัติ โครงร่างเพื่อการเรียนกิจกรรมงานปฏิบัติโดย Jane Willis
(1996)

การวิจัยครั้งนี้มีจุดประสงค์เพื่อศึกษาว่า การใช้กิจกรรมงานปฏิบัติมีส่วนช่วยเหลือ
นักเรียนในการเรียนไวยากรณ์ภาษาอังกฤษหรือไม่ ไวยากรณ์ที่ศึกษาในงานวิจัยนี้คือ อดีตกาล
ในประโยคบอกเล่า (Past simple in statements) ซึ่งตัวอย่างประชากรในงานวิจัยนี้คือนักเรียน
วิชาเอกภาษาอังกฤษชั้นปีที่ 1 ของมหาวิทยาลัยราชภัฏอุบลราชธานี จังหวัดอุบลราชธานี
ประเทศไทย จำนวน 36 คน ซึ่งมีความสามารถในการเรียนภาษาอังกฤษต่างระดับกัน เครื่องมือวิจัย
ที่ใช้ในการศึกษานี้ คือ แบบทดสอบก่อนเรียน แบบทดสอบหลังเรียน และใบงานกิจกรรมงาน
ปฏิบัติซึ่งประชากรได้เรียนไวยากรณ์อดีตกาลในประโยคบอกเล่าด้วยการทำกิจกรรมงานปฏิบัติ
โดยมีกระบวนการสอนตามแบบโครงร่างเพื่อการเรียนกิจกรรมงานปฏิบัติ (TBL) ของ Jane Willis
(1996).

ผลของงานวิจัยนี้ แสดงให้เห็นว่า คะแนนเฉลี่ยของแบบทดสอบหลังเรียนสูงกว่า
คะแนนเฉลี่ยของแบบทดสอบก่อนเรียน โดยคะแนนเฉลี่ยแบบทดสอบก่อนเรียนคือ 14.00 ขณะที่
คะแนนเฉลี่ยแบบทดสอบหลังเรียนคือ 22.25 โดยมีความต่างอย่างมีนัยสำคัญที่ค่า $P<.000$ จากผล
ของงานวิจัยนี้ แสดงให้เห็นว่าหลังจากการสอน ความสามารถในการเรียนไวยากรณ์ภาษาอังกฤษ
ด้วยกิจกรรมงานปฏิบัติของนักเรียนเพิ่มขึ้นอย่างมีนัยสำคัญ ดังนั้น กิจกรรมงานปฏิบัติมีส่วน
ช่วยเหลือนักเรียนในการเรียนไวยากรณ์ภาษาอังกฤษ

# ABSTRACT

TITLE        : LEARNING GRAMMAR THROUGH TASK-BASED ACTIVITIES: THE CASE OF FIRST-YEAR ENGLISH MAJORS OF UBON RATCHATHANI RAJABHAT UNIVERSITY

BY          : NANTIPA SANTADKARN

DEGREE   : MASTER OF ARTS

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KEYWORDS : TASK-BASED ACTIVITIES  A FRAMEWORK OF TASK-BASED LEARNING BY JANE WILLIS (1996)

This study was to investigate whether the use of task-based activities helps students in learning English grammar. The grammar point investigated in the study was past simple in statements. The subjects were 36 first-year students who had different levels of English proficiency majoring in English at Ubon Ratchathani Rajabhat University, Ubon Ratchathani, Thailand. The instruments of the study were the pre-test, the post-test, and worksheets of task-based activities. The subjects were taught past simple through doing task-based activities and the framework of TBL by Jane Willis (1996) was applied during the teaching process.

The results of the study showed that the mean score on the post-test was higher than the one on the pre-test. The mean score on the pre-test was 14.00 while that on the post-test was 22.25. The difference was statistically significant at $P<.000$. The data from the study indicated that after the treatment, the students' ability in learning grammar through task-based activities had been increased significantly. Therefore, task-based activities helped the students in their English grammar learning.

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# CHAPTER 1

# INTRODUCTION

This chapter introduces the rationale, the research question, the purpose of the study, the scope of the study and definitions of key terms.

## 1.1 Rationale

In recent years, English teaching has been emphasized on the learning process rather than the teaching process (Kavaliauskiene, 2005). It is not only on linguistic competence of the learners but also their ability to develop what they have learned to communicate in their real lives. In order to develop the learners' ability in using English, the teachers need to create the method to teach interesting target language lessons. Moreover, since the introduction of communicative language teaching (CLT) and the belief that language is best learned when it is used for communication, the communicative task has become a new alternative method for language teaching in any language skill.

In teaching English, grammar is one of the most important parts of teaching a foreign language. Grammar can be taught in many different ways. One of the teaching methods which teachers normally use is PPP which stands for presentation, practice, and production respectively. In this method, the teacher presents a particular language item; it is then practiced in the form of spoken and written exercises. And the last step is production, the learners will have an opportunity to produce the language which they produce by adapting from the examples they have been taught. This method is popular because the teachers can simply give grammar rules to students before letting them practice by doing exercises (Freeman, 2000). Although this method is easy to manipulate, it may be boring to both teachers and students. Therefore, the students may not be motivated to produce language communicatively, leading them to the failure in learning as well as the negative attitudes towards learning grammar. To the researcher's view, using a different method in teaching grammar which motivates the students to learn grammar accurately and be able to use

it communicatively is more advantageous. An alternative teaching technique which may serve this goal is using task-based activities.

Task-based activities are provided in task-based learning approach. It is another type of language learning that views the tasks that learners do as central to the learning process. In task-based approach, the focus of classroom activities is on the task, and ultimately on meaning (Lindsay, 2004). Adam Simpson (2005) has referred to Jane Willis' flexible model for task-based learning in his article. Task-based learning (TBL) is typically based on three stages: Pre-task activity, Task-cycle (task-planning-report) and Language focus and feedback (Willis, 1996). In addition, Simpson has reported some advantages of using task-based activities; for example, "the learners have an opportunity to use the language they need for a genuine purpose meaning that real communication should take place and during the time they are preparing their report for the whole class, they are forced to consider language form in general rather than concentrating on form". Also, the range of usable tasks offers a great deal of flexibility and should lead to more motivating activities for learners in their language learning. Therefore, task-based learning accommodates different learning styles. (Bowen, 2004).

The researcher wants to study whether using task-based activities in teaching grammar helps the students to learn English grammar, using past simple tense as the selected topic.

## 1.2 Research Question

Do task-based activities help first-year English major students at Ubon Ratchathani Rajabhat University in their English grammar learning?

## 1.3 Purpose of the Study

The purpose of the study was to investigate whether the use of task-based activities helps students in learning English grammar.

## 1.4 Scope of the Study

This study aims to investigate whether the use of task-based activities proposed by Jane Willis (1996) helps first-year English major students at Ubon Ratchathani Rajabhat University in learning English grammar. All tasks used in this study are designed according to six types of tasks which are introduced by Jane Willis (1996).

## 1.5 Significance of the Study

This study is expected to provide information to those who teach English as a foreign language whether an interesting method of teaching English grammar through task-based activities which focus on communication would work for Thai students.

## 1.6 Definition of Key Terms

1.6.1 Task-based learning refers to learning processes in which learners are required to experiment with and explore both spoken and written language through doing tasks which follow the task structure proposed by Jane Willis (1996).

1.6.2 Task refers to pieces of worksheets or classroom activities in which learners are required to do together either in groups or in pairs or both.

1.6.3 The selected topic refers to the grammar lesson of the past simple tense in statements.

# CHAPTER 2

# LITERATURE REVIEW

This chapter presents teaching grammar, PPP approach, the task-based learning approach (TBL), the differences between PPP and TBL teaching methods and a number of relevant research studies.

## 2.1 Teaching Grammar

Grammar is central to the teaching and learning of languages. It is also one of the difficult aspects of language to teach well. Grammar is about forms and one way to teach forms is to give students rules; however, grammar is much more than forms and its teaching is ill served if students are simply given rules (Freeman, 2000). By teaching grammar, we do not only give our students the means to express themselves, but we also fulfill their expectations of what learning language involves. Nowadays with the emphasis on a communicative approach, teaching grammar focuses on grammatical forms during communicative interactions rather than forms in isolation (Long, 1997). In addition, teaching grammar means enabling language students to use linguistic forms accurately, meaningfully and appropriately. There are various teaching strategies that can be used to meet this goal. Over the centuries, there have been two main approaches to teach grammar. These are the deductive and the inductive approaches. The deductive approach is concerned with the rule which is presented and language is produced based on the rule. The teacher gives the rule. The inductive approach deals with the rule which is inferred through some forms of guided discovery. The teacher gives the students a way to discover the rule for themselves (Cotter, 2005). In other words, the former is more teacher centered and the latter is more learner centered. Both approaches have their advantages and disadvantages

## 2.2 Presentation, Practice, Production (PPP Approach)

As a deductive approach, traditional grammar teaching has employed a structural syllabus and fit into a lesson structure known as PPP (Presentation, Practice, Production). The teacher presents the target language and then gives students the opportunity to practice it through absolutely controlled activities. The final stage of the lesson gives the students the opportunity to practice the target language more freely. However, some teachers who use this method identify some problems with PPP as follows:

2.2.1 Students can give the impression that they are comfortable with the new language as they are producing it accurately in the class. Often through a few lessons later, students will either not be able to produce the language correctly or even will not produce it at all.

2.2.2 Students may not produce the target language during the free practice stage because they are unable to use existing language resources to complete the task.

2.2.3 Students feel unconfident to produce the target language. They are afraid of producing it wrongly so that it sounds completely unnatural.

2.2.4 The PPP approach does not encourage students to use the target language in their real lives because they just only practice the same structures over and over in class. Students feel confident to use language in class but outside the class students will not use the structures they have learned or they will use them wrongly (Frost, 2005).

As mentioned above, these days, most teachers focus on communicative language teaching and the students should learn grammar does not only forms and rules but also how to use them accurately, meaningfully and appropriately. Therefore, Willis believes that PPP approach does not encourage the students to use the target language efficiently because of too controlled teaching. Willis presents a task-based learning approach (TBL) and suggests its advantages over the more traditional Presentation, Practice, Production (PPP) approach.

## 2.3 The Task-based Learning Approach (TBL)

The task-based learning approach is an approach to teaching language that has attracted a lot of attention over the past twenty-five years (Clandfield, 2004). In the task-based approach, the focus of classroom activities is on the task and on meaning. Task-based learning offers an alternative for language teachers. Students are asked to perform a task without any input or guidance from the teacher. For task completion, students have to use the language in a similar way as language is used in the real world outside the classroom (Kavaliauskiene, 2005). A model for task-based learning was outlined by Jane Willis (1996) and covers three stages: the pre-task, the task cycle and language focus. It is a flexible task-based learning framework.

### 2.3.1 Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language points that may be useful for the task.

### 2.3.2 Task cycle

#### 2.3.2.1 Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

#### 2.3.2.2 Planning

The students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

#### 2.3.2.3 Report

The students then report back to the class orally or read the written report. The teacher chooses the order of when the students will present their reports and may give the students some quick feedback on the content.

### 2.3.3 Language focus

#### 2.3.3.1 Analysis

While the task is being reported, the teacher may make notes on the language and after the report has been completed, the students may be asked to

look at the task again to gain a better understanding of the language: to look at structures, difficult or unusual vocabulary. The teacher can also highlight the language that the students use during the report phase for analysis.

### 2.3.3.2 Practice

Finally, the teacher selects language areas to practice based upon the needs of the students and what appeared from the task and the report phases. The students then do practice activities to increase their confidence and make a note of useful language.

Willis (1996) designed six task types of task-based learning activities and their outcomes as follows:

1) Listing

The processes involve brainstorming and fact-finding, in which learners share their own knowledge and experience in pairs or groups and find things out by asking each other. The outcome will be the completed list or a draft mind map.

2) Ordering and sorting

These tasks involve four main processes that are sequencing items, ranking items, categorizing items and classifying items. The outcome is the capacity of ordering and sorting information according to specific criteria.

3) Comparing

These tasks involve matching, comparing information, finding similarities and differences. The outcome will be the identification of similarities and differences.

4) Problem solving

The processes will vary depending on the type and complexity of the problems. The outcome is finding solutions to the problems.

5) Sharing personal experiences

These tasks encourage learners to talk more freely about themselves and share their experiences with others. The outcome will be exchanging opinions and attitudes.

6) Creative tasks

These tasks can involve combinations of task types. These tasks are often called projects and involve pairs or groups of learners.

## 2.4 The Differences between PPP and TBL Approaches

For years, PPP approach has been a popular English teaching method in Thailand. The framework of this approach is more teacher-centered and focuses more on form than how to use it in real-life situations. Nunan (1991:279) concludes five characteristics of a task-based approach to language learning as follows:

1) An emphasis on learning to communicate through interaction in the target language

2) The introduction of authentic texts (teaching materials) into the learning situation

3) The provision of opportunities for learners to focus not only on language, but also on the learning process itself

4) An enhancement of the learner's own personal experiences as important contributing elements to classroom learning

5) An attempt to link classroom language learning with language activation outside the classroom

In addition, Richard Frost (2005) suggests that task-based learning approach has some clear advantages over PPP approach as follows:

1) Unlike PPP approach, the students are free of language control. In all three stages they must use all their language resources rather than just practicing one pre-selected item.

2) A natural context is developed from the students' experiences with the language that is personalized and relevant to them. With PPP it is necessary to create contexts in which to present the language and sometimes they can be very unnatural.

3) It is a strong communicative approach where students spend a lot of time communicating. PPP lessons are very teacher-centered.

4) It is enjoyable and motivating.

Moreover, Willis (1998 cited in Rattanawong, 2004) has compared the differences between PPP approach and TBL approach as shown in the following table.

**Table 1** The differences between PPP approach and TBL approach

| Point | PPP approach | TBL approach |
|---|---|---|
| The significance of language content | Focusing on content and the students must learn about rules and forms and practice a lot until they can use them accurately | Focusing on meaning and how the students use the language first then checking grammatical accuracy (form) |
| The role of teacher | Teacher as a controller who controls the learning process | Teacher as a facilitator who gives some advice to the students before they present their report |
| The role of students | Students' language production is controlled by the structure that the teacher has given. It is unnatural. | Students are offered opportunities to practice and produce the language without concerning about form or rule. They can use language naturally. |

As can be seen above, we will find that PPP approach offers a simplified approach to language learning. It is based upon the idea that you can present language in neat little blocks, adding from one lesson to the next. However, we can not predict or guarantee what the students will learn and will acquire language effectively. Restricting their experience to single pieces of target language is unnatural (Richard Frost, 2005). As the result, TBL approach is another technique for directing students' attention to learn grammar. Rather than working on rule learning and rule application, task-based activities encourage the students to attend to features of language during activities where the structure is being used meaningfully. The next topic will present the previous studies concerning using task-based learning in teaching language and teaching English grammar.

## 2.5 Previous Studies

A number of research studies concerned with using task-based learning (TBL) approach in teaching language have been carried out. Breen 1987, Candlin 1987, Ellis 2003, Willis, D. & Willis, J., (2001 cited in Nunan ,2004) seem to agree that learners best acquire the target language by engaging in activities that they likely encounter in a real-world context and that activities are provided as tasks. Moreover, Prabhu (1987 cited in Freeman, 2000) has adapted this TBL approach to teach his 40 ten-year-old children who were advanced beginners in English. He used three types of tasks which are an information gap activity, an opinion gap activity and a reasoning gap activity. The first activity involves the exchange of information among students in order to complete a task. The second activity requires the students to give their personal feelings or attitudes in order to complete a task. The last activity requires students to derive some new information by inferring it from the information they have been given. Phabhu found that while doing the tasks, the students could use all four skills (listening, speaking, writing and reading) in a natural manner. In addition, the students are encouraged to use language in order to complete the tasks. This is one way to move them out of the classroom into the world and these tasks help to bridge the gap between language study and language use (Freeman, 2000). Also, Long (1997) compared the language use of adult learners while doing small group tasks and teacher –fronted tasks. He found that small group tasks can encourage the students to use language more widely and naturally than teacher- fronted tasks. Moreover, Kavaliauskien (2005) mentioned in her article that teaching through tasks created favorable learning conditions for students who study English for Specific Purposes (ESP) at tertiary level. She also added that TBL involved students in performing tasks relevant to their future profession and increased learners' motivation.

Besides the research studies which show the benefit of using TBL in teaching language, there is a study concerned with adapted TBL in teaching grammar. Clandfield (2004) used the task-based model and created a lesson plan which followed Jane Willis' flexible task-based learning framework to teach the grammar point "used to". Clandfield found that the advantage of this approach according to the students' recommendation during the task was that the learners were allowed to use

whatever language they wanted, freeing them to focus on the meaning of their message. This made it closer to a real- life communication. Moreover, the task-based lesson was an attractive one especially if the teacher and the learners have been accustomed to a PPP model.

In Thailand, using task-based learning is found in the field of communicative language teaching. Vadhanamra (1996), for example, studied the effects of using task-based activities on English language communicative ability of second year students at the Royal Thai Air Force Academy. The result of this research showed that the English language communicative ability of the students who were taught by using task-based activities was higher than those of the students taught by using the activities in the textbook. Moreover, using task-based activity can be adapted to teach English grammar satisfactorily. Chanprasert (1998) showed that the students in pre-intermediate level were improved on their overall grammatical competence by using communicative tasks.

The results of those previous studies are really interesting, but there have been a few attempts to conduct any research on the way of teaching grammar in undergraduate level of Thai students. Using task-based learning approach shows mostly such a satisfactory result in communicative language teaching. Therefore, the researcher wants to investigate whether using task-based activities helps Thai undergraduate students in learning grammar. The selected grammar lesson is past simple tense.

In order to explain how the study was conducted, the description of methodology is explained in the next chapter.

# CHAPTER 3
# METHODOLOGY

This chapter discusses the research methodology which includes the subjects, instruments, duration of the study, data collection and data analysis.

## 3.1 Subjects

The subjects in this study were 36 first-year students majoring in English at Ubon Ratchathani Rajabhat University. They were selected from one class which enrolled in the grammar course "1551106: Form and Usage in Modern English 2" in the second semester of academic year 2006. All of them had studied one course relating to grammar: Form and Usage in Modern English 1 (1551105).

## 3.2 Instruments

The instruments used in this study were a pre-test, a post-test and worksheets of task-based lessons.

### 3.2.1 Pretest and Posttest

The pre-test and the post-test were sentence completion test types in a story, consisting of 30 items that required students to fill in the blanks with the correct forms of the verbs given in parentheses. The story was adapted from Marjorie Fuchs and Margaret Bonner (2000). Focus on Grammar: A High-intermediate, Workbook 2nd Edition. Longman, 249 words in length. (See Appendix A) The subjects did the same test in the post-test. The reason of using the same test for both pre-testing and post-testing was to assure an exactly comparable test, thus avoiding the problem of equating different forms of the pre-test and the post-test.

### 3.2.2. Worksheets of Task-based Activities

The six worksheets of tasks were designed and adapted from the task-based learning framework of Jane Willis (1996) as elaborated below:

Worksheet of task 1 was adapted from George Woolard (2001), Grammar with Laughter, Commercial Colour Press Plc. The type of this task was problem solving. This task aimed to present two types of verbs: regular verbs and irregular verbs. To complete this task the subjects had to read jokes and predict the ending or clues to guess the correct answer to complete the jokes by using the past simple form of the verb. (See Appendix B, task 1.)

Worksheet of task 2 was adapted from Julie Woodward (2002), Timesaver Vocabulary Activities (Pre-intermediate/ Intermediate), Mary Glasgow Magazines and Elaine Kirn (1988), English in Everyday Life (A Competency-Based Grammar), New York: Random House, Inc. This task was a matching task type which required the students to match the information from two different sources (pictures and texts). This task aimed to provide the students with thinking skill and how to relate texts into a story. (See Appendix B, task 2.)

Worksheet of task 3 was adapted from Sarah Philpot (1994), World of Grammar, Book 2, Macmillan. The task type was sequencing. The purpose was to encourage the subjects to put the pictures into the correct order after reading the story which occurred in a past event. (See Appendix B, task 3.)

Worksheet of task 4 was fact-finding task type. It was adapted from the "used to" lesson plan from Lindsay Clandfield (2004), Task-based grammar teaching, Macmillan Publisher Ltd. This task aimed to encourage the subjects to find out the information of other participants by asking questions and to compile the information into a narrative story. (See Appendix B, task 4.)

Worksheet of task 5 was adapted from Edward Wooks and Nicole McLeod (1992), Using Basic English Grammar: Form and Function, Prentice Hall International (UK) Ltd. The task type of this task was sharing personal experiences. The process was to encourage the subjects to narrate about their past routines and experience in special events. (See Appendix B, task 5.)

Worksheet of task 6 was adapted from Elaine Kirn and Darcy Jack (2002), Interactive Grammar, Book 1, The McGraw Hill Company, Inc. It was a

creative task type aimed to encourage the subjects to make a story by using past-tense sentences. The subjects were divided into small groups and each group had to create a story by explaining a given picture. (See Appendix B, task 6.)

## 3.3 Duration of the Study

This study was conducted during the second semester of the academic year 2006 for about 8 days, one task a day. Each task had a hundred minutes or two periods to finish the teaching. The pre-test was taken on the first day. The teaching was conducted 6 days and the post-test was taken on 1 day, about 2 weeks after the teaching.

## 3.4 Research Procedures

The procedures of the study are presented below.

3.4.1 Pre-testing: The students were required to take the pre-test in the first period. They were made clear that this test would not affect their grades, but they were asked to do the test seriously.

3.4.2 Teaching procedures: There were 6 tasks used in teaching past simple tense. In each task, the students were taught through the task-based activity worksheets which were adapted from the task structure proposed by Jane Willis (1996). Willis claimed that task-based learning (TBL) was typically based on three stages. Each task was organized in the following way: (See Appendix C, Lesson Plan 1-8.)

  3.4.2.1. Pre-task activity: an introduction to topic and task

  3.4.2.2. Task cycle: Task, Planning and Report

  3.4.2.3. Language Focus and Feedback: Analysis

3.4.3 Post-testing: Post-test was taken two weeks after the teaching to see the long-term effectiveness of the use of task-based activities in learning past simple in statements.

## 3.5 Data Collection

The data were collected from the students' scores of pre-test and post-test. Scoring criteria were set as follows:

1 point was given to the correct form of verb.

Example: After I [1](leave) <u>left</u> school, I [2](get) <u>got</u> a job on the railways. I [3](make) <u>made</u> friends with a man called Henry. We [4](talk) <u>talked</u> about our ideas for a holiday.

0 point was given to an incorrect form of verb.

Example: After I [1](leave) <u>leaved</u> school, I [2](get) <u>gotten</u> a job on the railways. I [3](make) <u>maked</u> friends with a man called Henry. We [4](talk) <u>talk</u> about our ideas for a holiday.

## 3.5 Data Analysis

The scores on the pre-test and post-test were compared and interpreted. The mean scores of both tests were analyzed by the Statistical Package for Social Science (SPSS program). The comparison of the scores from both tests was believed to be able to verify the effect of using task-based activities toward the students' improvement in learning past simple tense in statements.

The results of the study will be discussed in the next chapter.

# CHAPTER 4

# RESULTS

This chapter presents the results of the study which show that task-based activities help the students in their learning of past simple tense in statements.

The results of using task-based activities in learning past simple tense in statements are presented in Table 2 below.

**Table 2**  Pre-test and post-test scores of the subjects

| Subjects | Pre-test | Post-test |
|----------|----------|-----------|
| 1 | 0 | 15 |
| 2 | 21 | 23 |
| 3 | 14 | 29 |
| 4 | 14 | 19 |
| 5 | 28 | 29 |
| 6 | 9 | 28 |
| 7 | 20 | 27 |
| 8 | 12 | 23 |
| 9 | 14 | 21 |
| 10 | 11 | 18 |
| 11 | 19 | 26 |
| 12 | 28 | 27 |
| 13 | 2 | 27 |
| 14 | 9 | 14 |
| 15 | 8 | 22 |
| 16 | 18 | 27 |
| 17 | 13 | 28 |
| 18 | 0 | 10 |

**Table 2** Pre-test and post-test scores of the subjects (continued)

| Subjects | Pre-test | Post-test |
|---|---|---|
| 19 | 5 | 10 |
| 20 | 24 | 28 |
| 21 | 3 | 7 |
| 22 | 25 | 25 |
| 23 | 11 | 26 |
| 24 | 18 | 27 |
| 25 | 19 | 25 |
| 26 | 8 | 24 |
| 27 | 25 | 28 |
| 28 | 16 | 18 |
| 29 | 9 | 19 |
| 30 | 22 | 24 |
| 31 | 9 | 10 |
| 32 | 11 | 15 |
| 33 | 22 | 27 |
| 34 | 14 | 29 |
| 35 | 11 | 27 |
| 36 | 12 | 19 |
| Mean | 14.00 | 22.25 |
| T-value | -8.107 | |
| | ***P<.000 | |

Table 2 shows that the students gained higher scores on the post-test than on the pre-test. The scores on the pre-test of the students range from 0 to 28 (out of the total 30). There are two students who gained the highest score of 28 and two students gained the lowest score, which is 0. Twenty two students failed on the pre-test whereas only fourteen students passed. In contrast, the scores on the post-test of the students range from 7 to 29 (out of the total 30). There are three students who gained the highest score of 29 while only one student gained the lowest score, which is 7.

Only five students failed whereas thirty one students passed. In addition, considering the scores between the pre-test and the post-test, there are seventeen students passed on the post-test (out of twenty two students who failed on the pre-test). The results, therefore, indicate that the students were improved in their learning past simple in statements.

As can be seen in Table 2, the mean score on the post-test is higher than the one on the pre-test. The mean score on the pre-test is 14.00 while that on the post-test is 22.25. The difference is statistically significant at P<.000. In other words, the results of the study indicated that after the treatment, the students' ability in learning grammar through task-based activities has been increased significantly.

In addition, according to the results, it is found that the students can still remember and understand the form and usage of this particular grammar point. Thus, it can be concluded that task-based activities help the students learn their English grammar.

The next chapter will provide the discussion based on the results presented in this chapter.

# CHAPTER 5

# DISCUSSION

This chapter discusses the results shown in the previous chapter and provides pedagogical implications.

## 5.1 Discussion

The overall data revealed that after the subjects had been taught the past simple tense through task-based activities, the mean score of the post-test was significantly higher than that gained from the pre-test. This indicated that learning past simple through task-based activities is effective. Task-based activities enabled students to improve their grammar learning. The subjects who had been taught with task-based activities gain significantly higher scores after the teaching.

However, if we look at the raw scores of the students in this study, we see that they still failed. There are five students out of the total thirty-six who failed on the pre-test and failed again on the post-test. Although they had been taught the past simple tense through task-based activities, they still gained under 15 points on the post-test. It can be said that these students are in a low proficiency level in learning grammar. They were probably used to a more traditional grammatical syllabus and find this teaching method difficult which comes to term with Simpson (2005). Moreover, this result agrees with some disadvantages of task-based learning which were suggested by Funda Hatip (2005). Hatip claimed that task-based learning required a high level of creativity and initiative on the part of the learner. As we know, grammar is one of the difficult points for learning the English especially for those who learn English as a foreign language. Learning grammar is a skill which takes time to master. This study was done within only 6 times or 12 periods, which was not sufficient to help low proficiency students gain sufficient improvement. In addition, the students may have a poor ability in learning grammar using an unfamiliar teaching method which might not motivate them to learn grammar.

However, considering the mean score on the post-test to the question that whether the use of task-based activities helps students in learning English grammar, it can be claimed that using task-based activities is effective in teaching past simple in statements to intermediate and/or high proficiency students. This is probably because the students are led to understand how to use past simple and remember the derivation of verbs used in past simple by doing tasks. The results of this study agree with many studies which showed that task-based learning approach can be taught to students, and when taught, the task-based activities help improve students' performance on grammar learning. With those tasks, the students induced the rule by themselves which made them understand the rule better and they can remember it. They focused on meaning and how to use the language first then they checked grammatical accuracy on the stage of language focus (Willis 1998 cited in Rattanawong, 2004). The finding thus suggests that teachers do not need to explain everything, as proposed by Lewis (1986 cited in Maneekarn 2003). The students explore and discover how the language works by themselves with little advice from the teacher. The teacher acts as a facilitator who helps the students to find a solution to a target point. Also, Spada and Lighbrown (1993 cited in Maneekarn 2003) said that thinking skills operate effectively when students voice their analysis and take part in the learning process occurring in the classroom.

In addition, task-based activities are meaningful teaching materials (Gail K. Oura, 1996). The students' learning is focused on communication through interaction in the target language. With task-based activities, the students are provided with opportunities to focus not only on language, but also on the learning process itself. They enhance the students' own personal experiences as important elements to classroom learning (Nunan, 1991).

Also, learning grammar through task-based activities is highly motivating. This is shown through the students' behaviors to do the tasks by brainstorming with their pairs or their group members and discussing activities among themselves. Another reason might be from the benefits of interaction in the classroom. Since task-based learning is suitable for learning in pairs or/and in groups, this way high proficient students can help and support low proficient students and they can exchange and fulfill their knowledge. During doing tasks, as far as the researcher observed,

when students were in groups, each group had a student who led the group discussion. The leader would ask and invite low proficient students to participate in discussions. In small groups, low proficient students were not shy to speak and share their ideas. To explain this, Hatip (2005) pointed out that since the language used while doing tasks was uncontrolled, the students felt free to use the language and this led the students to express what they want to say. They were more motivated to absorb the language needed-either a new language or the language that they had already learned but they did not use it accurately.

Most traditional approaches of teaching grammar do not offer students opportunities to practice and produce the language naturally. In PPP approach, for example, students' language production is controlled by the structure that the teacher has given. It is unnatural (Willis 1998 cited in Rattanawong, 2004). But in TBL, it is different. During the TBL the students were allowed to use the language they wanted, freeing them to focus on the meaning of their message. This makes it closer to real-life communicative situation, which is a way of bringing the real world into classroom (Krahen 1987 cited in Hatip 2005). It supports Prabhu (1987) who investigated the effectiveness of doing tasks with 40 ten-year old students concerning their four skills of English. The finding of Prabhu's study showed that after completing the tasks, students could use all four skills in a natural manner. Moreover, there are many advantages of learning language through doing tasks. One of them is that the students are encouraged to plan and be more ambitious in the language they use, rather than just saying the first thing that comes into their heads (Hatip, 2005). In addition, by learning grammar with uncontrolled language using, tasks are also said to improve students' motivation and therefore promote their learning.

Contrary to PPP teaching method, the TBL classroom atmosphere may be not boring. This is probably because the students are involved in the learning process. Al-Kharrat (2000 cited in Maneekarn 2003) said that the students taught by the teacher who actively involved them in lessons achieved at higher rates than those in traditional classes.

The mean score on the post-test of this study is higher than that on the pre-test. This is probably because the teaching methodology encouraged the students to learn past simple in statements through many different tasks. The students were taught

to explore and discover the target point by themselves, not only once but six times. By this teaching technique, it did not exactly prove that six times of doing tasks can improve the lower students' efficiency in their learning but it positively showed the improvement of the majority of students.

When the results of the pre-test and the post-test are taken into consideration, it is shown that task-based activities help the students' retention of the grammar point concerned. It can be concluded that the grammar ability of the students in this study increased through the use of task-based activities. Therefore, this teaching method is of value in teaching grammar. If we look at the overall results, we see that the students had significant improvement.

However, there were some problems which can be said as disadvantages of using TBL which are in accordance with Hintip's experience in using task-based in language learning. First, some students keep thinking of the right words, and they do not know whether the words suit the discourse. Second, some students revert to mother tongue when things get difficult or if the group feels impatient. Third, there is a risk for the students to achieve fluency at the expense of accuracy (Hatip, 2005). To solve this problem, the teacher should walk around the class in order to assist the students when they need help and remind them to pay more attention to use English while doing tasks.

## 5.2 Pedagogical implications

This study was conducted to investigate whether the use of task-based activities proposed by Jane Willis (1996) helps first-year English major students in learning past simple in statements. It is obvious that the results of the study showed positive effect of using task-based activities on the students' English grammar learning. The students were found to be significantly better at learning past simple after a treatment of doing task-based activities. It seems to be appropriate for Thai students who are in the intermediate and high English proficiency.

Since this teaching method is more motivated and communicative, the students feel to be part of their learning process. Based on this study, students should be encouraged to make conversations as the central focus of language and the

keystone of language acquisition. Teachers should make them closer to real-life communicative situation which helps the students practice their English through doing different tasks and have opportunities to communicate with others to complete the tasks. This is what the students may face in their real-life outside the classroom.

However, since the students are non-native English speakers, in order to make them understand the process of learning through task-based activities clearly, the first language should be used. Since the process in this study has followed the framework of TBL by Jane Willis (1996), the stages of learning process are rather complicated. During the introduction of the tasks which the teacher explains about the procedures, the teacher may explain how to do the tasks by using the students' native language. After being sure that they really understand the procedure, the teacher may switch to the target language.

While doing the tasks, the students are encouraged to complete the tasks by themselves with a little advice from the teacher in particular when they need help in grammar. By doing this, the possibilities of misunderstanding and producing incorrect grammatical sentences might happen. The teacher, therefore, should correct and further those points again in order to clarify the students' language production mistakes.

With the results of this study, it is recommended that the English teachers should try the interesting teaching technique of task-based lessons, which is not a traditional teaching method they normally use in teaching grammar. If possible, it is better to try to use task-based activities with other points of English grammar such as present tense, future tense, etc. Moreover, as task-based learning emphasizes the central role of meaning in language use, speaking and trying to communicate with others should be considered as the basic procedures to complete the tasks in task-based learning. The teacher should try to use this teaching method with teaching other skills especially speaking and listening.

To summarize the whole study, a conclusion is given in the next chapter.

# CHAPTER 6

# CONCLUSION

This chapter provides the conclusion, the limitations of the study and the recommendations for further study.

## 6.1 Conclusion

The purpose of this study was to investigate whether the use of task-based activities proposed by Jane Willis (1996) helps students in learning English grammar focusing on past simple in statements. The subjects of this study were 36 mixed proficiency first-year students majoring in English at Ubon Ratchathani Rajabhat University. They were all native Thai speakers. All the subjects were selected from one class which attended the Form and Usage in Modern English 2 course during the second semester of academic year 2006.

The research data were analyzed in order to answer the research question of the study: Do task-based activities help first-year English majors at Ubon Ratchathani Rajabhat University in their English grammar learning?

The instruments of the study were a pre-test, a post-test, and worksheets of six types of task-based lessons of past simple tense. The pre-test was taken on the first day. The teaching was conducted 6 days. One task a day and each task had two periods for teaching. When the subjects finished the 6 task-based lessons, all the subjects were given the post-test, which was the same as the pre-test, two weeks after the treatment. The test included 30 items of sentence completion in a story, 249 words in length.

The results of the study indicated that the use of task-based activities was effective in helping the student learn past simple tense in statements. Moreover, the scores of the post-test showed significant difference in the students' long-term memory, which means that task-based activities help the students to keep and continue the particular language focus in their memory.

## 6.2 Limitations of the Study

This study contains a number of limitations. For example, it involved only one class of the first-year students out of five classes. It was a small number of the subjects (36) with mixed proficiency levels. The teaching lasted only 6 days, and the time interval between the treatment and the post-test was not so long (2 weeks). The time of the teaching experiment was not quite appropriate which was near the final examination week and it covered only one grammar point.

## 6.3 Recommendations for Further Study

Due to the limitations mentioned in the previous section, further study should be conducted with a larger number of the students in order to make the results more generalizable. Moreover, it should be tried with students of particular proficiency level such as low proficient students in order to find out whether this teaching method works well. In addition, the test analysis may focus on comparing errors between irregular and regular verb forms which the students produce in past simple statements. This may help the English teachers to know more about the students' errors in learning this grammar point. According to the raw scores of the students after they were taught by task-based activities in this study, we could see that some students still failed. Teaching grammar with the TBL framework of Jane Willis (1996) is complicated. Two periods or one hundred minutes of the teaching procedure might be insufficient for the students to complete the tasks. The time duration for teaching by using task-based activities should be extended. Moreover, the teaching period should not be close to the final examination week when the students need time to prepare themselves examination period. Also, it may be useful if the teachers try to teach other grammar points or other skills of English through task-based activities to see if it would also be effective.

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APPENDICES

**APPENDIX A**

**THE PRE-TEST AND POST-TEST**

**Directions: Complete each blank with the correct form of the verb given. (1-30)**

### First Meetings

What were you doing when you first met that special person in your life? A few months ago, we [1](ask) _____ couples to tell us about themselves. [2](Be) _____ it love at first sight or did you hate each other? Read some of the great stories from our readers.

The first couple is Diana and John. John [3](tell) _____ us that they sure it [4](be) _____ not love at first sight! They [5](be) _____ in the same office. It [6](be) _____ John's first job. He [7](feel) _____ scared, so he [8](pretend) _____ to know everything. At that time, John [9](think) _____ that Diana [10](dislike) _____ him. One day John [11](get) _____ a problem with his work. Diana [12](come) _____ into his office, so he [13](ask) _____ her for help. And guess what? She [14](solve) _____ it! So then they [15](stop) _____ competing with each other and [16](fall) _____ in love instead.

The second couple is Lee and Ashley. In February last year, Lee [17](see) _____ Ashley on the day she [18](move) _____ into the apartment next door for the first time. Lee [19](know) _____ that he is going to marry that woman. Lee [20](try) _____ to introduce himself with Ashley but she [21](come) _____ with a man who [22](help) _____ her move. He [23](look) _____ like her boyfriend. However, Lee still [24](want) _____ to marry her. One day Lee [25](go) _____ to Ashley's room with a welcome gift for newcomer. Ashley [26](open) _____ the door and [27](introduce) _____ him to her brother, the man who [28](help) _____ her move. Then, Lee [29](invite) _____ Ashley to dinner the next weekend and they [30](become) _____ friends right away.

# APPENDIX B
# WORKSHEETS

# TASK 1

## "GRAMMAR WITH LAUGHTER"

**Worksheet 1**

**Directions:** Complete the jokes with one of the following.

| | | |
|---|---|---|
| always pulled | smashed his false teeth | decided to leave |
| didn't like her | married the wrong man | worked as a Tax Inspector |
| kissed her face | ended | |

1. When I was a student I lived with a farmer and his wife. The first day I was there, one of the chickens died and we had chicken soup for dinner. The second day a sheep died and we had lamb chops. The following day a duck died and we had roast duck. The next day the farmer died, so I_____

2. At a show, a very strong man squeezed an orange hard and then shouted to the audience: " I will give 30 pounds to the person who can get any more juice out of this orange." Three very big men tried but none of them could get any more juice out of the orange. Then a thin, old man picked it up. When he squeezed it, five drops of juice dripped from it. The three big men were amazed and asked the old man:

   ➢ How did you do that?

   I _____!

3. You're wearing your wedding ring on the wrong finger.

   ➢ I know. I _____

4. Do you know how my grandmother stopped my grandfather biting his fingernails?

   ➢ I don't know. How?

   She _____!

5. Mum, Aunt Sarah kissed me.

   ➢ Did you kiss her back?

   Of course not, I _____

6. Did the film have a happy ending?

   ➤ Well, everybody was happy when it _____!

7. My mother never liked any of my girlfriends. Last week I invited my latest girlfriend home. She looked like my mother, talked like my mother and even dressed like her.

   ➤ What did your mother think of her?

   She liked her a lot.

   ➤ Well, that's the end of your problems!

   Not quite. My father _____!

8. I think I was very ugly when I was a baby.

   ➤ Why do you think that?

   Well, when I was in my pram my mother didn't push it, she

   _____it behind her!

## Worksheet 2

**Directions:** Complete the jokes by using the correct form of verbs in brackets.

1. Why are you only wearing one glove? Did you lose one?

   ➤ No, I _____ one. (find)

2. I woke up with toothache this morning, so I went to the dentist.

   ➤ Does your tooth still hurt?

   I don't know. The dentist _____ it. (keep)

3. The watch you _____ me isn't working. (sell)

   ➤ But it was out best model.

   I know.

   ➤ And it was waterproof.

   I know.

   ➤ So what happened to it?

   I _____ fire. (catch)

4. A little boy was in the garden and he _____ a snake for the first time. (see)

He _____ to his mother and said, "Come quick, mum. There's a tail without a body in the garden." (run)

5. Ronald got into trouble at the zoo yesterday.

➢ Really! What did he do?

He _____ the monkeys. (feed)

➢ There's nothing wrong with that!

Oh yes, there is. He _____ them to the lions. (feed)

6. Mum _____ a leg. Now dad can't work. (break)

➢ You mean your father is looking after your mum.

No, Mum _____ dad's leg!

7. My sister _____ pepper in my face yesterday. (throw)

➢ That's terrible! What did you do?

I sneezed.

8. Student: I eated seven cakes at my birthday party.

Teacher: Don't you mean _____? (eat)

Student: Okay, I eated eight cakes at the party.

9. I _____ my dog yesterday. (shoot)

➢ Was it mad?

Well, it wasn't very happy about it.

10. A woman _____ into a butcher's shop and pointed to a chicken in the window. (go)

➢ Is that the biggest chicken you've got?

No, Madam, the butcher _____. (say)

The butcher _____ the chicken into the back of his shop and _____ it up with a bicycle pumps. He returned to the shop and _____ it to her. (take, blow, give)

➢ That's much better. And I'll take the other one as well. She said.

# TASK 2

## "HE NEEDED A JOB"
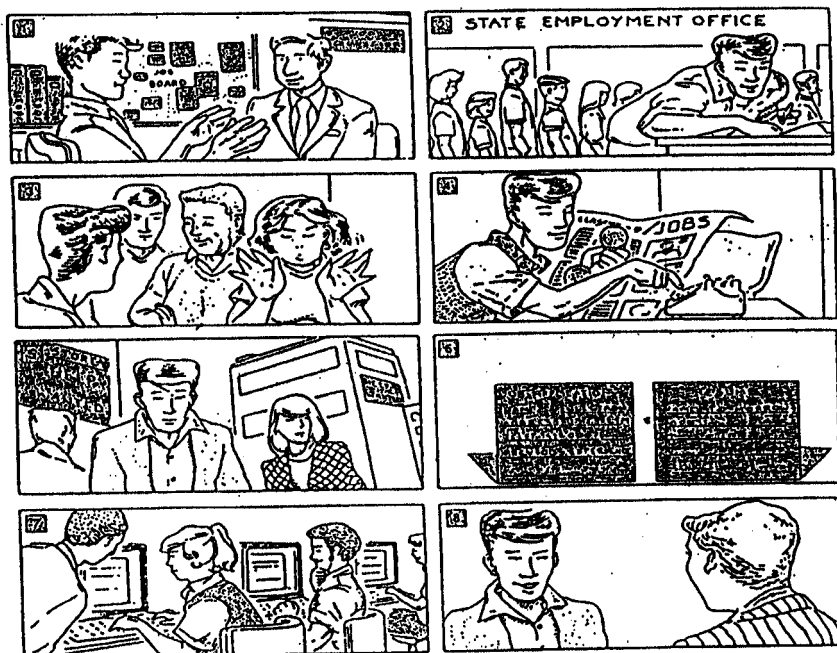
**Worksheet 1**

**Directions:** Look at the pictures below. These things happened to Tony last week.

Use the best verbs given in the box to complete the story into the correct

form.



| study | call | walk | learn | visit |
|-------|------|------|-------|-------|
| wait | go | look | (not) fill | practice |
| need | fill | talk | try | (not) get |

_____

_____

_____

_____

_____

**Small sheets of sentences**

---

Tony _____ a new job, so he _____ about employment from the job counselor at school.

---

He _____ the state employment office and _____ out forms.

---

He _____ to friends, classmates, and relatives.

---

He _____ the classified ads in the newspaper and _____ some companies

---

He _____ around business areas of his city and _____ for "Help Wanted" signs.

---

He _____ hard, but he _____ a job because he _____ out applications neatly or write a resume.

---

He _____ to take some skills classes at the vocational school.

---

He _____ interview skills with his teacher and _____ for the real job interview.

# TASK 2

## "A TOUR OF ENGLAND"

**Worksheet 2**

**Directions:** Look at the pictures below. They are Oliver's holiday photos from his trip
to England last month. Use the best verbs given in the box to complete the
story into the correct form.
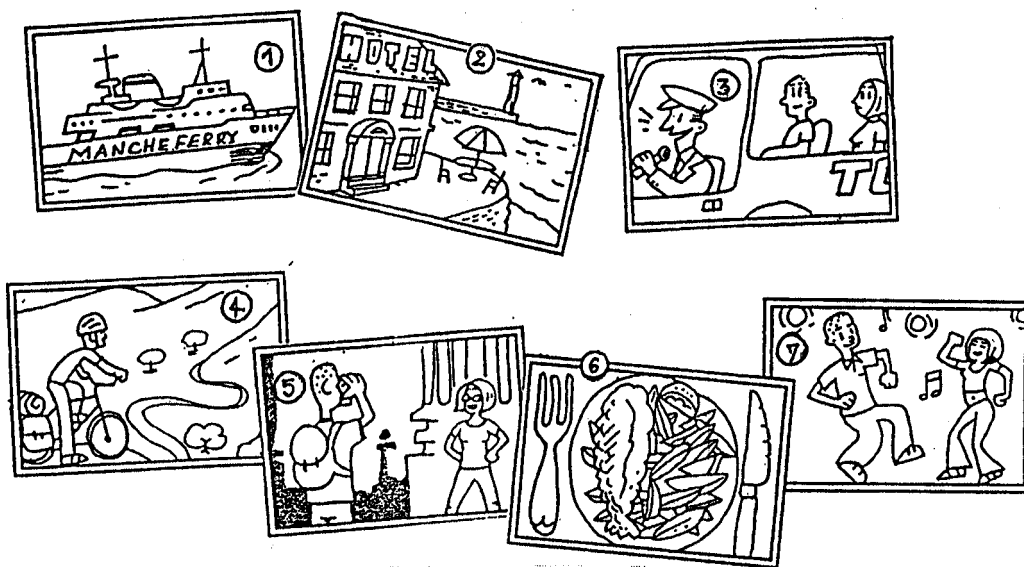


| take | have | rent | enjoy | visit |
|------|------|------|-------|-------|
| see | try | be | stay | travel |
| spend | do | organize | (not) be | cycle |

_____

_____

_____

_____

_____

_____

**Small sheets of sentences**

---

Last month our class _____ a week touring England. We _____ the ferry and the crossing _____ too rough.

---

For the first few nights we _____ in a little hotel with a nice sea view.

---

We _____ around the country in a coach and we _____ a really funny tour guide called Rex.

---

My favorite day was when we _____ bikes and _____ through the countryside in North Devon.

---

The scenery _____ breathtaking and really beautiful.

---

We _____ London where we _____ lots of monuments and _____ lots of sightseeing.

---

We _____ some local dishes every day- my favorite was the fish and chips.

---

On our last night Rex _____ a big party with a group of secondary school students so we _____ some English nightlife.

# TASK 2

## "FORGETFUL"

**Worksheet 3**

**Directions:** Look at the pictures below. These things happened yesterday morning
before Liz went to work. Use the best verbs given in the box to complete
the story into the correct form.
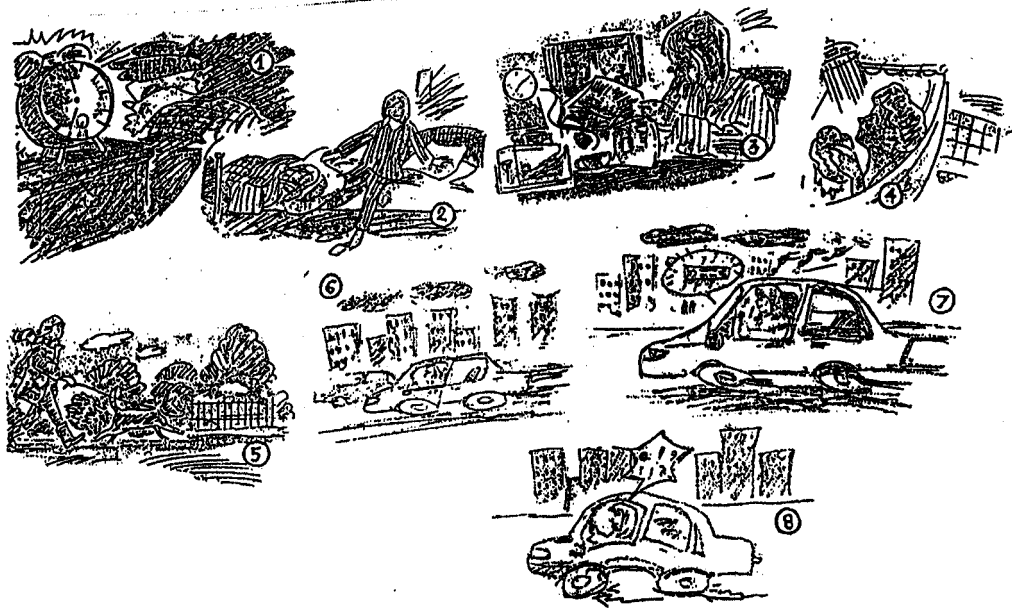


| wake up | make | go | put on | (not) answer |
|---------|------|-----|--------|--------------|
| get up | leave | listen | stop | hear |
| realize | drive | forget | have | ring |

_____

_____

_____

_____

_____

_____

_____

**Small sheets of sentences**

---

Liz _____ at 7 o'clock. She _____, _____ her dressing gown and _____ downstairs.

---

She _____ some toast and some coffee. She read the newspapers while she was having breakfast.

---

She _____ a shower. The phone _____ but she _____ it.

---

After her shower she _____ the dog for a walk in the park.

---

At eight o'clock she _____ down the motorway, she _____ to the radio.

---

She _____ the newsreader say, "Good morning, I hope you enjoy a relaxing Bank Holiday Monday!"

---

Liz _____ the car and _____ that she _____ something. It was her holiday because she works in the bank.

# TASK 2

## "A BAD CAMPING"

**Worksheet 4**

**Directions:** Look at the pictures below. These things happened when Barbara and Henry went to camping on Saturday morning. Use the best verbs given in the box to complete the story into the correct form.
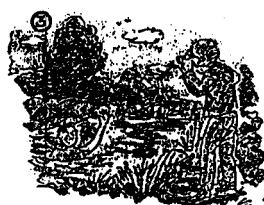


| decide | want | take | fall | wake up |
|--------|------|------|------|---------|
| go | take | (not) have | wait | steal |
| ride | cross | be | look | find |

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**Small sheets of sentences**

It _____ lovely Saturday morning. Henry and I _____ to go camping for the weekend. We _____ a tent and food and _____ into the countryside.

About three o'clock we _____ a small bridge and _____ at the map to check if we were on the right way.

It was very hot so Henry _____ for a swim in the river. I _____ a photo of him.

After that we _____ to put up our tent and have something to eat. It was very warm and after lunch we both _____ asleep.

Then, some boys _____ Henry's clothes, my camera, my bag and the map. It was terrible.

We _____ and _____ that we were lost and _____ any money. So we _____ for help.

# TASK 3

## "ON SPECIAL DAY "

**Worksheet 1**

**"Juan's Special Day"**

**Directions:** Juan's writing to Fernando. He's telling him about a soccer game he
played last week. Read Juan's letter and look at the pictures below. They
are in the wrong order. Put them into the correct order. Write number 1 to
8 in the parentheses.

We went to their soccer field last Saturday and I changed into
my soccer uniform. Our team hurried outside and started to practice.
Then the other team arrived. We got ready for the game.

I was in the center. The referee blew his whistle and the game
started. I passed the ball to Victor and then ran on. Victor kicked it
back to me. I saw the goal posts and the goalkeeper. The goalkeeper
moved towards me. I tried to go around him. I ran towards the
goal. I lifted my foot to kick the ball... BANG! I was on the
ground. I heard the whistle. The referee shouted "Penalty!"

I got up. It was my penalty. I put the ball on the spot. I walked
back carefully. I counted my steps, 1, 2, 3, 4, 5. I stopped and I turned.
I looked at the ball and the goal. Then I started to run. I kicked the
ball. It flew into the air. GOAL! The whistle blew. The game
was over. We won by 1-0. We were the champions!

a ( )   b ( )   c ( )   d ( )

e ( )   f ( )   g ( )

( ) h
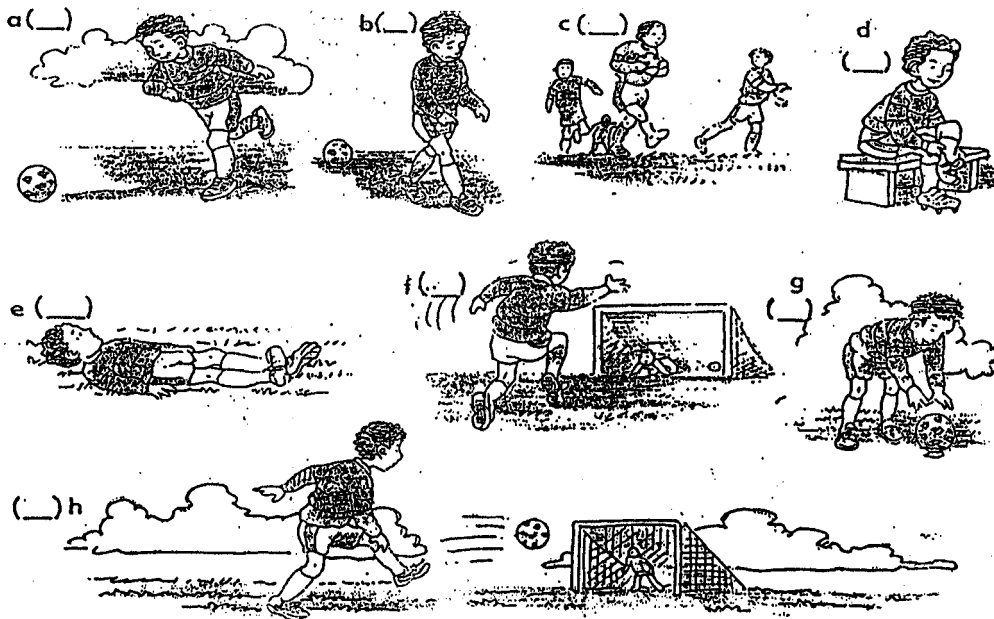
**Worksheet 2**

**Directions:** Read the Juan's Special Day again. Underline all the verbs in the letter and choose 8 to 10 verbs to write your own story about the most recent experience on New Year Day. Then send a representative to report the story to the class.

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# TASK 4

# "BACK TO THE FUTURE"

**Worksheet 1**

**Directions:** Read through the questionnaire and think back when you were in high school. Then think the questions you need to ask and complete the questionnaire by writing students' names in the box if they answer "yes". (Individual work)

| FIND SOMEONE WHO...... | NAME |
|---|---|
| 1. had curly long hair. | |
| 2. weighed more than 55 kilos. | |
| 3. lived in other provinces. | |
| 4. was afraid of snakes. | |
| 5. had cats as pets. | |
| 6. rode bicycle to school. | |
| 7. drank milk before went to bed. | |
| 8. got up before 6 o'clock. | |
| 9. read a lot of books. | |
| 10. played volleyball with friends after school. | |

**Worksheet 2**

**Directions:** Make group of six and share your completed questionnaire from
worksheet 1 to other members then make a short paragraph about
your friends by using the information you got from the questionnaires.
(Group work) Then choose one person to report the short paragraph to
class.

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# TASK 5

## "WHAT DID I DO?"

**Worksheet 1**

**A. Directions:** Read the verb phrases below and underline verb in each item. Then Think about the activities you did last week and put ✓ before the activity you did and ✗ before the activity you didn't do in the parentheses.

| | | |
|---|---|---|
| 1. ( ) clean your room? | 2. ( ) finish your homework? |
| 3. ( ) play any sports? | 4. ( ) receive any letters or packages? |
| 5. ( ) read a newspaper? | 6. ( ) mail any letters or packages? |
| 7. ( ) visit your friends? | 8. ( ) wash your clothes? |
| 9. ( ) shop for clothing? | 10. ( ) cook dinner? |
| 11. ( ) go to the cinema? | 12. ( ) make a merit? |
| 13. ( ) telephone your family? | 14. ( ) go to the library? |
| 15. ( ) buy any books? | |

**B. Directions:** According to the verb phrases above, write affirmative or negative statements about what you did last week. You can write more details about your activities. (e.g. about time, day, place)

For example: I didn't clean my room. I went to the cinema on Tuesday evening. I went to see "Eragon" with my friends....

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# TASK 5

# "OUR LAST WEEK"

**Worksheet 2**

**Directions:** Work with your group. Take turns asking questions by using the cue words in 1-15 from "What did I do?" on worksheet 1. Then share your story with other members in your group and make a summary of what you and your friends did last week. Write about your group's activities on this paper then prepare and choose one person to report the summary to the class. Five minutes for each group's report.

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# TASK 6

# "STORY TELLING"



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(2)

(3)

(4)

(5)

(6)

(7)

(8)

# TASK 6

# "STORY TELLING"

**Worksheet 2**

**Directions:** Work in group. Choose one of eight pictures that show family scenes from the past. Look at the picture and suppose you are in the picture. Then make as many sentences as you can about the picture. If the picture does not tell you, guess the time and place of the picture, describe who you are in the picture, and express about the relationship among the people in the picture. Write down the picture's explanation on the space below and prepare to report your task to the class.

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**Worksheet 2**

**Directions:** Work in group. Read the picture's explanation you got and find the verbs used in the explanation then put them in the correct categories on the table below. Check all the verbs if they are correct in form of past simple tense and give 1 point for one correct verb.

GROUP: _____ PICTURE NO. _____

| REGULAR VERBS | IRREGULAR VERBS |
|---|---|
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| _____ _____ | _____ _____ |
| TOTAL: _____ | TOTAL: _____ |

TOTAL SCORES: _____

**APPENDIX C**

**LESSON PLAN**

# Lesson Plan 1

**Title:** Pre-test

**Time:** 60 minutes

**Objective:**

1. To evaluate the students' background knowledge of past simple tense.

**Procedures:**

1. Inform the students that they will be given the test about past simple tense

2. Give the students a pre-test.

3. Explain the instruction of the test to the students.

4. Inform the students about the time limit that is 60 minutes.

5. Have the students do the test.

## Lesson Plan 2

**Title:** Grammar with Laughter (Task 1)

**Type of Task:** Problem solving

**Time:** 100 minutes (2 periods)

**Objectives:**

1. To encourage the students to identify the two types of verbs used in past simple tense: regular verbs and irregular verbs.

2. Students practice reading skill, especially inferences which are normally used in reading short stories or passages.

**Material:**

1. Two worksheets: Jokes (Adapted from "Grammar with Laughter": Photocopiable Exercises for Instant Lessons , by George Woolard, Language Teaching Publications, 1999)

2. Dictionaries

**Procedures:**

**Pre-task (5 mins)**

1. Get the students to work in pairs.

2. Introduce the task which is called "Grammar with laughter" to the students. Each pair will receive two worksheets. The first worksheet contains 8 items of short-jokes. The students have to complete the jokes with one of the given verb phrases. The second worksheet contains 10 items of short jokes. All the students have to do is completing the jokes by using the past form of the verbs in the brackets. They will have only 15 minutes for doing each worksheet.

**Task cycle**

### Task (30 mins)

1. Get the students ready to start: Read the 8 short-jokes and write down the correct answer in the blank.

2. Stop the task when the time is over. Ask how many items the students have done and do they be sure that their all answers are correct.

3. Give out another worksheet and read the directions to the students.

4. Give the students 15 minutes for doing worksheet 2 and stop the task when the time is over.

### Planning (15 mins)

1. Tell all pairs to read the jokes again.

2. Have the students discuss with his/her partner about the meaning of all jokes and choose the funniest joke they like from each worksheet.

3. Practice explaining how the chosen jokes are funny. They have to try to explain in English why they like these jokes.

### Report (25-30 mins)

1. Explain that the students must listen carefully to other pairs. If they have the same favorite jokes, they have to listen and check if other pairs explain the meaning of that joke as same as theirs.

2. In case of choosing the same jokes, the students who think their explanation is different from other pairs can present their explanation to the class.

3. If the students do agree with the explanation of the pair who choose the same joke, they need not to report it.

4. Now ask class if any pairs have any different opinion about the report. Ask the students to express it. If not, tell the students the correct answers.

**Language focus (20 mins)**

1. Encourage the students to notice and compare the verb form given between the first worksheet and the second one.

2. Ask the students to identify how difference of the verb form in both worksheets.

3. The students identify the verb form which is added with –ed is called regular verbs while the verb which is changed form in spelling is irregular verb.

4. The students and the teacher discuss about regular verb form and how the –ed ending to be used in past simple sentence and how to pronounce the word with –ed ending.

5. Tell the students that many verbs have both vowel and consonant changes in the past tense. Ask the students to find more regular verbs appear in the second worksheet.

6. Tell the students to practice more about past verb form by changing the forms of all verbs appear in both the worksheets.

## Lesson Plan 3

**Title:** Picture puzzle (Task 2)

      1. "He needed a job"

      2. "A tour of England"

      3. "Forgetful"

      4. "A bad camping"

**Type of Task:** Matching

**Time:** 100 minutes (2 periods)

**Objectives:**

1. Students learn to complete the sentences with the given words and compose those sentences into a story through illustrated pictures.

2. Students practice speaking skill by telling a story.

**Materials:**

1. Four pairs of worksheets which contain a picture-story and some clues (verbs) used for doing the task.

2. Four pairs of envelopes which contain some sentences in small sheets of paper used for making stories.

3. Dictionaries

**Procedures:**

**Pre-task (10 mins)**

1. The teacher introduces the students the task and asks them to divide into eight groups.

2. The teacher gives out the worksheets with an envelope to each group. There are four pairs of worksheets containing a picture-story which are "He needed a jog", "A tour of England", "Forgetful" and "A bad camping". All groups will be given one worksheet and one envelope as the following topic;

        Group 1 and 2: "He needed a job"

        Group 3 and 4: "A tour of England"

        Group 5 and 6: "Forgetful"

        Group 7 and 8: "A bad camping"

3. The teacher explains that there are some small sheets of paper in the envelope. The students have to complete the sentences with the cue word verbs given on the worksheet and then put the small sheets in order to make a story by considering from the sequence of illustrated picture on their worksheet.

**Task cycle**

**Task (10 mins)**

1. Get the students ready to start: Open the envelope and complete the sentences by using the given clues (verbs).

2. After completing the sentences, the students have to put small sheets into the correct order according to the picture-story of each group. Each group will have 10 minutes for doing this task.

**Planning (15-20 mins)**

1. The teacher tells all groups to write down their completed story on their worksheet. Then choose one person to practice and prepare for reporting the story to the class.

2. The teacher walks round and helps when they need.

**Report (30 mins)**

1. A spokesperson of each group reports the story with showing the picture to the class. Five minutes for each group to report the story.

2. Other groups have to listen and check whether the sequence of the story relates to its illustration.

3. The teacher listens to each group's report and takes note some uncorrected sentences that might be found.

**Language focus (25 mins)**

1. If there are some incorrect sentences found in any stories, the teacher writes them on the board.

2. The teacher asks all students to discuss about what the correct sentences should be.

3. The teacher gives out the answer key for each story to all students.

**Lesson Plan 4**

**Title:** On Special Day (Task 3)

**Type of Task:** Sequencing

**Time:** 100 minutes (2 periods)

**Objectives:**

1. Students practice reading past simple tense story and sequencing the pictures into the correct order.

2. Students practice writing and speaking by narrating about their experiences in any special day.

**Materials:**

1. Worksheet 1 "Juan's Special Day" (Adapted from "World of Grammar", by Sarah Philpot, Macmillan Education Ltd., 1994)

2. Worksheet 2 "On Special Day"

3. Dictionaries

**Procedures:**

**Pre-task (10 mins)**

1. Have the students find a different partner from usual and sit down in their new pairs.

2. The teacher gives out worksheet 1 and introduces "On Special Day" task which is required the students to read the story of Juan who expresses his good day.

3. After reading Juan's good day story, the students have to look at Juan's pictures which are in the wrong order. They have to put the pictures into the correct order according to his story.

**Task cycle**

**Task (20 mins)**

1. The teacher gives out "Juan's Special Day" worksheet and reads the instructions to the class.

2. Each pair has to read Juan's letter which told about a soccer game he played last week. Then look at the pictures below which were in the wrong order. In pair, the students have to put those pictures into the correct order.

**Planning (25 mins)**

1. After ordering the pictures, the students are required to practice reading the story out loud and the teacher helps them to translate the story.

2. After discussing the meaning of the Juan's story, the teacher gives the correct answers.

3. The teacher gives out worksheet 2 and asks the students to think about their good day.

4. The students are required to discuss about what they did on the special day and writes down on the worksheet 2. If they do the same things, report the differences.

5. Each pair writes the summary on the worksheet and chooses a volunteer to report this orally to the class.

**Report (30 mins)**

1. When the students are ready, ask a spokesperson from each pair to report their stories.

2. Tell the class that they must listen to each group's report.

**Language Focus (25 mins)**

1. The teacher asks the students to look back at the Juan's letter again.

2. The students are required to underline the past simple verb form used in the letter.

3. The teacher explains how the past simple use to narrate the story occurs in the past event.

# Lesson Plan 5

**Title:** Back to the future (Task 4)

**Type of Task:** Fact-finding

**Time:** 100 minutes (2 periods)

**Objective:**

1. Students practice irregular past verbs and past simple questions.
2. Students practice writing a short paragraph in past simple tense.

**Materials:**

1. Worksheet "Back to the future" (Adapted from "used to" lesson plan, "Task-based grammar teaching", by Lindsay Clandfield, Macmillan Publishers Ltd., 2004)
2. Picture and its script
3. Dictionaries

**Procedures:**

**Pre-task (15 mins)**

1. The teacher introduces the students about the title of the task and tells them that they will be showed a photo of the teacher five years ago.
2. Ask the students what they think will be different, but do not correct them.
3. Put the picture on the board and introduce the task "Back to the future" to the class. Worksheet 1 is a questionnaire for doing as a whole class.
4. The teacher explains the directions and the students do the task individually by asking 10 questions on the worksheet.

**Task cycle**

**Task (20 mins)**

1. After completing the questionnaire on worksheet 1, the students are required to work in group of six and the teacher gives out the worksheet 2 to each group.
2. In each group, the students take turn telling their completed questionnaires

and make a short paragraph about the information of people they have asked from the questionnaire (worksheet 1).

**Planning (20 mins)**

1. The teacher stops the task and tells the students to choose one person to report the short story to the class. Reporting time is five minutes for each group.

2. The teacher walks round and helps the students about unknown vocabulary items when they need.

**Report (30 mins)**

1. When the students are ready, ask a spokesperson from each group to report the story.

2. Tell the class that they must listen to each group's report.

**Language Focus (25 mins)**

1. Tell the students to look at the teacher's photo on the board again and explains that they are going to read the teacher's story related to the picture.

2. Ask the students to compare the sentences used in the summary by some following questions.

   What did I say about my hair?

   What did I say about my pets? etc.

3. Choose three or four sentences from the teacher's summary which include the "used to" and write them on the board.

4. Check that the students understand the meaning of the sentences. Then the teacher explains the rules of form for "used to", a simple form of a verb expresses a habit or activity that existed in the past but is no longer happening in the present.

5. The students are required to look at their worksheet 2 again and replaced the regular and irregular verbs with "used to + infinitive" form.

6. Ask the students to check their sentences again.

## Lesson Plan 6

**Title:** What did I do? (Task 5)

**Type of Task:** Sharing personal experiences

**Time:** 100 minutes (2 periods)

**Objectives:**

1. Students practice asking about other people for getting information.
2. Students practice expressing their routines or activities they did in the past.

**Materials:**

1. Worksheet 1 "What did I do?"
2. Worksheet 2 "Our last week"
3. Dictionaries

**Procedures:**

**Pre-task (10-15 mins)**

1. Divide the students into five groups with a chairperson and sit down in their own group.
2. The teacher gives out the worksheet 1 "What did I do?" which contains 15 items, to every member of each group.
3. The teacher introduces title of the task and explains about the worksheet.

**Task cycle**

**Task (20-25 mins)**

1. On worksheet 1, the students are required to read all the verb phrases from 1-15 then underline verb in each item and think what activities they did last week. Then complete the task by following the directions on the worksheet.
2. The teacher gives out the worksheet 2 "Our last week" to all groups.
3. The students look at the worksheet 1 again and work with other members in the group. In each group, all students take turn to ask question from 1-15 and share their stories with others.

**Planning (15 mins)**

1. All members of each group discuss about their activities they did on their stories and make a summary of what they did last week.

2. The teacher walks around the room to survey and gives the students suggestion when they need.

3. The chairperson of each group practices and prepares to report the summary to the class.

**Report (25-30 mins)**

1. Each chairperson comes in front of the room and tells the story. Start from group 1 to 5. Each group has 5 minutes to report the story.

2. The teacher listens to the reports and takes note some activities that the students did last week.

**Language Focus (15 mins)**

1. The teacher writes some interesting past simple sentences from stories on the board.

2. The teacher asks the students to think about the questions that lead them to get these answers.

3. The students give the answers then the teacher writes the sentences on the board and explains how verbs used in the Yes/No questions.

4. The teacher concludes how to express the events that happened in the past time.

## Lesson Plan 7

**Title:** Story telling (Task 6)

**Type of Task:** Creative task

**Time:** 100 minutes (2 periods)

**Objectives:**

1. Students practice creative thinking and writing skills through picture explanation.

2. Students are encouraged to work as a team and to share their ideas in order to create a story from a picture.

3. Students are encouraged to classify regular and irregular verbs used in narrative.

**Materials:**

1. Eight pictures

2. Worksheets "Story Telling"

3. Dictionaries

**Procedures:**

**Pre-task (15 mins)**

1. The teacher introduces the students about the title of the task and tells them that they are going to create a story through picture.

2. Divide the students into group by telling them to count 1 to 8. The students who count the same number are in the same group.

3. The teacher shows the class all eight pictures which concerned about home and family scenes from the past. Then, each group are asked to choose their picture for doing the task.

4. The teacher gives out a worksheet "Story Telling" to each group for writing down their story.

**Task cycle**

**Task (25 mins)**

1. The students work in their groups. Each group looks at the chosen picture and makes as many past simple sentences as they can about their pictures within 25 minutes. Try to use all types of past simple verb forms. If the picture does not tell about the time and place of the picture, create them yourselves.

2. The teacher gives out the worksheet 1 to each group for writing the story.

**Planning (10 mins)**

1. After the story is created, each group chooses a person to tell the class about their picture.

2. The teacher walks round and helps the students about unknown vocabulary when they need.

**Report (30 mins)**

1. A spokesperson of each group comes to the front of the class and reports the story with showing the picture to the class.

2. After reporting in each round, other groups can ask questions or make guess about the picture.

**Language Focus (20 mins)**

1. After reporting, the teacher asks every group to hand in the papers and then the teacher gives out those papers to each group again. Now, each group will receive the paper which is not their paper.

2. The teacher gives out the worksheet 2.

3. Every group has to read the story on the paper again and find past simple verbs. Then put them in the correct categories; regular verbs and irregular verbs on the worksheet 2.

4. Each group is required to find out how many past simple verbs are found in each story. The reason of doing this is to find which group can create the story by using the most amounts of past simple verbs. The group, which creates the story with the most amounts of past simple verbs, is the winner of this task.

# Lesson Plan 8

**Title:** Post-test

**Time:** 60 minutes

**Objective:**

 1. To assess students' grammatical competence ability.

**Procedures:**

 1. Inform students that they will be given the test about past simple tense.

 2. Give the students the post-test.

 3. Explain the instructions of the test to the students.

 4. Inform the students about the time limit that is 60 minutes.

 5. The students do the test.

# VITAE

| | |
|---|---|
| **NAME** | Nantipa Santadkarn |
| **DATE OF BIRTH** | December 13, 1978 |
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| **EDUCATION** | B.A.: Ubon Ratchathani Rajabhat University, 1997-2000 |
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