

**Research title** : The Task-Based English Learning and Teaching Method to Develop Language Skills for Primary Class Students of Level 3 in Local Community

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### **Abstract**

The Research titled “The Task-Based English Learning and Teaching Method to Develop Language Skills for Primary Class Students of Level 3 in Local Community” aimed to 1) develop the English language skills of primary class students of level 3 in local community through the task-based approach that is engaged with theoretical concepts of cooperative learning, collaborative learning and Scaffolding learning ; 2) study the ability in English of the students before and after learning English through the task-based approach that is engaged with theoretical concepts of cooperative learning, collaborative learning and scaffolding learning ; 3) study satisfaction of the primary class students of level 3 in local community on a task-based approach that is engaged with theoretical concepts of cooperative learning, collaborative learning and scaffolding Learning for their English lessons; and 4) study satisfaction of the primary class teachers in local community on the task-based approach that is engaged with theoretical concepts of cooperative learning, collaborative learning and scaffolding learning.

The samples comprised primary and secondary groups. The primary group was made up of 35 students. And, the secondary group consisted of 2 primary class teachers who observed and assisted to run the research. One teaches English, the other teaches Thai.

Research instruments were of 1) a learning-teaching plan 2) a task-based learning plan 3) a text book and an exercise book 4) 30 task sheets 5) a set of learning diaries 6) a set of language skills checked list 7) a set of interviewed guidelines for the primary-grouped samplers 8) a set of interviewed guidelines for the secondary-grouped samplers, an English language pre-test and an English language post-test 9) the research sets of criteria.

Analysis involved 2 modes of processing – the research sets of criteria and the paired spss for window statistic program

1. Research sets of criteria processing were used with the following:

- 1) The language skill data which were categorized by the criterion of being used in integration and not being used in integration
- 2) The completion of task sheets which was categorized into completed and uncompleted groups
- 3) The numbers of task -sheets submitted were put into two groups. One was more than 14 sheets and the other was lesser than 15 sheets, the first was counted as satisfaction and the other was unsatisfaction
- 4) The interviewed data were categorized by criterion of satisfaction and unsatisfaction

2. The paired spss for window statistic program was used to process the data derived from the English language pre-test and the post-test

The results of the first-three categories of data were cross-checked by comparing with evidences of class room activities. Likewise, all were put together for reanalysis in order to achieve the most reliable out-comes.

The findings are of the following : 1) the task-based approach that is engaged with theoretical concepts of cooperative learning, collaborative learning and scaffolding learning facilitated the primary class students of level 3 in local community to develop their language skills in integration ; 2) the primary students of this research were satisfied with the English task-based learning that is engaged with cooperative learning, collaborative learning and scaffolding learning; 3) the results of the English post-test were higher than the results of the pre-test, this marked the emphasis of the finding no 1. and the finding no 2. ,and 4) the teachers who observed and assisted to run the research were contented with this method of learning, they are interested to construct this innovative task-based approach for primary class students of level 1-2 for their English learning, and 1-2-3 for their Thai learning and other subject learning.