

การพัฒนาแบบการจัดการเรียนรู้ที่เน้นภาระงานผ่านการฝึกพูดอย่างต่อเนื่อง
เพื่อส่งเสริมความสามารถในการพูดภาษาอังกฤษและความมั่นใจในการพูด
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An Instructional Model Development Based on Task-based Learning
Approach and Continuous Effective Oral Practice to Enhance Primary
School Students' English-speaking Ability and Confidence in
Phitsanulok Province

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) สร้างและตรวจสอบคุณภาพของรูปแบบการจัดการเรียนรู้อย่างต่อเนื่องเพื่อส่งเสริมความสามารถในการพูดภาษาอังกฤษและความมั่นใจในการพูดของนักเรียน ระดับประถมศึกษา จังหวัดพิษณุโลก (2) ศึกษาผลการใช้และเปรียบเทียบความสามารถในการพูดภาษาอังกฤษของนักเรียนก่อนและหลังการใช้รูปแบบ และ (3) ศึกษาความพึงพอใจและความคิดเห็นของนักเรียนต่อรูปแบบและกระบวนการจัดการเรียนรู้ กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นประถมศึกษาปีที่ 4 จำนวน 21 คน จากโรงเรียนบ้านป่าสักทศพลอนุสรณ์ ที่ได้รับการคัดเลือกโดยการสุ่มตัวอย่างแบบกลุ่ม การวิเคราะห์ข้อมูลโดยใช้สถิติเชิงอธิบาย t-test dependable และการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า (1) รูปแบบที่ได้พัฒนามี 5 องค์ประกอบคือ หลักการ วัตถุประสงค์ เนื้อหา ขั้นตอนการเรียนรู้ และการประเมินผล ซึ่งมีเหมาะสมอยู่ในระดับมากที่สุด ($\bar{X} = 4.63$) ผลการนำร่องพบว่า รูปแบบมีความเหมาะสมและสามารถใช้ในการพัฒนาความสามารถในการพูดภาษาอังกฤษและความมั่นใจในการพูดของนักเรียนชั้นประถมศึกษาปีที่ 4 (2) ผลการเปรียบเทียบความสามารถในการพูดภาษาอังกฤษของนักเรียน หลังเรียนด้วยรูปแบบสูงกว่าก่อนเรียน ที่ระดับนัยสำคัญ .05 และมีความมั่นใจในการพูดภาษาอังกฤษมากขึ้น (3) ผลการศึกษาความพึงพอใจของนักเรียนอยู่ในระดับมากที่สุด ($\bar{X} = 4.51$) และความคิดเห็นของนักเรียนต่อรูปแบบและกระบวนการจัดการเรียนรู้ อยู่ในด้านบวกนักเรียนมีความมั่นใจในการใช้ภาษามากขึ้น

คำสำคัญ: รูปแบบการเรียนการสอน การเรียนรู้เน้นภาระงาน การพูดอย่างต่อเนื่อง ความสามารถในการพูดภาษาอังกฤษ ความมั่นใจ

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(Received: 26 September 2020; Revised: 21 January 2021; Accepted: 9 February 2021)

DOI: <https://doi.org/10.14456/psruhss.2022.36>

Abstract

This study aimed at (1) developing and assessing the quality of an instructional model based on task-based learning approach and continuous effective oral practice to enhance students' English-speaking ability and confidence in Phitsanulok province, (2) implementing and comparing students' English-speaking ability before and after instructional model implementation and 3) investigating students' satisfaction and perception towards instructional model based on task-based learning approach and continuous effective oral practice and instructional model implementation process. The sample consisted of 21 fourth grade students from Banpasak Tossapon Anusorn school, Phromphiram district selected using clustered random sampling technique. Data were analyzed using descriptive statistics, t-test dependable and content analysis. The results revealed that: 1) an instructional model was developed with 5 components: principle, objective, learning content, learning steps and evaluation. The results of quality assessment found that the developed instructional model was at a highest level of appropriateness ($\bar{X} = 4.63$) while the results of the pilot study revealed that the instructional model was suitable enough to enhance students' English-speaking ability and confidence. 2) Students' English-speaking competencies after instructional model implementation was significantly higher than before at .05 level. 3) Students' satisfaction towards the instructional model and implementation process was at a highest level ($\bar{X} = 4.51$). Students had positive perceptions towards the instructional model and instructional model implementation process. Students developed more confidence in using the language after instructional model implementation.

Keywords: Instructional model, Task-based learning, Effective oral practice, English speaking ability, Confidence

Introduction

In our society today the importance of English language in general and particularly the ability to speak the language is unquestionable and crucial as it plays a major role in bridging the communication gap. As such, it has been seen as a superior and most widely used language for both national and international communication. According to Aleksandrzak (2011); Bashir et al. (2011); Hasan (2014); Malihah (2010); Oradee (2012), English speaking ability is considered as fundamental and pertinent to communication for the purpose of business, education and technological developments that need to be mastered in language acquisition. Richards (2008) stated that when language learners successfully acquire speaking ability, it is considered that the language has been learned since speaking is important. The importance of English language has been seen all around the world including the ASEAN country members (Muttajin, 2015). Thailand is one of the member countries in the ASEAN community where English language is a medium of communication. For the past few decades, the Thai government has introduced educational policies and a variety of projects to enhance students' speaking ability with the aim to develop Thai citizens with communicative abilities that will function comprehensively in the ASEAN community where they are a member and the world at large (The Ministry of Education Thailand, 2008).

Research has proven that despite government's efforts trying to improve learners' communicative ability for a long time, most students are still unable to express themselves correctly using English language and even those who can express themselves lack confidence in doing so (Thongwad, 2011). The inability of learners to express themselves is due to consistent use of teacher-centered approaches where instructors concentrate on lecturing and teaching grammatical structures without learners' engagement in the learning process and without the use of oral tasks to enable students develop their speaking ability through practice (Ratana, 2007).

Due to the importance of English language and speaking ability, there is the need to enhance students' speaking ability. For this reason, the researcher intends to develop an instructional model based on task-based learning approach and continuous oral practice to enhance students' English-speaking competencies and confidence in Phitsanulok province where learner are given the opportunity to practice and develop their language speaking ability and confidence through the completion of oral task.

Task-based learning approach provide methods to enhance students' language development because it give learners the opportunity to get the language learning experience while in or out of the classroom in different situations. The primary focus of task based learning is letting learners to learn and acquire and practice the language naturally through interaction. The task activities given assigned to learners are geared towards achieving specific learning outcomes. The activity helps the students to think of the real life situations and they can focus on meanings of the words they use. The students are free to choose words which are relevant to their assigned task. It is considered as relevant and authentic approach that engages students with a focus on mastering speaking English (Willis & Willis, 2007). He also pointed out that tasks differ from grammatical exercises as the forms for learning are not specified in advance. Many researchers Sae-Ong (2010); Phisuthangkoon (2012) claimed that task-based learning is effective in enhancing students' speaking skills.

A task-based approach has been confirmed as effective in enhancing students' speaking ability as it helps in developing students' cognitive processes, creative thinking and language skills. It gives learners the opportunity to construct language learning opportunities and students' speaking ability through collaborative knowledge-building (Ellis, 2003). This instructional model based on task-based learning and continuous oral practice gives learners the opportunity to take control of their learning through effective practice in completing speaking tasks. According to Willis & Willis (2007), task-based language learning approach is a communicative approach that has been affirmed to be a valuable and influential approach to language teaching for many years. In a task-based learning, real communication takes place and continuous language practice through task gives learners the opportunity to consider all language forms and not just a particular form which leads to the development in language accuracy, fluency and confidence. The task-based approach helps in enhancing learners' speaking skill through authentic communication in oral task completion.

Research objectives

The purposes of this study were:

1. To develop and assess the quality of an instructional model based on task-based learning approach and continuous effective oral practice to enhance students' English-speaking ability and confidence.
2. To implement the developed instructional model and compare students' English-speaking ability before and after implementation as well as observe changes in students' confidence in English language usage.
3. Investigate students' satisfaction and perception towards an instructional model based on task-based learning approach and continuous effective oral practice to enhance students' English-speaking ability and confidence.

Literature review

The Task-based instructional approach to learning evolved since the 1980s and emphasizes the use of authentic task in the learning process (Lin, 2009). Nunan, (2004) defines task-based learning approach as a learner-centered approach based with tasks as learners are given the opportunity to learn speaking competencies through performance with others in authentic situations by speaking with peers, check friends as well as allow others to check them. Task-based learning is an instructional approach that emphasizes learning through the use of tasks in teaching and learning (Richards, 2006). Ellis (2003) sees task-based learning as one that will assist learners to become language users, in an interactive and authentic manner.

The task-based learning approach is focused on negotiating meaning, using the target language for authentic and meaningful communication (Richards, 2006) and can be used to enhance learners' communicative competencies (Canale & Swain, 1980). Using task in negotiating meaning aims at solving communication problems (Suzuki, 2018). According to Larsen-Freeman & Anderson (2011), task-based learning approach helps to enhance and accommodate learners' communicative forms. Task-based learning approach gives learners the opportunity to develop language knowledge as well as communicative competences through authentic task completion (Nunan, 2004). In designing a task in task-based learning approach, decisions about what tasks learners will do, how the tasks are to be done, when and who does what and in which order are considered. In task-based learning approach, learners actively participate, communicate, collaborate or cooperate with friends in completing a given task. In order for students to work collaboratively in a given task, they have to learn the skills of how to learn cooperatively. According to Larsen-Freeman (2000), the task-based learning approach aims to providing learners with an opportunity to learn as well as use the language in a natural context. As learners work together to complete tasks, they have abundant opportunity to interact, practice and communicate using the target language. Beding & Inthapthim (2019) studied the effectiveness of using the Task-Based Language Teaching (TBLT) approach on the speaking skill

and the results showed that the participants had significantly improved their speaking performance after being exposed to Task-Based Language Teaching (TBLT) approach

Safitri et al. (2020) conducted an action research with the aim to improve students' speaking skills at the Department of English using task-based learning and the findings revealed that the use of task-based learning is effective in enhancing students speaking skill with three indicators assessed (accuracy, vocabulary, and comprehension).

Equally, Thanghun (2012) conducted a study to develop prathomsuksa 6 students' English-speaking ability at Piboonprachasan school using task-based learning and the resulted revealed that the English-speaking ability for students who learned with this approach after the experiment was significantly higher than before at .05 level. Pongsawang (2012) investigated the effect of using task-based learning on speaking of prathom Suksa 5 students at Klongbanprao school and the results indicated that students' speaking ability after learning through task-based learning was much higher than fore with a statistical significance at .05 level. Moreover, Sae-Ong (2010) conducted a study on developing English speaking ability for Mattayom Suksa 4 learners at the Demonstration School of Silpakorn University in Nakornpathom Province through task-based learning and the results revealed that the English-speaking ability of Mattayom Suksa 4 learners through task-based learning was significantly higher than before at .05 level after the experiment.

Pedagogically, authentic tasks facilitate learners' language experiences as well as give them opportunity to use the tasks in enhancing their speaking ability through effective oral practice (Richards, 2006). Task-based learning does not only help learners to understand language functions but also gives students the opportunity to practice and use the language through language exercises and communicative activities (Branden, 2006). During the learning process, the task given to learners doesn't only involve the use of language studied in class. It also gives learners the opportunity to use the language previously learned as this will enable the instructor to know if learners do understand. The language structures and points selected are known as target language. Task-based learning approach is intended to improve learners' linguistic accuracy in their speech through communication (Suzuki, 2018). Since the concept of task-based learning is learning by doing, learners are expected to experience the language by completing the tasks. Interactive real-world activities such as a role-play, interview, learning task that will enable learners to use language beyond the classroom will help to enhance learners' speaking ability (Nunan, 2004 in Khoshshima & Tasuj, 2014)

English-speaking instructional tasks are not only designed to enable learners practice performing the given tasks but they are designed to activate the learners' speaking ability (Nunan, 2004). According to Willis (1996) language learning task should be objective-oriented activity in which learners use language to achieve real communicative competencies outcome. Learners use all available language resources in order to complete speaking development tasks such as do a puzzle, play a game, or share and compare experiences. The tasks used should be related to the lesson, learner-centered, learners learn well through the active and comprehensive use of the target

language and learners should learn to make clear the relationships between linguistic form, communicative functions as well meaning.

Research Methodology

The study was conducted using steps as follows:

Step 1: The development and assessment of the quality of an instructional model based on task-based learning approach through continuous effective oral practice to enhance students' English-speaking ability and confidence was done as follows:

1.1. Comprehensive analysis of task-based learning approach taking into consideration the task-based learning principle, learning activities and instructional procedures and speaking learning activities that could be implemented to enable students practice and enhance their English ability and confidence. The information gotten from this analysis was used for the development of an instructional model.

1.2. After drafting and development of an instructional model, validity check was done by three experts using a 5-level Likert rating scale.

1.3. A pilot study was conducted with a class of 13 fourth grade students from Banhatyai school, Phromphiram district Phitsanulok in order to study the suitability of the model. The pilot sample was selected using clustered random sampling technique.

Step 2: The implementation of the developed instructional model

An instructional model based on task-based learning approach through continuous effective oral practice to enhance learners' English-speaking ability was implemented as follows:

2.1. The instructional model was implemented with a class of 21 fourth grade students from Ban Pasak Tossapon Anusorn school who were studying in the 2019 academic year. This research was conducted under the project "English for daily life communication for the child" organized by Phitsanulok Primary Educational service Area Office 3. This research employed a one-group pre-test post-test design. Treatment was administered to the sample group and a comparison was made between the pretest and posttest to study the changes in learners' English-speaking ability. The implementation was done for one academic year with three sessions of one hour per week. During the implementation process, learners were given different task to complete. The teacher assigned different tasks to learners, comprehensively explained the tasks for learners to understand. The learners practiced their various tasks and presented them in class. During practice, the instructor motivated the students and helped them in cases where they had problems and after presentation, the teachers (researcher) gave them feedback and corrections based on their various tasks.

2.2. During instructional model implementation process, all learners were given a variety of task on daily bases. They were required to intensively practice their tasks and present them in class. All tasks were related to real-life situations where students could handle if faced with any. Some tasks taken into consideration during an instructional model implementation

were role-play activities, paired conversation and individual presentations. Learning modules such as self-introduction, occupations, family, daily routines, shopping, ordering food in a restaurant and asking for information from a friend.

2.3. An English-speaking pre-test and post-test was administered before and after instructional model implementation consisting of paired conversations, individual interviews and individual presentations and role-play in order to assess, evaluate and compare students' English-speaking ability before and after instructional model implementation. During the administration of an English-speaking test, two English teachers were invited to join in assessing evaluating students' English-speaking ability. The English speaking pre-test and post-test were all checked by three experts.

Step 3: An investigation of students' satisfaction and perception towards instructional model

Students' satisfaction and perception towards instructional model and instructional model implementation process were studied using a students' satisfaction questionnaire and perception interview guide. The students' satisfaction questionnaire consisted of 15 items while the perception interview guide consisted of 7 items. The satisfaction questionnaire and perception interview guide concentrated on study the instructional model inputs, processes and the effectiveness of the model in enhancing learners' speaking ability and confidence.

Participants

This instructional model was implemented with a class of 21 fourth grade students from Ban Pasak Tossapon Anusorn school who were studying in the 2019 academic year.

Research instruments

The instruments used in this study included: instructional model consisting of 5 components (principle, learning objective, learning content, learning instruction and learning evaluation) , instructional model evaluation form, instructional model manual evaluation form, English-speaking pre-test and post-test consisting of four situations namely: paired conversations, individual interviews consisting of 10 interview questions, individual presentations based on topics such as self-introduction, daily routines, and family and role-play base on occupation, etc., Audio-recorder were used to records learners' conversations and interviews during English speaking assessment, an instructional model manual with lesson plans, an English speaking scoring rubric and students' satisfaction questionnaire (consisting of 15 items) and perception interview guide (7 items). The satisfaction questionnaire and perception interview concentrated in assessing the effectiveness of the model taking into consideration input, process and output. All research instruments were validated by 3 experts.

Data analysis

Collected data were analyzed both quantitatively and qualitatively in order to identify the results from the implementation of an instructional model based on task-based learning approach through effective practice to enhance students' English-speaking ability and confidence. An English-speaking competency rubric using a rating scale of 1-5 was used for different test situations to assess and evaluate students' English-speaking ability. The t-test dependable was used to compare students' speaking ability score between pre-and post-test, descriptive statistics (mean and standard deviation) were used to analyze the quality of the instructional model and students' satisfaction questionnaire whereas data from learners' perception interview guide was analyzed using content analysis.

Research Results

1. Results of instructional model development and quality assessment

The results of an instructional model development and quality assessment revealed that an instructional model based on task-based learning approach through continuous effective oral practice to enhance students' English-speaking ability and confidence was developed with 5 components namely: principle, learning objective, learning content, learning instruction and learning evaluation. An instructional model learning instruction consisted of 4 learning steps namely: authentic task assignment and explanation; effective task practice, scaffolding and motivation; task presentation, task feedback and correction

The results of an instructional model evaluation revealed that all components of an instructional model (learning principle, objective, learning content, instructional steps and evaluation) were generally at a highest level of appropriateness ($\bar{X} = 4.63$). Equally, findings from an instructional model pilot study revealed that the model was suitable enough to enhance students' English-speaking ability and confidence. This is a reflection that all instructional model components were consistent with the potential criteria of instructional model development and appropriate enough to enhance students' English-speaking ability and confidence.

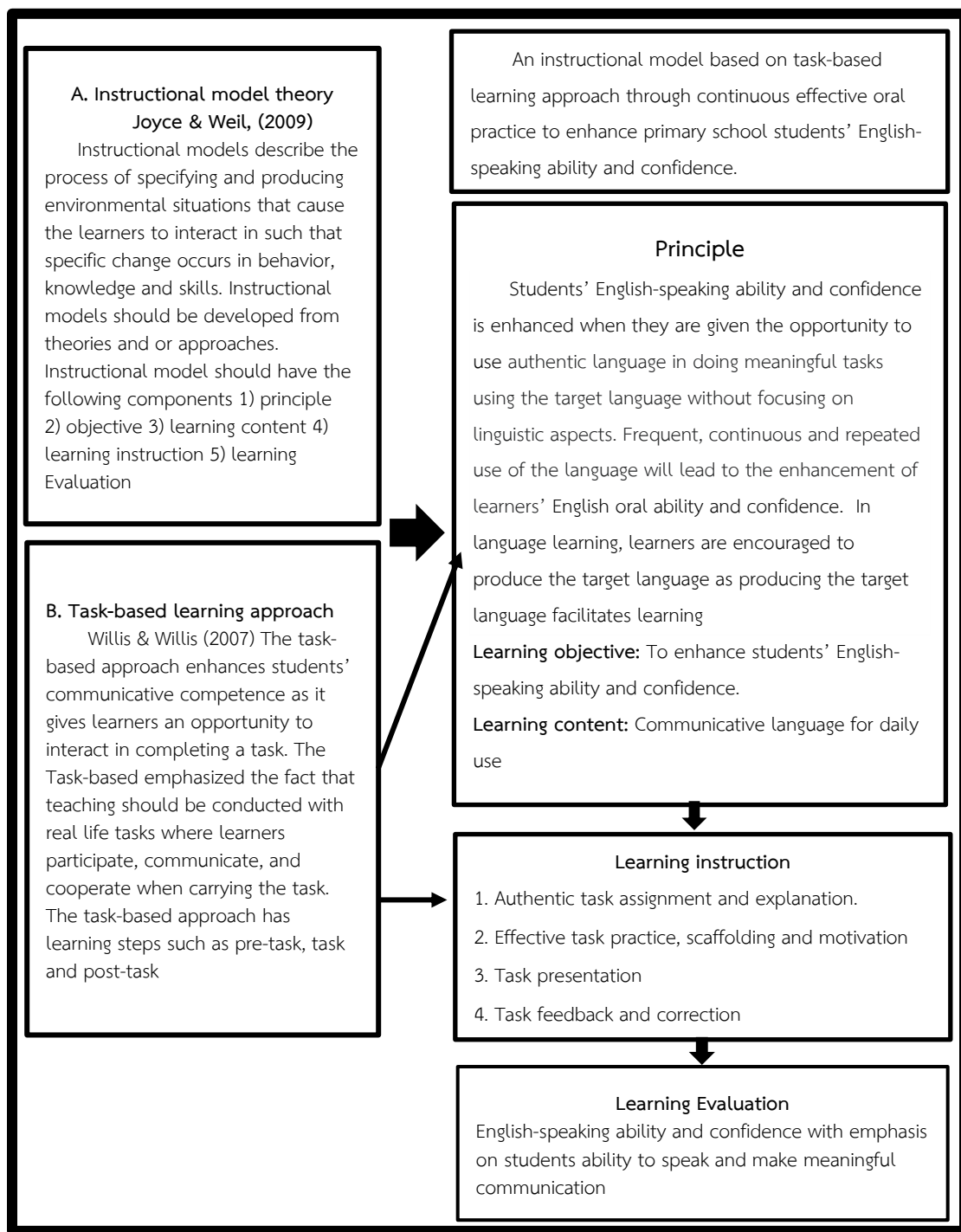


Figure 1 Instructional model to enhance students' English-speaking ability and confidence

Figure on above represents an instructional model based on task-based learning approach through continuous effective oral practice to enhance primary school students' English-speaking ability and confidence. It shows the task-based steps that can be used to enhance students' speaking ability and confidence including authentic task assignment and explanation, effective task practice, scaffolding and motivation, task presentation and task feedback and correction. The language assessment focuses on students ability to communicate.

2. The results of instructional model implementation

English-speaking ability is an indispensable skill in our today's society to be enhanced in learners at all educational levels as they have to face and handle different real-life situations using speaking skill. This study places much emphasis on the development of an instructional model and implementation based on task-based learning approach and continuous effective oral practice to enhance students' English-speaking ability and confidence. Giving learners the opportunity to take control of their own learning through paired or group task completion and continuous oral practice not only help them to enhance their speaking ability but also providing them with an opening to develop their confidence and can dare to speak if faced with different situations.

Table 1 Comparison of students' English-speaking ability before and after instructional model implementation ($n=21$)

English-speaking ability		\bar{X}	S.D.	D.	S.D. _D	t	p
Sample	Pre-test	43.52	4.25				
	Post-test	71.81	2.60	28.29	3.35	39.06*	0.0000

** $p < .05$

From the above table, the results of instructional model implementation revealed that students' English-speaking ability increased from ($\bar{X} = 43.52$) to ($\bar{X} = 71.81$) and when a comparison is made between students' speaking ability before and after instructional model implementation, it revealed that students' speaking ability after instructional model implementation is higher than before at .05 level of significance. Students could communicate using the target language. It was observed that students could express themselves, present their task and answer simple questions based on their assigned task.

During the instructional model implementation process, observations were made. The results from observation revealed that continuous daily English-speaking practice developed students' speaking ability and confidence. Learners became more confident in speaking English language.

3. The results of investigating learners' satisfaction and perception towards instructional model and instructional model implementation process

An investigation of students' satisfaction and perception towards instructional model and instructional model implementation process revealed that learners' satisfaction towards the instructional model and instructional model implementation process was at the highest level ($\bar{X} = 4.51$). All learners perceived the instructional model and implementation process as an effective way of enhancing their speaking competencies and confidence.

Discussion of research results

1. Results of Instructional Model Development

The results of an instructional model evaluation revealed that all instructional model components (principle, objective, learning content, learning instruction and evaluation) were generally at the highest level of appropriateness ($\bar{X} = 4.63$). Also, results from the pilot study revealed that the instructional model was suitable in enhancing students' English-speaking ability. This is an evidence that all components of the developed instructional model were in line with the criteria of instructional model development and effective enough to enhance students' English-speaking ability and confidence. The appropriateness of the instructional model was as a result of some factors as follows: Before the development of an instructional model, the task based approach was critically analyzed with a selection of learning principle, activities and learning steps. The instructional model was chronologically developed taking into consideration task-based approach theoretical framework. After the development of the model, validity check was done by experts and some corrections made. A pilot study was conducted to ensure suitability and further corrections were also made which made the model highly appropriate and suitable. The findings were consistent with Joyce & Weil (2009) who stated that suitable instructional models are developed systematically from learning approaches. The findings were also consistent with the study conducted by Arjpru & Chattiwat (2017) on "The development of task-based speaking and communication strategies instructional model to enhance speaking competence of 1st Year EIC students" and the results revealed that the effectiveness of the developed model met the criterion of 80.84/84.35 that was higher than the required criterion of 80/80 and also consistent with Kaewurai (2011) who developed a learning management model for learner development with regard to Ethics, intellect, and learning and the results revealed that the developed model was good, and suitable for learning process reforms focusing on learners. Also, the research results were consistent with Anchunda (2020) who developed an instructional model based on authentic and communicative learning approaches to enhance vocational bachelor degree students' English-speaking ability for project presentation in the Northern Region of Thailand and the results of instructional model evaluation revealed that the instructional model was at the highest level of appropriateness ($\bar{X} = 4.54$).

2. Results of instructional model implementation

The enhancement of students' speaking ability takes place in each cycle during task completion in the learning process. Students' speaking ability and confidence continuously increased during and after instructional model implementation as they carry out their speaking task step-by-step from practicing simple dialogues at the start of instructional model implementation until performing a role-play activities at the end of instructional model implementation.

A comparison of students' post-test and pre-test results revealed that students' speaking ability and confidence after instructional model implementation were significantly improved from an average of ($\bar{X} = 43.52$) to ($\bar{X} = 71.81$). The main objective of this step was to build learners' understanding of the task and prepare their knowledge in completing the task. The improvements in students' English-speaking ability was as a result of several factors. The lesson plans were well developed with clear topics which concentrated on students' real-life and authentic daily situations. The learning instruction engaged learners in paired, individual and group task activities such as conversations, role-play etc. which gave learners the opportunity to enhance their speaking ability through continuous oral practice. Moreover, all tasks were well explained, students had enough time to practice, present and get feedback and corrections which further helped in enhancing their speaking ability. Different tasks were used during the learning process which enable learners to enhance their speaking ability through working in pairs and groups to prepare, practice and present their oral task. Traditional teaching methods were avoided and the learning process focused on speaking instead of teaching grammatical structures, and also, teacher's talk time was reduced, which gave learners enough time to practice their speaking ability. Teaching activities gave learners the opportunity to participate in preparing, practicing and presenting conversations based on their strengths and weaknesses using an authentic learning environment as the instructor motivated and facilitated the paired and group tasks. Moreover, these activities led learners to construct new knowledge through preparations, practice and presentation of oral task. The development of students' speaking ability and confidence through learning activities were consistent with Bashir et al. (2011) who stated that students English speaking skills can be developed through the use of tasks such as short role-play in pairs and groups as tasks can give students much confident to play different roles and topics when faced with different situations. The results were also consistent with Thanghun (2012) who conducted a study to develop prathomsuksa 6 students' English-speaking ability at Piboonprachasan school using task-based learning and the resulted revealed that the English-speaking ability for students who learned with this approach after the experiment was significantly higher than before at .05 level and also in line with Pongsawang (2012) investigated the effect of using task-based learning on speaking of prathom Suksa 5 students at Klongbanprao school and the results indicated that students' speaking ability after learning through task-based learning was much higher than fore with a statistical significance at .05 level. The findings were

also similar to Safitri et al. (2020) who conducted an action research with the aim to improve students' speaking skill at the Department of English using task-based learning and the findings revealed that the use of task-based learning is effective in enhancing students speaking skill with three indicators assessed including accuracy, vocabulary, and comprehension .

3. The results of learners' satisfaction and perception towards instructional model and instructional model implementation process

As indicated in the research results, students' satisfaction and perceptions about the instructional model and implementation process, learning activities and task as well as the effectiveness of the instructional model in enhancing students' English-speaking ability and confidence were fully investigated using a satisfaction questionnaire and a perception structured interview. Students satisfaction ($\bar{X} = 4.51$) and perceptions about the instructional model and implementation process were generally at the highest level and positive.

Some factor that let to highest satisfaction level and positive perceptions included; all learners were exposed to a variety of learning tasks. Equally, a variety of learning tasks were used which gave learners the opportunity to practice repeatedly and enhance the speaking competencies and confidence. Interesting learning activities such as paired conversations, communication games and role-play activities were used which gave learners the opportunity to practice through these activities to enhance their speaking competencies. Students were constantly motivated during the learning process. All learning tasks were consistent with learners' level, age and ability. The instructor corrected and encouraged learners frequently there by giving them opportunities to freely interact. A stress-free learning environment was created with acted as a motivating factor for students to relax and feel confident. The development and implementation of this instructional model in language teaching and speaking competencies in particular gave learners an extensive opportunity to practice their speaking competences with varied task through task-based learning. The research results were consisted with the results of a research conducted by Arjpru & Chattiwat (2017) who enhanced speaking competence of 1st Year EIC students by developing a task-based speaking and communication strategies instructional model the results of exploring students' satisfaction towards an instructional model were at the high level. Equally, A study conducted by Beding & Inthapthim (2019) in the university of Payao revealed that students' perceived the use of Task-Based Language Teaching (TBLT) approach in the classroom positively.

Conclusion

The results of this study demonstrated that an instructional model based on task-based learning approach and effective oral practice to enhance students' English-speaking ability and confidence was effective in enhancing students' speaking ability as a comparison of pre-test and post-test show improvements on students' scores after the use of an instructional model. An

enhancement of learners' speaking ability requires giving learners a variety of speaking task, giving them the opportunity to fully participate in the learning process and encouraging them to continuously practice their speaking competencies and enhance their confidence in using the language in authentic situations and concentrate in developing language in use rather concentrating in developing grammatical structures. All learning instructional approaches, activities, instructional materials, tasks and any learning environment that gives learners the opportunity to continuously practice will lead to the enhancement of learners' English-speaking ability and confidence as continuous practice and use of the target language will enhance learners' speaking ability, confidence and perfection

Research Recommendations

Recommendations for Application

The research findings demonstrated that an instructional model was effective in enhancing students' English-speaking ability and confidence. Based on this research findings, it is observed that effective and continuous practice through task-based learning enhances students' English-speaking ability and confidence. Instructors are recommended to select and use instructional task activities that will give learners the opportunity to continuously practice and develop their speaking ability and confidence. Tasks should also be design to enhance students' grammar, vocabulary and accuracy. Educational institutions should organize training courses for teachers of English language on approaches, tasks and how to implement task-based learning approach in enhancing learners' speaking ability and real world learning activities that concentrate on language in use rather than grammatical structures that will enable students to develop confidence in using English language.

Recommendations for Future Research

This study concentrated on enhancing students' English-speaking ability and confidence through the use of an instructional model based on task-based learning approach and continuous oral practice in Phitsanulok province. This population consisted only a small proportion of the entire population. The research findings cannot be generalizable to other institutions in different zones. Therefore, further studies should be conducted in different areas with different population samples and levels under different conditions in order to fully generalized the results on enhancing students' English-speaking ability and confidence through task-based learning and effective practice. Prove is required to demonstrate the effectiveness of the task-based learning approach. Therefore, further study should investigate and compare the effectiveness of task-based and different instructional approaches in enhancing students' English-speaking ability.

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