

6 ICLLCE 2016-45 Richard E. Parcon

Task-Based Instruction in Oral English: Basis for an Instructional Module Enhancement

Richard E. Parcon
Tanong High School, Philippines
parconrichard@yahoo.com

ABSTRACT

Why do students suffer from expressing themselves orally? Students nowadays no longer pay attention to word articulation because for them saying a word is enough to convey a message that they want to say. Thus even some English teachers are not prepared to administer an oral skill task because they find it difficult especially with the use of various techniques in oral task or oral testing. This study aims to evaluate the oral proficiency of the students before and after the exposure in Task-Bases Instruction, determine the difference in the oral proficiency level of the students before and after the exposure in TBI, find the difficulties encountered by learners in using TBI and eventually develop an instructional module in oral English that will serve as a guide to improve the oral proficiency of students towards effective communication. In the conduct of the study, an experimental approach will be used to assess the performance of the learners before and after the treatment to eventually meet the challenges of increasing the standard of speech program, improve pedagogy in teaching speaking and enhance the speaking skill of the students

Keywords: Teaching of speaking, task-based instruction, oral english, instructional module

Introduction

Speaking perhaps is the most commonly used and important language skill. Expressing oneself to others through giving opinions, asking questions, and expressing command are the common forms of speaking. Thus, the word speaking is associated to speech. For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Murcia (2006) said that speaking in a second or foreign language has often been viewed as the most demanding among the four skills, but what makes speaking difficult to learn among the skills? Murcia (2006) cited in the work of Brown (1994) mentioned a number of features that interact to make speaking as the challenging skill as it is. Contraction is a shortened form of a word or a group of words with the missing letters usually marked by an apostrophe. The feature is vowel reduction and elision which is the process of reducing connected speech that results in the loss of segments so that learners who are not exposed to or who do not get sufficient practice with reduced speech will retain rather than formal sounding full forms. In line with the use of slang and idioms in speech without the facility in using the present features of spoken language, learners become a bookish.

Therefore, the goal of every language teacher is to teach speaking to produce an accurate and fluent speaker of English Language. According to Hasan (2002), if language is a tool of expressing all purposes, then, speaking skill is concerned with purposes such as expressing feelings, emotion, ideas and beliefs. According to Aquino (2002) when speaking skill is being mastered, it helps the individuals to promote their feeling of self-

esteem and realization that their message is being processed. Farahani and Nejad (2008) said that speaking is so much part of one's daily life. People take it for granted, however, learning speaking whether as a first or second language, involves developing subtle and detailed knowledge about why, how and when to communicate to produce complex skills for managing interaction such as asking questions or taking a turn into a conversation. Furthermore, when it comes to the classroom setting, the difficulty of teaching the speaking skill whether in first or second language to the students does not greatly differ in the teaching of speaking to a foreign language students. As stated by Rahman (2010) in the classroom setting, students, nowadays, no longer pay attention in words articulation because for them, uttering a word is enough to convey the message that they want to express. Thus, even some English teachers are not prepared to administer an oral skill task because they find it difficult especially with the use of various techniques in oral task or oral testing. Our Lady of Peace School in Antipolo City tries to upgrade its speech program to meet the challenges of increasing standards of speech program by improving instructional way of teaching speaking and enhancing the speaking skill of the students by acquiring facilities and equipment like analog and digital speech laboratories, English learning center, and course/subject instructional materials and the researcher think of instructional module using an approach that will make teaching-learning process more interesting, enjoyable, and sensible to the learners. He visualizes an instructional module that is communicative and manipulative using pedagogical task that will promote communicative way of learning and using the language fluently and accurately.

Based on this empirical observation, the researcher prompted to conduct this study in order to determine the effectiveness of task-based instruction in teaching Oral English specifically it sought to answer the following sub-problem:

1. What is the oral proficiency level of the students before the exposure in Task-Based Instruction in terms of
 - 1.1 General Description,
 - 1.2 Language Development Use,
 - 1.3 Delivery, and
 - 1.4 Topic Development?
2. What is the oral proficiency level of the students after the exposure to Task-Based Instruction based on the aforementioned variables?
3. What is the difference in the Oral Proficiency of the students before and after the exposure in Task-Based Instruction?
4. What are the difficulties encountered by the students during exposure in task-based instruction?
5. What enhancement can be made in the instructional module in Oral English Subject?

Hypothesis:

At .05 level of significance, hypothesis was tested

Ho₁: There is no difference in the oral proficiency level of the students in oral English before and after the exposure to a particular mode of instruction

Research Methodology:

This study utilized the quasi-experimental design in research. According to Magsajon-Sarno (2010), Experimental research is a method or procedure involving the control or manipulations of conditions for the purpose of studying the effects of various treatments applied to members of a sample, or of the same treatment applied to members of different

samples. Specifically, the One-Group Pre-test and Posttest Design had been employed. The pre-test and post-test design was used to determine the significant difference in the oral proficiency level of the respondents before and after the exposure in the task-based instruction.

Population Frame and Sampling Scheme:

The respondents of this study were from grade 8 level of Our Lady Peace of School in Antipolo City during this school year 2015-2016. Among the eight sections, one section was chosen to represent the population which was Grade 8 St. Peter as the purposive group.

Respondents:

The respondents were the grade eight level of Our Lady of Peace School, Antipolo City for the school year 2015-2016. In Grade 8 St. Peter, 9 or 30 percent of the respondents were boys and 21 or 40 percent of the respondents were girls. Their ages ranges from thirteen to fourteen years old. The respondents are exposed in the existing instruction in learning Oral English from grade one up to the present.

Statistical Treatment used:

The data gathered in the study were analyzed using the following statistical tools: Frequency count and percentage distribution was used to describe the proficiency level of the students before and after the exposure in Task-Based instruction and t-test was utilized to determine the significant difference in oral proficiency level of the students before and after the exposure in the Task-Based Instruction.

Findings/Result:

Based on the analysis of data gathered, the result exposed in this endeavor is summarized as follows:

1. Oral Proficiency of Level of The Students Before the Exposure In Task-Based Instruction

The oral proficiency level of the students before the exposure in Task-Based Instruction as to language development the over-all mean is 2.87 wherein the response demonstrated limited range and control of vocabulary. As to delivery the over-all mean is 2.77 wherein the speech is basically intelligible, though listeners' effort is needed because of unclear articulation, and awkward intonation. As to topic development the over-all mean is 2.24 wherein limited relevant content is expressed.

Oral Proficiency is considered important for the development of students' language. Furthermore, in real life, the importance of oral proficiency is much greater than in the classroom, as the students' communication skills will depend on the efficiency of their spoken language. In addition, more recent subjects for example are discussed in the media, such as the new steering documents are considered more relevant and of more interest by society (Carlo et.al, 2004)

2. Oral Proficiency Level of the Students After the Exposure to Task-Based Instruction Based on the Aforementioned Variables

The proficiency level of the students after the exposure in Task-Based Instruction In terms of general description the over-all mean is 4.12 wherein the response addresses the task appropriately, but may fall short of being fully developed. As to language

development the over-all mean is 4.15 wherein the response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. As to delivery, the over-all mean is 3.98 wherein the speech is generally clear, with some fluidity of expression though minor difficulties with pronunciation, and intonation. In terms of topic development the over-all mean is 3.39 wherein the response is connected to the task though the number of ideas presented or the development of ideas is limited.

Elsewhere Ellis argues that task-based instruction to language teaching differs from other approaches in that it makes no attempt to stipulate the language forms (and associated meanings) to be taught. Instead “the content is specified holistically in terms of tasks”, which can involve listening, speaking, reading, and writing or any combination of this skills. Within the varying interpretations of task-based language teaching related to classroom practice, recent studies exhibit three recurrent features; task-based language teaching compatible with a learner-centered educational philosophy (Ellis, 2003); it consists of particular components such as goal, procedure, specific outcome, it advocates content-oriented meaningful activities rather than linguistics form. Rahimpour (2007) claimed that task-based language teaching creates a favorable condition for language development and consequently facilitates language acquisition. He further argues that the task in task-based language teaching is considered central to the whole instructional design process, from the identification of learner needs to the measurement of student.

3. The Significant Difference In the Oral Proficiency of the Students Before and After the Exposure in Task-Based Instruction

There is a significant difference in the Oral Proficiency of the students before and after the exposure in Task-Based Instruction as to general description, language development use, delivery, and topic development. Based on the result, it was found out that the oral proficiency of the students improved after their exposure in the task-based instruction. The students found out that task-based learning is quite fun and motivating. It actually provides the chance for shy and quitter students to express themselves in more outspoken way. Phisuthangkoon (2012) mentioned in his study that Task-Based Instruction was effective and encouraged the students to improve speaking ability by using a variety of communicative activities in EFL classroom. It was also seconded in the study conducted by Yong (2008) wherein the English speaking ability of the respondents who were exposed in the TBI was higher. Therefore task-based instruction helped the students to develop to address the task appropriately, demonstrate a fair automatic and effective use of grammar and vocabulary, speech became generally clear, and there is a connection in the topic presented.

4. Difficulties Encountered By the Students During Exposure In Task-Based Instruction

The difficulties encountered by the students in task-based instruction, students became noisy, usually speaking in mother tongue, meaning that students may produce little the desired language. They also experience the pressure of time that forced the learners to make use of language that could be readily accessed rather than to attempt to create language in real time. These findings were supported by Rad and Fajar (2013) in which at the end of the classes including task-based method has made students get bored. The students also complained that the lessons were very long. In addition, the students had a difficulty in constructing sentences especially in presenting their output using the target language. As stated by Ruso (2003) Even if a teacher gives tasks to her students, and the tasks are almost the same but students are not interested and creative, in answering

questions or finding the main ideas of paragraphs individually which made the students felt dissatisfied.

Enhanced Instructional Module in Oral English

The existing module that the school is using somehow missed some elements that promotes communicative activity, which will let the students to do various task. The first part is the learning competencies, learning competencies means the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. The learning competencies compose of the four macro skill: Listening, Speaking, Reading, and Writing. Second part is the learning objectives define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction. These learning competencies and objectives are communicative by nature because the performance task that the student should attain, moreover, the learning objectives are too many that's why some of it is not attained and when it comes with the instruction the learning competencies and learning objectives not fully attained because of the succeeding part of the module.

Based on the parts of the module presented, it's really in need of enhancing it because of the loopholes in the part of the module.

The purpose of the enhancing the existing instructional module in oral English was conceptualized and was written in response to the demand of new curriculum for the Basic Education which is the K to 12 curriculum. The aim of this is to develop listening and speaking skill of every student. In addition, this module gives various strategies for effective communication in various situations through the help of Task-Based Instruction. It also offers some research-based activities about Oral English specifically Effective Communication skill.

Moreover this module comprises of the theoretical basis of speech and its practical applications that the student can use in order to achieve and to develop accuracy, fluency, and self-confidence in speaking in front of the public. The mechanics of good usage come into play for correct, decent and acceptable expression. For the enrichment of the learners' communication skills, the learners need to think independently, critically, and creatively. Moreover, they should be given more opportunities to enhance higher order thinking skills like analysis, synthesis, and evaluation.

The module is self-paced and student friendly. The learners develop cooperative learning through meaningful differentiated activities presented that lead to immediate understanding.

Each lesson in the module is presented using differentiated strategies. Instruction is integrative and student centered. There are three elements in the module, the pre-task, task-cycle and post-task. These three elements comprise of various tasks that would let the students to engage themselves in doing the tasks with the help of the facilitator who is the teacher. First part of the module is Learning Competencies, second is the learning objectives, and third is pre-task which composed of the following: Task-Gizer, the matching task, and the practice task. Fourth is the task-cycle which composed of task-breaker, planning, and ready task go!. Lastly is the post-task which composed of Do the honor which is intended for the assessment of the task, wrap-up is used for the comprehension of the lesson through answering some processing questions and the Grammar: Knowledge Power! Wherein many functional grammar activities are presented to make learners achieve accuracy and fluency in building effective communication skills.

Conclusions

In light in the findings of the study, the following conclusions were drawn.

1. The oral proficiency level of the students before the exposure in task-based instruction as to general description, language development, delivery and topic development is limited range of vocabulary development unclear articulation and intonation and limited relevant content express in pre-test.
2. The oral proficiency level of the students after the exposure in task-based instruction as to general description, language development, delivery, and topic development is the response addresses the task appropriately, but may fall short of being fully developed, the students demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. The speech is clear but there are only minor difficulties in articulation and intonation.
3. The study showed that there is a significant difference in the oral proficiency of the students before and after the exposure in Task-Based Instruction.
4. The students tend to be noisy and utilized mother tongue during the planning in task-based instruction and time pressure in the part of the students during the implementation of study.

Recommendations

With reference to the findings and conclusions of the study, the following recommendations are offered:

1. The school, through its teachers, should create and design learning programs or activities facilitative of the improvement of the speaking and listening skills of the students.
2. The speech teachers together with the other teachers and administrator should create policies and plan especially in utilizing various speech equipment, laboratories, and instructional materials that will motivate students to practice speaking.
3. Teachers should continue the implementation of the speech program using the task-based instruction and close monitoring of its progress should be done.
4. Speech teachers should enhanced Instructional Module in Oral English geared towards increasing the oral proficiency level of the students from satisfactory to a higher level.
5. A replication of this should be made. For further studies, the following topics are recommended:

5.1 The Effect of Task-Based Instruction in the Language Proficiency of the Students

5.2 Maximizing the Multiple Intelligences and Learning Style of the Students in Learning Oral English with the use of Task-Based Instruction

5.3 Effectiveness of Task-Based Instruction in the Teaching Reading and Writing

5.4 Evaluation of Instructional Materials anchored in Task-Based Instruction

5.5 The Teaching of English using Task-Based Instruction anchored in Whole-Brain Learning System: A Basis for English Program Reformation

REFERENCES

- Aquino, Fe O. 2002. *Effective Speech Oral Communication*. Katha Publishing Co., Inc. Quezon City.

- Carlo et.al. (2004). *Oral Language Development in English Language Learners*. Retrieved on January 2016 from <http://www.cal.org/create/pdfs/webcasts-by-diane-august.pdf>
- Celce- Murcia. (ed). (2006). *Teaching English As A Second or Foreign Language*. Singapore: Thompson and Learning Asia
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press
- Farajani, A K. and Nejad, M K S. (2008). *A Study of Task-based Approach; The Effects of Task-based Techniques Gender and Different Levels of Language Proficiency on Speaking Development. University of Tehran. I. R, Iran*. Retrieved on February 2015 from http://www.sid.ir/en/VEWSSID/J_pdf/91920094902.pdf
- Hasan, A A. (2004). *The Effect of Using Task-Based Learning in Teaching English on the Oral Performance of the Secondary School Students*. Retrieved on February 2015 from http://www.ijoe.org/v3/IJJOE_10_02_03_2014.pdf
- Magsajo-Sarno. (2010). *Tips and Techniques in Research Writing*. Manila: Rex Bookstore
- Phisuthangkoon, K. (2012). *The Use Of Communicative Activities To Develop English Speaking Ability Of The First Year Students At Intrachai Commercial College*. Retrieved on May 2015 from [http://thesis.swu.ac.th/swuthesis/Tea_Eng_For_Lan\(M.A.\)/Kittiya_P.pdf](http://thesis.swu.ac.th/swuthesis/Tea_Eng_For_Lan(M.A.)/Kittiya_P.pdf)
- Rahaman, M. (2010). *Teaching Oral Communication Skill: A Task-based Approach*. Retrieved on April 2015 from http://esp-world.com/Articles_27/Paper.pdf
- Rahimpour, K. (2007). *A Survey of Task-Based Language Teaching Experience*. USA: Winhund Publishing
- Ruso, N. (2003). *The Influence Of Task-Based Learning On EFL Classroom*. Eastern Mediterranean University Turkish Republic of Northern Cyprus. (Unpublished thesis). Asian EFL Journal. Vol 30 page 12-18
- Yong. (2008). *The Use of TBL to develop English of Matthayom Students (Unpublished thesis)*. In Thangun (2012). Using TBL to Develop English Speaking Ability of Prathom Students. Language Teaching Research Journal Vol 28 page 30-36