

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
THAI ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
LIST OF EXCERPTS	xiii
ABBREVIATIONS	xv
CHAPTER ONE	
INTRODUCTION	1
1.1 Overview of English Language Learning and Teaching in Thailand	3
1.1.1 Statement of the Problem	6
1.2 Aims of the Study	8
1.2.1 Research Questions	8
1.2.2 Significance of the Study	10
1.3 Definition of Terms	12
1.4 Organization of the Thesis	14

## CHAPTER TWO

TASK BASED LEARNING	15
2.1 Task Components	17
2.1.1 Theoretical Rationale for Task	19
2.2 Task-Based Learning	21
2.2.1 Advantages of TBL Curriculum	22
2.2.2 Initial Task-Based Research	24
2.3 From In Class Tasks to Real World Experience	31

## CHAPTER THREE

METHODOLOGY	35
3.1 Interactional Discourse Functions	35
3.2 Overall Amount of Talk	38
3.3 Participants	39
3.3.1 Instruments	41
3.3.2 An Information-Gap Task	41
3.3.3 Video Recording	44
3.4 Data Collection Procedure	44
3.4.1 Data Collection	45
3.4.2 Validity of the Transcription	46
3.4.3 Coding and Data Analysis	47

## CHAPTER FOUR

RESULTS AND DISCUSSION	48
4.1 Information Exchange	49
4.2 Interactional Discourse Functions	52
4.2.1 Analysis of Interactional Discourse Functions	54
4.3 Overall Amount of Talk	65
4.3.1 Turns	66
4.3.2 Words	69
4.3.3 Words-per-turn	72

## CHAPTER FIVE

CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS	79
5.1 Implications for the Classroom	83
5.2 Cultural Constraints	85
5.3 Limitations of the Current Study and Suggestions for Future Research	86
REFERENCES	89
APPENDICES	96

## LIST OF TABLES

Table 1 Task Relationships: Requirements, Goals and Outcomes	42
Table 2 Distribution of Interactional Functions Produced by Student-pairs	52
Table 3 Distribution of Turns per Student pair	66
Table 4 Distribution of Words per Student pair	69
Table 5 Distribution of Words-per-Turn per Student pair	72

## LIST OF FIGURES

	Page
Figure 1 A framework for analyzing communicative tasks	18
Figure 2 Overview of data collection procedure	44
Figure 3 Student-pair 3 Performing the Information Gap Task	50

PAYAP UNIVERSITY

## LIST OF APPENDICES

	Page
APPENDIX 1 Students' Score on the Proficiency Test from the Language Institution	96
APPENDIX 2 Interactional Discourse Functions Analysis Form	98
APPENDIX 3 Transcription Notation	100
APPENDIX 4 Transcriptions of the Recorded Student-pairs	102
APPENDIX 5 An Information-Gap Task	130

## LIST OF EXCERPTS

	Page
Excerpt 1 Illustration of backchannel cues produced by student-pairs	56
Excerpt 2 Illustration of clarification requests produced by student-pairs	56
Excerpt 3 Illustration of comprehension checks produced by student-pairs	57
Excerpt 4 Illustration of confirmation checks produced by student-pairs	57
Excerpt 5 Illustration of echoes produced by student-pairs	58
Excerpt 6 Illustration of lexical-uncertainties produced by student-pairs	58
Excerpt 7 Illustration of paraphrases produced by student-pairs	59
Excerpt 8 Illustration of referential questions produced by student-pairs	60
Excerpt 9 Illustration of self repetitions produced by student-pairs	60
Excerpt 10 Illustration of sentence completions produced by student-pairs	61
Excerpt 11 Illustration of a higher occurrence of turns produced by student-pairs	61
Excerpt 12 Illustration of a higher occurrence of turns produced by student-pairs (Continued)	62
Excerpt 13 Illustration of the repetitions of lexical items produced by student-pairs	68
Excerpt 14 Illustration of the repetitions of lexical items produced by student-pairs (Continued)	68

Excerpt 15 Illustration of the shorter turns which contained simple phrases Produced by student-pairs	70
Excerpt 16 Illustration of the shorter turns which followed by a request for clarification produced by student-pairs	71
Excerpt 17 Illustration of a long phrase produced by student-pairs	74
Excerpt 18 Illustration of the highest number of word-per-turns produced by student-pairs	75
Excerpt 19 Illustration of prior language patterns gained from personal experience	75
Excerpt 20 Illustration of an overlapped behavior produced by student-pair	76
Excerpt 21 Illustration of shadowing: repeating what is being heard with a delay	77



## ABBREVIATIONS

CLT	:	Communicative Language Teaching
EFL	:	English as a Foreign Language
IDF	:	Interactional Discourse Functions
L2	:	Second Language
NS	:	Native Speaker
NNS	:	Non Native Speaker
SLA	:	Second Language Acquisition
TESOL	:	Teaching English to Speakers of other Language
TBLT	:	Task-based Language Teaching
WPT	:	Words per Turn