



**English Speaking Tasks Used for Teaching Thai Students and Implementation
Challenges Faced by Teachers: A Case Study of 11th Grade Secondary
Schools in Sadao District**

Ira Dwijayani

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Teaching English as an International Language**

Prince of Songkla University

2022

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Author Mrs. Ira Dwijayani

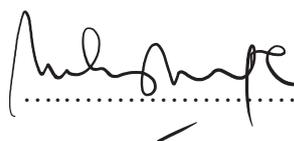
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This is to certify that the work here submitted is the result of the candidate's own investigations. Due acknowledgement has been made of any assistance received.

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I hereby certify that this work has not been accepted in substance for any degree, and is not being currently submitted in candidature for any degree.



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ABSTRACT

This case study employed a mixed-method that aimed to analyze how speaking tasks were presented through grade 11 English teaching materials. It described the extent to which communicative levels were applied in the materials and classroom teaching. The study also aimed to explore how teachers delivered speaking activities in the classroom, and to investigate their difficulties in engaging students in speaking activities. In order to achieve these aims, data were collected from purposively selected participants. Three teachers and 54 students in grade 11 from three secondary schools in Sadao district, Thailand, took part in this research. The teachers were asked to analyze speaking tasks presented in the teaching materials and participate in semi-structured interviews. The selected classrooms were also observed. The students who participated in the classes were asked to reflect on how speaking tasks were presented. The Littlewood communicative continuum was adopted as a framework to analyze the speaking tasks presented. Based on the findings, the speaking tasks in the teacher-made materials were forms-focused whereas those in the commercial textbooks were meaning and forms-focused. Tasks delivered in one school could not achieve their objectives because the teachers did not follow guidelines on the teaching material. The teachers revealed such challenges in teaching speaking as students' English proficiency level was lower than expectations of teaching material authors and insufficient time in teaching English caused time limitation in delivering speaking activities in the classrooms.

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LIST OF ABBREVIATIONS

ALM	: Audio Lingual Method
ASEAN	: The Association of Southeast Asian Nations
CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
GTM	: Grammatical Translation Method
L1	: A speaker's first language
L2	: A speaker's second language
MEXT	: Ministry of Education, Culture, Sports, and Technology (Japan)
TBL	: Task-Based Learning
TBT	: Task-Based Teaching

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1. INTRODUCTION

This section is organized into six parts: (1) rationale of the study, (2) purpose of the study, (3) research questions, (4) significance of the study, (5) scope and limitation, and (6) definition of terms.

1.1 Rationale of the Study

Globally, English is widely used as a lingua franca, bringing people of different languages together. For example, English is used in the tourism and hospitality industry when people travel from one country to another. English plays a role in communication in everyday life. Crystal (2013) noted that in non-English-speaking countries advertisements, signs, and menus are translated into English; even hotel and restaurant staff are trained to speak English. English language has been used by people from multilingual communities. Graddol (2000) groups English language users into three communities. There are approximately 325 million L1 speakers of English, 375 million L2 speakers, and 750 million speakers of English as a foreign language. Thailand is one of the countries, which regards English as a foreign language and as a de facto second language. English is the working language used to communicate among members of the Association of Southeast Asian Nations (ASEAN) (Kirkpatrick, 2010), of which Thailand has been a member since it was established in 1967.

Multiple languages are spoken in Thailand and English facilitates intra-cultural communication. The Southern Thai border population, especially in the Sadao area, needs English to speak to travelers who come across the Malaysian border. However, this appears to be challenging for Thais who have low English proficiency. Education First (2018), found Thais' English proficiency lower than those of other countries (number 64 from 88 countries) and the lowest after Myanmar and Cambodia in ASEAN. Although Thai learners learn English from elementary school up to the university level, they still cannot speak English fluently (Sasum & Weeks, 2018). There are increasing needs for learners to interact in English in many situations (McDonough & Shaw, 1993). Speaking skills are the most essential in L2 learning. (Richards, 2008)

because speaking proficiency can reflect how L2 learners' progress in their learning. Promruang (2012) found that speaking practice in typical English classrooms in Thailand was insufficient despite many class activities undertaken.

There are two key factors related to the development of English speaking skills that need to be examined: teachers and teaching materials. First, teachers play an essential role in facilitating students' skill and language acquisition, which they cannot achieve solely by themselves (Goh & Burn, 2012). Teachers have to manage activities and resources and present teaching materials (Cunningsworth, 1995; Willis & Willis, 2007). In such a way, students can develop not only discipline but also understanding of the subject. Teachers also need to guide students to be more responsible for their learning (Snow & Campbell, 2017; Willis & Willis, 2007). Therefore, teachers can help enhance learners' speaking ability (Goh & Burns, 2012). Teaching materials are another major factor in developing English-speaking skills. In fact, they are a necessary part of most English language teaching programs (Howard & Major, 2004). Teaching materials can help teachers to deliver a lesson and assist students in doing class activities.

Teaching materials play an essential role in most English teaching contexts and in implementing Task Based Teaching (TBT). A variety of English teaching materials are usually available for teachers to choose from. In particular, textbooks are valid tangible elements in a language course for both teachers and learners (Dubin & Olshtain, 1986, p.167) and are used by most English teachers (Cunningsworth, 1984). The function of textbooks is not only an object of the culture and educational tool, but it also becomes a commodity that can be bought and sold (Gray, 2013). Teachers can also develop teaching material to support their classroom teaching. Teacher-made materials can be designed from numerous resources such as newspapers, websites, textbooks, and YouTube channels. Textbooks and teacher-made materials can be used as speaking practice materials. Goh and Burns (2012, p.5) stated that speaking practice materials give a contextual, variation, challenging prompt, and scenario to stimulate oral production. These teaching materials provide tasks that can be used to teach speaking in classrooms. The TBT method, a branch of Communicative

Language Teaching (CLT) can be implemented in planning and teaching in the English classroom. English teachers can use any teaching materials in implementing TBT, including published materials and teacher-made materials (Hughes, 2011). The Thai Ministry of Education in 2014 recommended the CLT method to be implemented in classrooms (Kanchai, 2019). It was also observed that Thai schools and universities use TBT to teach students (Darasawang, 2007).

While there are varieties of teaching materials, teachers need to select materials and gauge their effectiveness through classroom observation. Teaching and learning materials such as textbooks need to be analyzed to avoid a mismatch between learners' proficiency level assumed by material developers and actual learners' proficiency level (Johnson, 1989; McDonough & Shaw, 1993). Material analysis is also essential for uncovering the textbook's nature or content, its aims, and especially tasks presented to meet the aims (Littlejohn, 2011). Task analysis in particular is beneficial because it can help teachers to get a better understanding of the relationship between a teaching plan and its impact on learning (Littlejohn, 2011). Classroom observation is also necessary to investigate materials use and task implementation and determine their success or failures to meet students' needs.

Several studies have analyzed the implementation of materials used in teaching English. These studies included textbook analysis, classroom observation, and interviews. These methods were employed as data triangulation in order to make the results as valid as possible. Ogura (2008) analyzed MEXT textbooks used in Japanese secondary schools. Michaud (2015) compared MEXT and Non-MEXT textbooks used in Japanese secondary schools. Another study was conducted by observing classroom teaching in a primary school in Guangdong, China (Deng and Charles, 2009). Some challenges to improve communicative competence in the classroom have been identified in previous research, such as limited teaching hours to deliver tasks (Butler, 2011; Chang & Goswami, 2011), lower English proficiency level of students (Chang & Goswami, 2011; Kalanzadeh et al., 2013; Li, 1998), low students' motivation (Kalanzadeh et al., 2013; Koosha & Yakhabi, 2013; Li, 1998), examination-oriented

teaching (Chang & Goswami, 2011; Kalanzadeh et al., 2013; Li, 1998; Whitehead, 2017), and large classroom size (Butler, 2011; Kalanzadeh et al., 2013; Li, 1998).

Teaching material analysis and classroom observation are equally necessary to explore how the communicative level is applied in teaching materials and classroom activities. Previous studies have not documented that both were employed in data collection. Therefore, this study sought to use both teaching material analysis and classroom observation in collecting the data. The data was supplemented by teacher participants giving their perspective on teaching challenges after they reflected on how they delivered speaking tasks in classrooms by using their teaching materials.

1.2 Purpose of the Study

1. To analyze what communicative levels of speaking tasks were presented through grade 11 English teaching materials.
2. To explore how teachers deliver the speaking tasks in the classroom.
3. To investigate what challenges the teachers face in engaging students in speaking tasks.

1.3 Research Questions

1. What are the communicative levels of speaking tasks presented through grade 11 English teaching materials?
2. How do teachers deliver the speaking tasks in the classroom?
3. What challenges do teachers face in engaging students in speaking tasks?

1.4 Significance of the Study

This study would be useful for material developers to develop speaking tasks that serve communicative learning. It can also help English teachers gain more insight on how to efficiently engage students in speaking tasks. Moreover, the results are expected to raise awareness of English teachers of the crucial role of textbook selection in L2 teaching.

1.5 Scope and Limitations

This study was conducted in three secondary schools in Sadao, a border area between Malaysia and Thailand. There were three secondary schools in Sadao which participated in this study. The students in 11th grade were selected to participate in the study since they were expected to be able to communicate in formal and informal situations based on Thai Ministry of Education guidelines (2008).

Teachers and students participated in this current study, and teaching materials used by them were analyzed. Each school had one co-course English teacher teaching 11th grade. Each teacher used teaching materials to deliver lessons; teacher-made material, textbook A, or textbook B. All students attending these classes during classroom observation participated in this study. The study observed one class from each school because every school had only one-11th grade class, with the exception of school 2, which had seven classes.

Due to time limitation, the current study analyzed six speaking tasks presented in three teaching materials and six speaking activities delivered in classrooms from three schools. Littlewood's communicative continuum was employed to analyze the communicative level presented in speaking tasks in teaching materials. School 1 used teacher-made materials, while other teachers used commercial textbooks. Littlewood's communicative continuum was also used to explore the extent to which the teachers delivered six speaking activities in classrooms from three schools. As a triangulation, the teachers' perspective toward teaching speaking challenges was investigated through interviewing three teacher participants from three schools.

1.6 Definition of Terms

1. Teachers

An English co-course teacher from each school was involved in this study. An English co-course teacher means a Thai teacher who teaches basic English knowledge and skill in a school. Teacher 1 is an English teacher from school 1; teacher 2 is an English teacher from school 2; and teacher 3 is an English teacher from school 3.

2. Teaching materials

Teaching material can be written by one author or more, education experts, and university/college professors. Teaching materials refer to textbooks and teacher-made teaching materials. Teacher-made material refers to teaching material used by teacher 1; textbook A as teaching material for teacher 2, and textbook B means teaching material used by teacher 3.

2. LITERATURE REVIEW

The literature review covers approaches to teaching speaking and related studies.

2.1 Approaches to Teaching Speaking

A language-teaching methodology has been growing and developing for over one hundred years. Its goals have shifted from time to time. In the 18th-19th century, the classical method or Grammatical Translation Method (GTM) focused on grammar and translation (Bailey, 2005). This method was well-known for its effortless grammar assessment to be constructed and objectively scored, even it required a few specialized teachers' skills (Brown, 2001). This method did not aim to improve learners' communicative ability in spite of its popularity (Bailey, 2005; Brown, 2001). In the 1950s, a famous language-teaching approach, the Audiolingual Method (ALM), was introduced. This method relied on native speaker models (Nunan, 2004), oral input, and drilling (Hughes, 2011); but language was less acquired, and grounded in linguistic theory (Brown, 2001). From the 1930s to 1960s, an oral/situational teaching method was applied. This method required zero control in content, and students listened and repeated what the teacher asked (Nunan, 1989), and did memorization work (Nunan, 2004). The theories and approaches mentioned above did not draw attention to the development of communicative competence.

Communicative Language Teaching (CLT) was subsequently introduced with emphasis on improving learners' communicative competence (Richards & Rodgers, 1986). This method has been the subject of foreign language teaching discussion for over 40 years (Littlewood, 2013) and has been implemented in many countries, including Thailand. While maintaining the focus on functional and structural aspects of language (Harmer, 2007; Littlewood, 1981), CLT stresses the importance of learning a second language via interaction (Kayi, 2006). It tries to develop learners' communicative competence via communicative materials and lessons.

Communicative lessons are often characterized by the use of tasks. Tasks have a significant role in communicative competence development because TBT focuses more on meaning than grammatical structures (Ellis, 2009; Littlewood, 1981; Nunan, 1989) and use any language grammatical form to deliver its message (Willis, 1996). However, the appearance of grammatical rules is still essential for TBT (Willis & Willis, 2007). TBT is a development method within CLT (Ellis, 2011; Willis & Willis, 2007) that mainly uses tasks for planning teaching and classroom teaching (Richards, 2006). The characteristic of TBT is engaging students by using real-world language in a classroom while they carry out meaningful tasks (Harmer, 2007; Richard, 2008; Willis & Willis, 2007).

Tasks were not only defined differently by scholars, but also have different learning focus. According to Littlejohn (2011), a task is an activity that engages students in meaningful negotiation and makes language input either comprehensible or suitable for language acquisition. Ellis (2003) believed that meaning-focused teaching should be the main concern of a task. Non-tasks which have forms-focused are called exercises. While Ellis distinguishes between task and exercise, Estaire and Zanon (1994) introduced a concept of a task into an enabling task and a communicative task. Littlewood (2004) emphasized a task focus on forms and focus on meaning. Focus on forms is concerned with items of linguistics (Long, 2012) and grammatical rules which aim to use a particular language feature (Loewen, 2018). On the other hand, focus on meaning involves communicative second language use (Long, 2012) regarding communication (Willis & Willis, 2007), and applying meaning-centered classroom activities without giving attention to linguistics forms (Loewen, 2018). Nunan (1989) argued that classroom teaching-learning tasks involve communicative language to enhance communicative competence; much more attention is given to meaning than linguistic structure. A task in TBT engages learners to pursue a goal (Littlewood, 1992; Prabhu, 1987; Van den Branden, 2006; Willis, 1996).

Littlewood's communicative continuum provides detailed activities related to language teaching's goal that ranges from a focus on forms to a focus on meaning with five communicative levels. Littlewood's 2004 framework provides an in-depth description of the concept of a task. It also gives a quick view of how the concept of a 'task' is defined by other scholars (see Table 1 below).

Table 1 Littlewood's Communicative Continuum (2004)

Focus on forms		←	→	Focus on meaning	
Non-communicative learning	Pre-communicative language practice	Communicative language practice	Structured communication	Authentic communication	
Focusing on the structures of language, how they are formed and what they mean, e.g. substitution exercises, 'discovery' and awareness-raising activities	Practising language with some attention to meaning but not communicating new messages to others, e.g. 'question-and-answer' practice	Practising pre-taught language in a context where it communicates new information, e.g. information-gap activities or 'personalized' questions	Using language to communicate in situations which elicit pre-learnt language, but with some unpredictability, e.g. structured role-play and simple problem-solving	Using language to communicate in situations where the meanings are unpredictable, e.g. creative role-play, more complex problem-solving and discussion	
<i>'Exercises'</i>	←	(Ellis)	→	<i>'Tasks'</i>	
<i>'Enabling tasks'</i>	←	(Estaire and Zanon)	→	<i>'Communicative tasks'</i>	

TBT implementation involves several stages, and have many task types to obtain a communicative goal. There are three speaking task types that can be implemented in the classroom in order to achieve communicative objectives: communication-gaps tasks, discussion tasks, and monologic tasks (Goh & Burns, 2012). Communication-gaps aim to create interaction in which different information and background knowledge is shared. Discussion tasks lead learners to share their point of view based on their experience and background knowledge. Finally, monologic tasks have a purpose to create a personal production for both informal and formal situations.

Three methodological phases are involved in TBT implementation (Ellis, 2006, pp.19-20; Skehan, 1996, pp.53-55):

1. Pre-task

In the first phase, pre-task, teachers and learners can undertake activities before starting the main task, for instance, planning time and framing the activity.

2. During task

During task concerns the task itself. The key factor influencing the performance of during task is instructional choice. This could include time constraints a requiring student to complete a task in group/pair work.

3. Post-task

Post-task as the last phase is the time to give procedures for following-up on performing the task e.g., task repetition and learners' report.

2.2 Teaching Speaking

English teachers play a large role in the development of their students' speaking skills. Students can improve their speaking skills by training (Wongsuwana, 2006 as cited in Somdee & Suppasetseree, 2012). Providing chances for them to speak is one of the essential jobs of teachers, especially in a school environment (Goh & Burns, 2012). Tomlinson (2011) asserted that teaching means a teacher facilitates language learning by standing up in front of the class, guiding students to make language discoveries from a textbook. A teacher also plays multiple roles in the language learning environment, such as being a general overseer, classroom manager, language instructor, consultant, adviser, and co-communicator (Littlewood, 1981). Teachers can present materials, manage activities and resources (Cunningsworth, 1995), and even guide and motivate students to be more responsible for their learning (Snow & Campbell, 2017; Willis & Willis, 2007). Teachers have to do more to enhance

students' speaking abilities, and should be eager to find out how to teach speaking better (Goh & Burns, 2012).

Teaching materials are necessary for teachers to deliver lessons to students. Language material is used to support a language learning process (Tomlinson, 2011, p.2), and it (teacher-made material or commercial textbook) is an important part of a curriculum (Nunan, 1988). Commercial materials, including textbook, are usually carefully edited and prepared by experts (Richards, 2020). Most English teachers use textbooks (Cunningsworth, 1984); therefore, textbooks can have a massive influence on how a course is taught (Cunningsworth, 1995). Even though textbooks are the most common teaching material used in a language class, some teachers still rely on teacher-made teaching materials since it reflects specific context and meets learners' need in a particular context (Richards, 2020). Richards (2020) points out that these two types of teaching materials have their weakness: a textbook may not applicable to a particular context; it needs to be redesigned and adapted before use in the classroom. Teacher-made materials are not guaranteed to match commercial textbooks' quality because not all teachers have been trained to prepare teaching materials.

Speaking tasks in teaching materials can be tools to enhance communicative competence, as they engage learners to use language to gain related speaking objectives (Luoma, 2004) and achieve higher fluency (Goh & Burns, 2012). Speaking tasks can be planned for oral practice and to accomplish language improvement by engaging students in negotiating for meaning (Bailey, 2005). Even though textbooks are more popular than teacher-made materials, speaking tasks from both these teaching materials can improve communicative competence of learners.

Inevitably, several issues arise by implementing task-based teaching to improve students' communicative competence. Willis and Willis (2007) identified challenges in TBT methodology: Teachers have a lack of time to prepare and design tasks because teaching materials do not provide communicative tasks. Teachers also need more time to fit tasks into their course. Teachers may be confused by the criteria of TBT tasks. A teacher's experience will influence the implementation of TBT such as the teacher's belief that their students prefer learning grammar. Teachers may fear

difficult questions from students when implementing TBT. Students with low proficiency may lack the motivation to use the target language. Students may also not sense that they are progressing by using the tasks. The occurrence of L1 in planning and executing the task is prevalent and a challenge to successfully implementing TBT. The last challenge is the emphasis on examinations in educational culture. Both teachers and learners are pressured to prepare for upcoming examinations which are not task based.

2.3 Related Studies

Several related studies identify several challenges in implementing TBT to improve communicative competence, including teaching materials, and classroom activities. Teaching materials should aim at achieving the communicative goal. Textbooks as a teaching material can be analyzed to determine whether they meet communicative objectives. Ogura (2008) analyzed the Ministry of Education, Culture, Sport, Science, Technology (MEXT) textbooks used in Japanese secondary schools. The study focused on analyzing the communicative level presented in speaking activities in ten oral communication textbooks using Littlewood's communicative continuum. The textbooks achieved 70% non-communicative and pre-communicative learning objectives (forms-focused), while around 25% fell to communicative language practice objectives. The rest of the tasks were meaning-focused: structured communication and less than 1% with the objective of authentic communication. Therefore, these textbooks served more forms-focused objectives rather than improving students' communicative competence.

Michaud (2015) compared four Ministry of Education, Culture, Sport, Science, Technology (MEXT) textbooks, and four non-MEXT textbooks used in Japanese secondary schools to determine the communicative level in these textbooks. Michaud employed the communicative competence terms developed by Canale and Swain (1980). The communicative terms were divided into grammatical competence, sociolinguistic competence, and strategic competence. The result was that MEXT

textbooks, which were assumed to improve students' communicative competence, instead focused on pre-communicative language learning. By contrast, non-MEXT textbooks had more features of communicative competency. Non-MEXT textbooks tended to support communicative competence development compared to MEXT textbooks.

A second challenge is that classroom activities need to engage students in communicative tasks. Deng and Carless (2009) observed how communicative activities implemented by the teacher in the classroom are, and the teacher's rationale to deliver those activities. This case study was conducted in a primary school in Guangdong, China involving a selected teacher named Rose. Littlewood's communicative continuum was used to analyze the classroom activities. The results showed that classroom activities mainly focused on forms particularly non-communicative learning (62.8%) and pre-communicative language practice (32.1%). Even though, the school implemented the TBT method, the teacher delivered forms-focused activities.

There are other challenges in implementing TBT or CLT in the classroom identified in the literature. Carless, (2004) aimed to investigate how English teachers, Cantonese native speakers, implement TBT in Hong Kong primary schools, what issue emerged by implementing the method, and teachers' attitudes towards the method. The data were collected by classroom observations, interviews, and an attitude scale. The result was that students used L1 more frequently than the target language during the task. Students mentioned several reasons why they used Cantonese during the task: complicated activities, limited English proficiency, laziness, to facilitate the activities, and to express feeling. The second challenge in implementing TBT was discipline versus carrying out the activities. Teachers had a dilemma between tolerating students' noise during activities versus the cultural bias towards students being quiet in class. Finally, English language production was lower than teachers' expectations because not all learners participated. Teachers expended a lot of time to engage students to participate with the TBT method.

Xiongyong & Moses, (2011) employed a survey of 132 EFL teachers in Chinese secondary schools regarding their perspectives on implementing TBT which was a curriculum standard of the China Ministry of Education (2001). The biggest challenge for implementing TBT was large-sized classes. These teachers also lacked confidence to evaluate the performances of students and their self-perceived inability to use the English language. Other problems were that teaching materials were not designed to support TBT and students were not accustomed to the TBT method.

Chang & Goswami, (2010) investigated the challenges to teachers in implementing CLT in Southern Taiwan universities. The findings showed teachers had inadequate training about CLT. Other factors included student resistance to participate in classroom activities and low English proficiency. It was challenging to implement CLT in an educational system with non-communicative test-oriented teaching, limited teaching hours, and large classes. The next challenge was the lack of an English environment for students to practice English. The last was a lack of assessment instruments to evaluate students' communicative competence.

Li (1998) distributed questionnaires to 18 EFL South Korean teachers and interviewed ten. Teachers reported the inner constraint of deficiency of spoken English, lack of CLT training, and lack of time to develop materials for communicative classes. Students had low motivation to improve their communicative competence, low English proficiency levels, and were resistant to participate in the classroom. A third challenge was the South Korean educational system with grammar-based examinations and large-sized classes. Finally, there was a lack of efficient and effective assessment instruments associated with the CLT method.

Whitehead, (2017) examined the attitudes of secondary school teachers in South Korea to implementing CLT. The first challenge was that the CLT method did not match the Korean test which used grammatical approaches. The next challenge was the need for extra time for the teachers to prepare CLT materials. Another challenge was that they had large-sized classes which caused noisy situations inside the classroom. Teachers needed time to rearrange the classroom to suit CLT. Students were of mixed-ability in a large-sized class. Consequently, it was a challenge for teachers to

run CLT activities in the classroom. It was difficult to motivate students to do the classroom activities since they shared the same L1. Finally, CLT was alien to the traditional use of teacher-centered learning activities in Korea.

Kalanzadeh et al. (2013) investigated how CLT implementation in Iran from the perspective of fifty secondary school teachers. Firstly, teachers had a lack of training related to CLT that caused misconceptions about the method. Secondly, students had a low proficiency level in English, low motivation for communication, and resistance to participate in class. Teachers found it difficult to manage crowded classes. Examinations were still grammar-focused, and there was a lack of assessment instruments for implementing CLT.

Butler (2011) reviewed some studies related to problems in CLT especially TBT implementation in the Asia-Pacific region, including China, India, Hong Kong, Japan, and the Philippines, Singapore, South Korea, Thailand, and Vietnam. The first is a conceptual constraint where the traditional learning method is different from the CLT concept. The learning culture in Asia-Pacific was teacher-centered, and students mostly remained silent during the learning process. This is in contrast with CLT that relies on learners' participation by being active in class. The second problem was large-size classes and insufficient teaching hours. Finally, there was limited opportunity for students to use English outside the classroom, and the CLT method was not supported in college or university examinations.

The current research employed task analysis and classroom observation, whereas previous studies usually used one of those methods to collect data. To investigate challenges in task implementation, this study interviewed teacher participants to express their experience teaching English speaking.

3. RESEARCH METHODOLOGY

This current study is a case study that investigated a specific teaching context with mixed methods. Quantitative data were obtained by analyzing six speaking tasks from three teaching materials (teacher-made material and textbook) and six speaking activities delivered in the classrooms of three schools. Then, qualitative data were collected by classroom observations and interviews with one teacher from each school.

3.1 Research Settings

This case study was conducted in Sadao district, Songkhla province, located on the Southern Thailand border. Geographically, the border is close to Malaysia. The people in this area travel back and forth between the two countries, and tend to have a chance to use multiple languages: Thai, Malay, Chinese, and English in their daily communication. This area is genuinely unique because the inhabitants are multilingual. While the border is a vital area for traveling from one country to another (Marcu, 2015), several borders in countries around the world are a destination for tourists. Border tourism also attracts many researchers to do further study (Timothy, 2001). The demand to learn a global language is high for people living in the area given that more people have opportunities to interact with foreigners. In particular, students living around the area need to learn to speak more English.

There were 41 secondary schools in Songkhla province, region 16 Songkhla-Satun), registered under the Ministry of Education (EMIS, 2018). Among these secondary schools, only three government secondary schools are located in Sadao district, in the border area with Malaysia. All three schools were purposively selected to participate in this research. Grade 11 classrooms, as the second-highest grade in secondary school, were chosen since they could be observed most conveniently. They focused on learning the target language rather than mainly preparing for the national final examination. The students at this grade were expected to be capable of using the

foreign language to communicate in informal and formal conversations in various situations (MOE, 2008).

3.2 Research Participants

3.2.1 Teachers

This study involved English co-course teachers teaching in grade 11 secondary schools in Sadao, Thailand. English co-course teachers were teachers teaching basic English in classrooms. There was one English co-course teacher from each school who had a responsibility to teach English to grade 11 in three schools. The teacher participants were native Thai speakers. Two teachers had experience teaching English for more than ten years.

3.2.2 Students

Data was also collected from student participants. Once grade 11 classroom was observed in each school. The number of students in the classroom from each school varied as follows: school 1 = 29 students, school 2 = 25 students, and school 3 = 19 students. However, only 54 students (n=54) participated in the study.

3.3 Samples of Teaching Materials

There were three teaching materials analyzed in the study: teacher-made material, textbook A, and textbook B.

3.3.1 School 1

The teacher-made material was designed and used by English teacher 1 in school 1. Speaking tasks given in this teaching material were in PowerPoint format. Both speaking task 1 and task 2 were based on the topic of famous people. The

PowerPoint was designed with pictures of famous persons such as actresses, actors, politicians, and athletes. Each speaking task was designed with teaching guidelines at the beginning of slides. It followed with sentences that can be used in speaking practice. Then, some pictures were provided as a source for asking-answering activity. Even though speaking task 1 and task 2 had similar task design, they had different examples and pictures to be used in speaking practice.

3.3.2 School 2

Textbook A was a commercial teaching material used in the classroom by teacher 2. The topic delivered at the time of observation was “Let’s have fun: State-of-the art”. Speaking task 1 was designed with a teaching guideline that correlates with a previous reading passage. It did not have any examples or pictures that students can use in speaking practice. Speaking task 2 provided a guideline with pictures of gadgets and a sample of conversations that can be used in students’ speaking practice. Students can create new sentences by completing a list of phrases following the sentence structure of the examples.

3.3.3 School 3

Similar to textbook A, textbook B was a commercial teaching material used to deliver speaking tasks in the classroom of school 3. Speaking tasks delivered in the classroom observation were under the topic, disasters and mysteries. Speaking task 1 was a pair-work dialogue speaking practice, pretending to be a reporter and victim in a disaster. It was designed with a teaching guideline, a list of sentences and an example of a speaking practice. Likewise, speaking task 2 had a teaching guideline, a speaking practice example, and list of phrases. Students needed to complete asking-answering speaking practice using given phrases with correct grammar.

3.4 Data Collection

3.4.1 Speaking Task Analysis (Appendix A)

The checklist was constructed based on Littlewood's communicative continuum. The measurement scale was created ranging from one to three nominal scales. Scale 1 means goal not achieved, 2 is partially achieved goal, and 3 refers to goal fully achieved on the Littlewood's communicative continuum using symbols, alphabet, or number (Kothari, 2004). A nominal scale was chosen as it focuses on similarity or diversity rather than size or strength (Roever & Phakiti, 2018).

3.4.1.1 Purpose

The checklists on speaking tasks analysis were designed to investigate the communicative level in 11th grade teaching materials (textbook and teacher-made materials). The data from speaking task analysis was used to answer Research Question 1 'What are the communicative levels of speaking tasks presented through grade 11 English teaching materials?'

3.4.1.2 Instruments and Validation (Appendix E)

The speaking task checklist was constructed with 15 items comprising five levels of Littlewood's communicative continuum. There were three items from each level; non-communicative learning, pre-communicative language practice, communicative language practice, structured communication, and authentic communication. Three inter-raters rated the 15 items by choosing one of three options: (+1) = Appropriate, (0) = Unsure, and (-1) = Need improvement/ Inappropriate. Raters were expected to comment on the item with unsure (0) and need improvement (-1) status. It could be a consideration whether to revise or delete items. The IOC validity was employed to investigate the validity of the items. More than .05 items were valid.

In the pilot study, the items were used in a speaking task checklist to analyze two speaking tasks assessed by two English teachers. The speaking task checklist was distributed to two Thai English-teachers who teach in secondary schools. They were chosen because they shared the teacher participants' characteristics. These two teachers analyzed two other speaking tasks from a grade 11 secondary school textbook using the speaking task checklist. In this pilot study, the researcher interviewed the teachers to identify the problems they encountered while rating those speaking tasks to gain more insight into how the items were used in analyzing speaking tasks.

3.4.1.3 Process

This data collection followed a framework adapted from a micro-evaluation of tasks, particularly in 'accountability' by Ellis (1997, p.38):

1. Selecting a task to evaluate

In this study, two speaking tasks from a teaching material were chosen from each school. These tasks were undertaken in the classrooms at the observation time. There were six speaking tasks analyzed from three teaching materials.

2. Planning the evaluation

The researcher employed a checklist based on Littlewood's communicative continuum to analyze the speaking tasks.

3. Collecting information for the evaluation

The researcher and teachers examined the speaking tasks presented in teaching materials using the speaking task analysis checklist.

3.4.2 Classroom Observation (Appendix B and C)

The first two speaking activities delivered in the classrooms were collected quantitatively using the classroom observation checklist. The checklist was constructed with the Littlewood's communicative continuum. The students and researcher gave their assessments toward the delivery of the two speaking activities by completing the checklist by asking if the tasks have met the goals, ranging from one to three; 1 = goal not achieved, 2 = partially achieved the goal, and 3 = goal fully achieved on the continuum.

Additional data for classroom observation were video recordings collected qualitatively that give authentic information. The benefit of having data collection from a classroom observation is getting a clear focus on teachers' talk (McDonough & Shaw, 1993), and capturing the real physical setting and non-verbal communication inside the classroom (Johnson, 1992). It can give a real picture of how speaking tasks were delivered in a classroom situation because it shows an interaction as a reflection of real teaching-learning practice (McDonough & Shaw, 1993).

3.4.2.1 Purpose

The observation checklist was designed for the researcher to obtain information on how the teachers from three schools delivered speaking activities in the classroom. The first classroom observation data were gathered using the classroom observation checklist. The results of this data collection can answer Research Question 2 'How do teachers deliver speaking tasks in the classroom?'. Another classroom observation data was the classroom video recordings. As an additional data to provide an answer Research Question 2, the video recordings can give more insight for the researcher to design interview questions. The video recording was also fruitful to aid the researcher answering the third Research Question 'What are challenges teachers face in engaging students in the tasks?'

3.4.2.2 *Instruments and Validation (Appendix F and G)*

Two instruments were used to collect data in classroom observation: classroom observation checklist and video recorder. Similar to the speaking task checklist, the classroom observation checklist was also constructed with 15 items from Littlewood's communicative continuum. There were five levels in the continuum. Each three items were constructed from each level in the continuum. These items were rated by inter-raters by selecting one of three options: (+1) = Appropriate, (0) = Unsure, and (-1) = Need improvement/ Inappropriate. The raters were also expected to give comments on the item with unsure (0) and need improvement (-1) status. This can be a consideration whether to revise or delete. After the calculation by using IOC validity, the result showed that the items were valid.

3.4.2.3 *Process*

The students and the researcher assessed how the teacher delivered the speaking activities in the classrooms by using the classroom observation checklist. After the teacher delivering the first two speaking tasks, the researcher distributed the classroom observation checklist to students who attended the classes. Both the students and researcher assessed how the teachers delivered speaking activities in the classroom using the classroom observation checklist constructed from Littlewood's communicative continuum.

The next data of classroom observation were collected by video recording. The classroom interaction was video recorded by employing a video recorder in the back of the class. Each class in the three schools were 50 minutes in length. The classroom observation was recorded from four to nine periods from each school. However, the teachers spent from two to seven periods to deliver speaking activities starting from pre-task, during task, to post-task. The length of video recording varied from one school to others, depending on how long the teachers delivered speaking activities. The video recordings were transcribed in English by a Thai-English translator.

3.4.3 Interviews (Appendix D)

Semi-structured interviews were designed based on a reflection of the way teachers delivered speaking activities in classrooms. The open-ended and close-ended questions were given to the three teachers from three schools during interviews. It was recorded by an audio recorder. The researcher also took notes as additional tool to enrich the data.

3.4.3.1 Purpose

A post-observation interview was conducted to investigate the rationale behind the teaching English speaking in the classrooms. Teachers may select, extend, and modify tasks which causes a teaching-learning activity to differ from the written task instructions in textbooks (Goh & Burns, 2012). The interviews allowed the researcher to investigate teachers' feelings and motivations (Bell, 1999) toward their teaching. Furthermore, it could explore teachers' perspective toward the ways they teach in the classrooms.

3.4.3.2 Instrument Validation (Appendix H)

The interview questions were constructed based on the result of classroom observation and speaking task analysis. These open and closed-ended questions, which were also adapted from Willis and Willis (2007), were asked in the interviews related to problems perceived regarding TBT. The list of questions given to the teachers during the interviews were rated by inter-raters.

The following are problems relevant to TBT outlined by Willis and Willis (2007, p.200):

1. Lack of time to prepare and design tasks

English teachers create their own tasks instead of relying on their textbooks that do not support communicative tasks. It makes them need more time to plan and design tasks.

2. Lack of time to fit tasks into the course and do tasks in class

Teachers still need more time to apply tasks in class because the tasks are a part of teachers' language syllabus and can be suitable to students. This applies when the textbooks provide communicative tasks.

3. Confusion about tasks

In TBT implementation, English teachers might feel confused regarding how task-based learning works and what counted as a task.

4. Previous learning experiences

Based on previous experience, teachers worry that their students' learning preference is grammar, and task-based learning (TBL) does not seem like learning.

5. Lack of learners' motivation

English learners have low motivation in learning English by using tasks, for example, by using minimal language to complete the task.

6. Not suitable proficiency level

TBT method is not suitable for students with low English proficiency level. These students need learning grammar first, since they have insufficient English vocabularies.

7. Too much using L1 when planning and doing tasks

Teachers and students use L1 or mother tongue language in learning English, especially in planning and doing tasks. Teachers believe that to prohibit using L1 during learning English is not a good idea, because English beginner students may not contribute and communicate during the activities.

8. Lack of perceived progress

In TBT implementation, teachers cannot assess what students learned. Students also did not get any sense of their learning progress. Learners were not aware of what they learned how they improved.

9. Fear of losing control in classes

Learners in large-sized classes are difficult to control, whereas TBT requires students to be active in speaking practice, which means more noise in the classroom. Learners get confused and teachers are afraid if they cannot cover unpredictable, uneasy questions from their students.

10. Exams pressure to prepare for exams which are not tasks-based

Learners and teachers must prepare for exams that are not designed based on tasks.

3.4.3.3 Process

Interviews were conducted with the teachers individually employing a voice recorder. The interview which took 30-90 minutes was in English. The interview audio was transcribed in English by the researcher. During the interviews, the researcher asked about teachers' perspectives toward their teaching of speaking. The researcher also took a note of important information.

3.5 Data Analysis

3.5.1 Speaking Task Analysis

The data elicited from the speaking task analysis were calculated quantitatively, showing the communicative level presented in speaking tasks in the teacher-made material and textbooks. Similar to data collection, speaking task data analysis followed the last steps of a framework by Ellis (1997, p.38):

1. Analyzing the information

The mean score (\bar{x}) was calculated to show the communicative level that dominated each speaking task in the teaching material.

2. Reaching conclusions

The results from each teaching material were compared. The most frequent communicative level achieved in each teaching material was determined.

3.5.2 Classroom Observation

Data from classroom observation were collected qualitatively and quantitatively. The quantitative data was collected with an observation checklist completed by the researcher and the students to assess how the teachers delivered speaking activities in the classroom. The data were analyzed for means value (\bar{x}) that showed what communicative level was achieved in delivering speaking activities. The classroom data was also collected through video recording. It was transcribed and analyzed qualitatively by applying a deductive approach using Littlewood's communicative continuum. A deductive approach determines the connection among variables and coding schemes using an existing theory (Hsieh & Shannon, 2006). Speaking activities were assigned into three phases (pre-task, during task, and post-task). Every phase in this data represented the percentage of the communicative level in each speaking activity. First the researcher analyzed the result which was then checked by the rater for credibility.

For further detail, video recordings were analyzed following the steps below:

1. Transcribing raw data

Speaking activities in one school were approximately 100% in Thai, while those in other schools were delivered in English and Thai. Due to the Thai language's existence in the classroom observation, the classroom video recordings were translated and transcribed into English by a Thai-English translator.

2. Organizing and preparing data for analysis

At this stage, the researcher checked the translation and transcription of video recordings to ensure the transcriptions from the source were ready to be analyzed.

3. Coding data

The researcher codified classroom tasks which had been transcribed using Littlewood's communicative continuum with five different communicative levels.

4. Interpreting the result

After codification, classroom observation data was interpreted to answer Research Questions 2 'How do teachers deliver speaking tasks in the classroom?'.

3.5.3 Interview

The last set of data was from interviews between the co-course English teacher from each school with the researcher. The voice recording was transcribed and then classified into six themes using an inductive approach in which the coding scheme was directly from the text (Hsieh & Shannon, 2006). The codification was done according to the similarity of problems in teaching speaking encountered by the teachers. The rater also checked the result of the interview codification.

Similar to video recording analysis, audio recordings were analyzed following the steps below:

1. Transcribing raw data

The interviews which were conducted in English were transcribed by the researcher.

2. Organizing and preparing data for analysis

The researcher checked the transcription of audio recordings to ensure it was ready to be analyzed.

3. Coding data

Interview transcriptions were codified using an inductive approach to determine the similarity and diversity of the teachers' perspectives.

4. Interpreting the result

The interview data were used to address Research Question 3 'What are challenges teachers face in engaging students in the tasks?'

4. RESULTS

The results will be shown according to three major themes: 1) communicative level presented in teaching material; 2) communicative level presented in the teaching activity in the classroom; and 3) the challenges faced by teachers in teaching speaking.

The speaking tasks in the three different materials were assessed by the researcher and teachers using the speaking task analysis checklist. Teaching materials in this study fell into two different types: teacher-made and commercial. The table shows the means value (\bar{x}) from the communicative level presented in two speaking tasks in a teacher-made material and two commercial textbooks. According to the Littlewood's communicative continuum, the checklist aimed to determine the communicative level achieved by the tasks: 1 = goal not achieved, 2 = partially achieved the goal, and 3 = goal fully achieved.

4.1 Communicative Level of Speaking Tasks Presented in Teaching Materials

Table 2 shows communicative levels of speaking tasks in a teacher-made material used in school 1, textbook A used in school 2, and textbook B used in school 3. Teacher 1 used teacher-made material, which differs from other teachers participated in the study, because there was a mismatch between commercial textbooks and curriculum requirements. Teacher 1: "I used a textbook, but I found some of them do not respond to our curriculum. You know, we have to find something else, we have to find other textbooks from other companies. So, I decided to make it."

Table 2 Means value (\bar{x}) of communicative level presented in the teaching materials

Littlewood Communicative Continuum	<u>School 1</u>		<u>School 2</u>		<u>School 3</u>		Total
	Task 1	Task 2	Task 1	Task 2	Task 1	Task 2	
Non-communicative learning	2.17	2.17	1.34	2.50	2.17	2.33	2.11
Pre-communicative language practice	2.33	2.33	1.50	2.17	2.33	2.50	2.19
Communicative language practice	1.50	1.50	1.34	1.67	2.00	2.17	1.70
Structured communication	1.00	1.00	2.17	2.00	2.34	2.17	1.78
Authentic communication	1.00	1.00	2.00	1.34	1.50	1.67	1.42

Note: 1 = goal not achieved, 2 = partially achieved goal, 3 = goal fully achieved

4.1.1 School 1

Table 2 reveals that speaking tasks in the teacher-made material appeared to achieve non-communicative learning ($\bar{x} = 2.17$) and pre-communicative language practice ($\bar{x} = 2.33$). Forms-focused objectives dominated the speaking tasks in this material. For example, speaking task 1 and 2 in teacher-made material taught in school 1 aimed at the ability to substitute words/expressions. They allowed speaking practice with common questions to which students also knew the answers. These speaking tasks presented in PowerPoint had a simple task guideline that led the analyst (teachers and researcher) to focus on types of questions. These two speaking tasks had noticeable similarities. However, based on the teacher's teaching plan, these tasks should be delivered in two different teaching periods. Due to time limitations, the teacher decided to deliver these tasks in the same period. Thus, both speaking tasks achieved a similar objective, especially at pre-communicative and non-communicative levels.

4.1.2 School 2

The commercial textbook A used by the teacher in school 2 offered speaking task 1 that focused more on meaning, and speaking task 2, that was more forms-focused. The first speaking task was more focused on meaning achieving structured and authentic levels ($\bar{x} = 2.17$ and 2.00 , respectively). The noticeable item that brings the speaking task to achieve the structured communication objective was the teacher leading students to exchange information. The first task had been designed with a role-play speaking practice between a journalist and Dick Summer (main-character). The students could do a role-play without any limitations in using sentence structures. Even though the second speaking task was more focused on forms, it reached more numerous objectives that paid attention to both forms and meanings; non-communicative, pre-communicative, and structured goals ($\bar{x} = 2.50$, 2.17 , and 2.00 , respectively). The most remarkable objective from task 2 was to create a sentence based on grammar rules and produce a sentence based on given examples by replacing one or more words. Similar to speaking task 1, task 2 also allowed students to do a pair-work practice by asking and answering questions. Although achieving different primary focus, both speaking tasks fell on the meaning-focused, structured communication level.

4.1.3 School 3

The third school used commercial textbook B that served all communicative objectives but authentic communication level. Speaking task 1 and task 2 partially achieved all the objective levels except for the authentic level ($\bar{x} = 2.00 - 2.50$). Speaking task 1 was designed with examples that students might use for their speaking practice by replacing word(s). The students were instructed to complete information gaps by asking their partner about 'disaster'. They role-played as informants and reporters by using existing resources. Likewise, speaking task 2 also provided a list of questions that students could use in a conversation. They needed to change some words before using them for speaking practice. The topic was about daily

activities that required past continuous tense responses. To sum up, the speaking tasks from textbook B achieved both forms and meaning-focused.

In the overall means values (\bar{x}), non-communicative and pre-communicative levels tended to play a major role. The two speaking tasks of the teacher-made material achieved forms-focused. The first task of textbook A focused on meaning, while task 2 focused more on forms. The speaking tasks of textbook B served forms and meaning-focused. It can be concluded that these teaching materials achieved more on forms-focused objectives. The overall tasks fell on the non-communicative learning level ($\bar{x} = 2.11$) and pre-communicative language practice level ($\bar{x} = 2.19$).

4.2 Speaking Tasks Implementation in the Classrooms

Table 3 Means value (\bar{x}) of communicative level presented in the classrooms based on checklist

Littlewood Communicative Continuum	School 1		School 2		School 3		Total
	Task 1	Task 2	Task 1	Task 2	Task 1	Task 2	
Non-communicative learning	2.15	2.14	1.98	2.75	2.00	2.43	2.24
Pre-communicative language practice	2.67	2.62	2.20	1.85	2.42	1.99	2.29
Communicative language practice	1.94	1.87	1.43	1.58	2.03	2.36	1.87
Structured communication	1.94	1.71	1.49	1.83	2.25	1.96	1.86
Authentic communication	1.74	1.67	1.25	1.41	1.60	1.59	1.54

Note: 1 = goal not achieved, 2= partially achieved goal, 3= goal fully achieved

Table 3 represents the communicative level in delivering speaking activities in three schools based on the students' and researcher's assessment. The classroom observation checklist was employed to determine the communicative level achieved by the classroom activities. The checklist was constructed with Littlewood's communicative continuum on the scale ranging from one to three: 1 refers to a goal not achieved, 2 means partially achieved a goal, and 3 is a goal fully achieved.

4.2.1 School 1

Teacher 1 delivered speaking activities 1 and 2 by engaging students with forms-focused objectives. The speaking tasks delivered partially achieved the pre-communicative goals ($\bar{x} = 2.67$ and 2.62 , respectively). They also fell on the non-communicative objectives ($\bar{x} = 2.15$ and 2.14 , respectively). In the first speaking practice, the teacher guided the students to answer questions based on PowerPoint slides, and engaged in a pair-work speaking practice. The students could produce new sentences by substituting one or more words from the examples. A list of questions was also given as examples in speaking activity 2. Students were randomly asked by the teacher using the given questions. The last activity was drilling by saying a word with the correct sound. These speaking activities were noticeably similar, thus achieving almost the same objectives.

4.2.2 School 2

Forms-focused objectives were achieved in delivering the two speaking activities in school 2. Speaking activity 1 was delivered and partially achieved the pre-communicative goal ($\bar{x} = 2.20$). The teacher asked students common questions for which they knew the answers. The students could get an idea about the answers to the questions from a preceding reading passage. Task 2 focused more on non-communicative activities ($\bar{x} = 2.75$). Students were required to do a speaking practice based on a grammar rule that connected to previous tasks provided in the textbook. Some examples were given to students, and they might change one or more prompts before speaking practice. The teacher also asked students to practice speaking via pronunciation drills. Even though both tasks emphasized forms over meaning, they were delivered differently.

4.2.3 School 3

Teacher 3 explored both forms and meaning in delivering the two speaking activities. The first speaking activity achieved nearly all the communicative levels except for the authentic communication level ($\bar{x} = 2.00 - 2.42$). The teacher guided students to practice speaking by giving them some examples. The examples were prompts for students to substitute one or more words and produce a new sentence. This sentence informed a pair-work speaking practice with information gaps. The students could exchange information through asking-answering questions to complete the gaps. The questions asked were common ones to which they knew the answers. Also, this speaking activity was a role-play between a reporter and a victim using existing learning resources. Forms and meaning-focused activities were also found in speaking activity 2. The students' experience was rated non-communicative ($\bar{x} = 2.43$) and communicative ($\bar{x} = 2.36$). The teacher instructed students to produce a sentence based on a grammar rule by giving some examples beforehand. Students talked about a personalized topic such as family and daily activities to complete information gaps. Both forms and meaning objectives were achieved by the speaking activities with a different communicative level pattern.

In summary, communicative level presented in all classrooms appeared to be based on non-communicative learning and/ or pre-communicative language practice levels. In other words, forms-focused was the major objective in delivering speaking activities. Teacher 1 and teacher 2 engaged students in speaking practices with forms-focused activities, and teacher 3 delivered the two speaking activities in forms and meaning-focused. The overall speaking activities delivered in the three schools reached non-communicative level ($\bar{x} = 2.24$), and pre-communicative level ($\bar{x} = 2.29$).

Table 4 Communicative activities presented in classrooms

School	Task	Pre-task	During task	Post-task	Meeting(s)
School 1	Task 1	Non (6.25%) Pre (6.25%)	Pre (59.38%) Com (28.12%)	-	2 periods
	Task 2	Non (5.41%) Pre (5.41%)	Pre (86.48%)	Non (2.70%)	
School 2	Task 1	Non (14.29%)	Pre (71.42%)	Non (14.29%)	1 period
	Task 2	Non (7.69%)	Pre (92.31%)	-	2 periods
School 3	Task 1	Non (4.55%) Pre (4.55%) Com (4.55%) Struc (4.55%)	Pre (40.90%) Com (40.90%)	-	4 periods
	Task 2	Non (4.76%)	Non (23.81%) Pre (23.81%) Com (47.62%)	-	3 periods

Note: Non (non-communicative learning), Pre (pre-communicative language practice), Com (communicative language practice), Struc (structured communication)

Table 4 shows the communicative level achieved via speaking activities in classrooms from three schools based on class observation videos. A deductive approach with Littlewood's communicative continuum was employed to analyze this qualitative data. These activities were divided into pre-task, during the task, and post-task phases with a percentage of a communicative level presented in each stage from the whole speaking activity.

The non-communicative level was prominent in the pre-task stage. Every speaking activity in the three schools' pre-task phase was delivered at a non-communicative level with 4.55% to 14.29%. Students were engaged in some activities that achieved non-communicative objectives. They did speaking practices based on grammar rules and given examples, and they practiced speaking through drilling. The non-communicative level could also be found in the during-task stage (23.81%) in one school. Only one school was rated as the non-communicative in the during-task phase. This communicative level was also founded in two schools' post-task stage: no more

than 15%. All the teachers delivered speaking activities at a non-communicative level in different stages.

The pre-communicative level was achieved in every speaking activity. Each teacher participant delivered speaking activities at a pre-communicative level, especially in the during-task stage, from 23.81% to 92.31% in the during-task phase. The teachers instructed students to answer common questions to which they knew the answers based on pictures of PowerPoint slides or textbooks. Another activity required students to answer common questions with particular forms. Aside from the during-task stage, this communicative level could also be found in the pre-task phase, with 4.55% - 6.25% in two schools. In summary, the pre-communicative level was always detected when speaking activities were delivered in the during-task stage, whereas the pre-task stage was occasionally made at the pre-communicative level.

The communicative language learning level was achieved via speaking activities in two schools, particularly in the during-task stage. The percentage of this communicative level was remarkably high in school 3 (task 1 = 40.90%, task 2 = 47.62%) in the during-task phase. The most frequent activity was an information gap in which students had to ask their peers some questions related to daily activities. This communicative level was also achieved in the pre-task stage in one school (4.55%). Not every speaking activity could attain this level. Still, this communicative level could be found in during-task and pre-task stages in some speaking activities.

Only one speaking activity fell on the structured communication level, while no other speaking activities could achieve the level of authentic communication. Teacher 3 applied activities that achieved the structured communication aim in the pre-task stage. At this communicative level, students were engaged in a role-playing speaking practice using existing resources. However, none of the teachers applied any activity which achieved an authentic communication level. The structured communication level at the lowest percentage in these speaking activities was reached after the authentic communication level.

In conclusion, non-communicative and pre-communicative levels achieved on each speaking activity were delivered in these three schools. The non-communicative goals were always achieved in the pre-task stage. Pre-communicative objectives were always found in the during-task stage. Two teachers also applied speaking activities that fell on communicative language practice objectives. Only one speaking activity was delivered with a structured communication goal. However, no speaking activity achieved the authentic communication level based on the video recordings.

4.3 The Challenges Faced by the Teachers in Teaching Speaking

The interview data with three English teachers from the three schools revealed problems encountered when they taught speaking by using tasks in the classrooms. This semi-structured interview was recorded. The interview transcriptions were codified using inductive approach based on similarity of challenges in teaching speaking faced by the teachers. Then, the teaching speaking challenges could be assigned into eight themes: time limitations, teaching materials, English proficiency of students, learning motivation, teachers' attitude toward speaking tasks, medium of instructions, school facilities, and exam effects on teaching and learning. They were assigned under three subheadings: most frequent challenges, occasional challenges, and infrequent challenges in teaching speaking.

4.3.1 Most Frequent Challenges in Teaching Speaking

Below are some challenges experienced by three teachers from the three schools in teaching English speaking using tasks in classrooms:

4.3.1.1 Teaching Materials

In this study, the teachers used three different teaching materials (one teacher-made material and two commercial textbooks). These teaching materials had different problems when they were applied in the classroom. Based on the interviews, the teachers mentioned that the teaching materials were too difficult for students, required too much time to be applied in class, or had outdated content. Furthermore, teacher 1 and teacher 2 claimed that adopting speaking tasks in teaching materials (teacher-made materials and commercial textbooks) would be very time-consuming. The teachers might redesign it before using it in the next academic year.

“... I mean the pictures, I change the people [pictures of people]. Maybe shorter, because some of them are too long [too many] maybe. It took too much time.”

(Teacher 1)

“The exercise [task] that I skipped it means will consume [much] time ... Because in this exercise [task], the students must think, must make the sentence by themselves.”

(Teacher 2)

Spending too much time following speaking tasks guidelines in these teaching materials was not the only difficulty teachers faced. Two teachers also mentioned that their teaching materials (teacher-made materials and commercial textbooks) had outdated content and vocabulary that was too difficult.

“Some of them [tasks] are out of date, and I think some vocabulary is too difficult for this class. Maybe, it is easy for the last one [previous year class] but not for this [current class].”

(Teacher 1)

“I think it [task] is rather difficult, and it must use much time.”

(Teacher 2)

The teaching materials also had exercises with limited speaking practice for students. Teacher 2 decided to give additional worksheets to students, while teacher 3 considered redesigning the speaking task before using it in the upcoming academic year.

“One more reason why I do a worksheet to my students because of the exercise [task] in this book. Some exercises [tasks] are only five sentences, four sentences. I want students to practice more.”

(Teacher 2)

“[Talking about task 1] I think I will increase more about the question ... To be longer. [Talking about task 2] I think it is so short ... I will change some, or increase the questions like from six to ten. I think it is easier than task 1 because it follows the grammar pattern.”

(Teacher 3)

The teaching materials problems triggered the teachers to take some actions such as redesigning tasks and skipping tasks. Teachers also considered redesigning tasks before using them in the next academic year.

4.3.1.2 English Proficiency of Students

The ability of students played the most prominent role in determining the success of delivering speaking activities in the classroom. Teachers needed to deal with low English proficiency level, low motivation, lack of interest in the English subject, shyness and fear toward speaking performance, and insufficient preparation before class. All teachers agreed that their students had low English proficiency. Teacher 1 explained that many talented students left the school and only weak students stayed in the school. They added that their students' English proficiency level also determined how the speaking task was designed in teacher-made material since they created their own teaching material. The following is the assumption among teachers toward their students' English proficiency level.

“As I told you, they are weak ... Some of them are just slow, hesitant... You know, at the beginning of every semester, I will speak English all the time with every class. But I have to [speak] less-less-less.”

(Teacher 1)

“I think it [task] is not hard, it is not difficult, but only a few students in our school that can do good marks, because most Thai students in the local area are rather weak in English ... They do not understand the sentence that the teacher asked them, but some students probably understand, but they do not dare to answer.”

(Teacher 2)

“I think beginner [students’ proficiency level] ... Some students still do not understand what they are talking about ... They do not understand the word, the vocabulary. They do not know the meaning of vocabulary, so this is a problem for them to learn.”

(Teacher 3)

4.3.1.3 Learning Motivation

Students had low motivation in learning English, and even felt shy and afraid to do speaking practices. Inevitably motivation of the students in learning English influenced the way students paid attention and participated in classrooms. Students could hardly achieve speaking tasks’ goals because of low motivation to learn English.

“They do not have motivation in all classes, not only English. They do not want to study. They are forced to.”

(Teacher 1)

“I think they did not try to find the word, the phrase. That is the reason they like to copy. And sometimes, they would like to try to find a suitable word, but they could not ... I know all the students can understand and can do, but they lack of motivation.”

(Teacher 2)

Low motivation also had an impact on the length of the speaking teaching-learning process. Students might need a more extended amount of time if they felt discouraged to speak. The students in school 3 needed much longer time to do a pair-work speaking practice. Teacher 3 mentioned that their students gave up on their

speaking practice in front of the class. This speaking activity took up to four periods to be completed.

“Yeah, give up, but I try to motivate them what is so important for them.”

(Teacher 3)

Some students felt discouraged while learning English and were not interested in learning the English subject. Teacher 1 and teacher 3 expressed how English was an uninteresting subject for their students:

“If you speak English all the time, maybe they would not listen ... As I told you, they are not interested in English, they are forced to.”

(Teacher 1)

“I think it feels like they do not concentrate ... They do not like English. English is such a question for them.”

(Teacher 3)

Fear and shyness were the other points that the teachers needed to pay attention to in teaching speaking. Students might feel shy or afraid when they had to practice speaking in the classroom. When they were overcome by fear and shyness, teaching speaking become more challenging.

“They are afraid to make a mistake ... You know, they are afraid of speaking. But, reading or writing, they are better.”

(Teacher 1)

“They are shy, they do not dare to speak, or they do not understand. Some of them understand, but they are shy ... I think for Thai students, I do not expect them to speak or talk in long sentences. If they dare to speak only words naturally, I think it is like the beginning of speaking. It is my opinion; it is not the thing that I get from the curriculum or the theory.”

(Teacher 2)

“Not confident. They were not confident. They did not know how to speak up.”

(Teacher 3)

Aside from fear and shyness, some students were not disciplined to follow the teacher’s instructions. Students were less prepared before joining speaking practices. This situation was found in school 3, where the teacher needed many periods to finish one speaking task only.

“... For [class] 5/2, they just wait until the end of the time is up. Just waste time with the teacher, I think ... They do not prepare anything, just wait, just come strictly to the class ... One student is ready, but others are not ready, so that is a problem for students. So, I let them help each other ... It is up to the students. If they are ready, it can save time, but if they are not ready, it is such a waste of time to wait for them to perform. So, I must wait for a long time to motivate them to show [practice speaking] in front of the class.”

(Teacher 3)

4.3.1.4 Medium of Instructions

Teachers claimed that using L1 in class was convenient, easy, and useful to give further explanation to their students.

“I have to [speak Thai] because if you speak English all the time, maybe they would not listen ... As I told you, they are not interested in English, they are forced ... You know, at every beginning of every semester I will speak English all the time with every class. But I have to [speak] less-less-less.”

(Teacher 1)

“Actually, normally, Thai English teachers, not only me, will do like this [using L1] because it is easy, do not use much time, and if the teachers dare to say the truth, even Thai teachers cannot speak English well, I dare to say like this.”

(Teacher 2)

“When I want to make them understand more, I explain it in Thai, about the questions, how to answer ... I translate for them in Thai.”

(Teacher 3)

4.3.2 Occasional Challenges in Teaching Speaking

Teachers in schools 2 and 3 found time limitations challenging in teaching speaking tasks.

4.3.2.1 Time Limitations

Data were collected from the end of the first semester to the beginning of the second semester with many extra activities, examinations, and holidays. Many classes had to be canceled. Teachers needed to restructure their teaching plans in order to deal with the shortage of class time. One solution was skipping some speaking activities.

“... It is in the second semester. There are a lot of activities in a Thai school. In other schools, I am not sure. But my school has a lot of activities. Sometimes, it is not a holiday but some groups, some students must take part in that activity like a boy scout, girl scout, many different kinds of students’ activities and sometimes is school holidays [talking about Christmas and New Year holidays]. And there are many camps. So, I skip [the task].”

(Teacher 2)

The teacher added that an examination period was also another reason that caused the teacher to combine a reading task and speaking task in order to avoid spending too much time on delivering a lesson.

“I do not want to use much time. Because I know when the students must have a midterm examination, so, this is one reason why I combined it. Students can practice; they can do an assignment to get a mark.”

(Teacher 2)

Another teacher could not follow the teaching guideline because of the time limitation. Students were allowed to practice speaking without following the presented instructions in the task:

“Especially about time, the big problem.”

(Teacher 3)

During pair work, few students participated equally. The teacher engaged students in an activity of pair-work speaking practice. One student was required to ask questions, and another was supposed to answer these questions. In reality, two students did speaking practices up to six times with other pairs. These students took part in asking questions, which was more challenging than answering questions. The teacher’s response toward students who did not follow speaking task guidelines was:

“It is not 100% OK, but if not be like that, I need so much more time. It was a waste of time for me. So, I let them do that. Better than they sit down.”

(Teacher 3)

Time limitations as a challenge in teaching speaking required teachers to make decisions to tackle the problem. They might skip tasks, redesign tasks, and not follow teaching guidelines.

4.3.3 Infrequent Challenges in Teaching Speaking

Other challenges reported by teachers included teachers’ attitudes, school facilities, and the effects of exam preparation.

4.3.3.1 Teachers' Attitude toward Speaking Tasks

Problems also might come from an internal factor such as the feelings of teachers toward speaking tasks. In this study, the English teacher participants had experience teaching English by using the same teaching materials for years. They knew what would commonly happen when they assigned particular speaking tasks. The teacher is the main factor determining how the objective of a lesson would be achieved. Their decision is crucial for implementation of TBT. Teachers' attitude determined how the task was going to be delivered in the classroom, and whether it needed to be skipped or redesigned.

“If I begin with a difficult activity like exercise number 7 [skipped speaking task], I think I must use much time, and the teacher [Teacher 2] must be very tired ... Sometimes, for me, for the teacher, I do not like this exercise. It is not attractive. When I do not like it, I will change. But, if I find it from outside [other resources], it [task] must be the same kind [similar topic].”

(Teacher 2)

4.3.3.2 School Facilities

The condition of school facilities also affected how a teacher delivered speaking activities in the classroom. School 1 had inadequate teaching English periods due to a lack of school facilities, limiting time for teaching speaking. The projector was also important in the teaching speaking process. Using teacher-made material, teachers needed a projector to display a PowerPoint. However, a teacher reported that a projector in some classrooms was broken. The teacher had to use a different classroom and needed to reschedule their teaching plan because they did not have access to proper facilities.

“Usually, we have a projector in our lab, but that is broken, so I have to combine this [speaking task 1 and speaking task 2] in one period to use that room ... Usually, I use this presentation [PowerPoint] in every class, but after that, the projector is broken, so I have to use some documents or something. And then, just some classes have time to practice speaking ... just a little time for speaking.”

(Teacher 1)

The lack of school facilities triggered the teacher to reduce pre-allocated time for teaching speaking and use documents as teaching materials, rather than PowerPoint.

4.3.3.3 Exam Effects on Teaching and Learning

Thailand has a written examination that indirectly has influenced students' and teachers' attitudes toward studying English speaking. The primary concern of both teachers and students was preparing students for a final examination. Inevitably, learning speaking tasks were not as necessary as learning for the examination, graduation, or regrading. Speaking appeared to receive little attention compared to preparing for an examination. This has become an obstacle encountered by English teachers in delivering speaking activities in classrooms.

“I think one more thing is the attitude to study English of Thai students. Thai students are taught to study for exams. So, a lot of teachers, including me, try to teach students to do the test. The students must remember, must know, the students must answer questions in the test, the students must get a good mark, so they will not get zero like this.”

(Teacher 2)

In conclusion, teachers' challenges were found more on external factors: a shortage of teaching time because of unexpected extra activities and holidays, and students' lack of class preparation and low motivation. To deal with the situation, teachers had to skip, redesign, or combine some tasks in order to complete what had been planned, cutting down time for students to practice speaking.

5. SUMMARY

Teaching materials examined in the study fell into two main types: teacher-made and commercial textbooks. Based on the findings, the significant differences between commercial textbooks and teacher-made materials lay in the speaking tasks' objectives.

The focus of teacher-made material was more on forms. The focus of commercial textbooks was on a combination of meaning and forms. Teacher-made material used by school 1 achieved the non-communicative and pre-communicative levels. Textbook A and textbook B, used by school 2 and school 3 respectively, reached objectives ranging from non-communicative to authentic levels. Overall, the teaching materials means value was forms-focused with non-communicative and pre-communicative levels.

School 1 and school 2 were forms-focused when delivering speaking activities, while school 3 gave attention to both forms and meaning. The speaking activities in school 1 were delivered with non-communicative and pre-communicative levels. Speaking activities delivered in school 2 achieved non-communicative or pre-communicative level. In school 3, the goals spread from non-communicative to structured communication objectives. Therefore, the focus of speaking activities among these schools was non-communicative and pre-communicative as forms-focused. Non-communicative and pre-communicative objectives were dominant in the delivering

speaking activities in these three schools as supported by the data from class observation.

According to the interview results, teachers encountered many challenges including time limitations, teaching materials, English proficiency of students, learning motivation, teachers' attitude toward speaking tasks, medium of instructions, school facilities, and exam effects on teaching and learning. Even though not all the teachers faced the same problems, the most highlighted challenges by all the teachers were on students' low English proficiency and low motivation, teaching materials, and L1 used as the medium of instructions in classrooms.

6. DISCUSSION

The analyzed speaking tasks presented in the teacher-made material and commercial textbooks appeared to achieve the communicative goal at a different level. Those in the teacher-made material focused more on forms, whereas in the commercial textbooks, the speaking tasks combined both forms and meaning and tended to reach the structured communication, non-communicative, and pre-communicative goals. It was observed that the commercial textbooks based the lesson on the Communicative Language Teaching (CLT) approach focusing on both forms/ structural and meaning/ functional aspects (Harmer, 2007; Littlewood, 1981). However, these findings were different from those of previous studies. Ogura (2008) and Michaud (2015) found that Ministry of Education, Culture, Sport, Science, Technology (MEXT) textbooks, used in Japanese secondary schools focused more on forms, while non-MEXT textbooks which were also used in Japanese secondary school, focused on meaning over forms (Michaud, 2015). Instead of focusing on forms or meaning, the current study shows that the analyzed textbooks were both forms and meaning-focused.

In the classroom, it was observed that teachers played significant roles in delivering the speaking tasks. Speaking activities applied in the classroom by teacher 1 followed the tasks guidelines in the teaching material, meeting the objectives, which were non-communicative and pre-communicative. The teacher could manage classroom activities by engaging students in speaking practices by delivering two speaking activities in one teaching period in spite of the amount of time to deliver speaking activities being reduced. Willis and Willis (2007) and Cunningsworth (1995) maintained that a teacher not only presents materials in the classroom but also manages activities. The teacher's ability to handle classroom activities and comply with speaking task guidelines are most likely to achieve the same objectives as those set by speaking tasks and speaking activities.

By contrast, the objectives of speaking activities undertaken in school 2 differed from those of the teaching materials because the teacher did not follow the speaking tasks' guidelines. Teacher 2 decided to skip speaking task 1 and used a reading task as the speaking activity instead. The objectives of speaking task 1 in the teaching materials focused more on meaning, aiming at the structured and authentic communication goals. However, the first speaking activity in the classroom was delivered primarily at the pre-communicative level. The teacher also redesigned speaking activity 2 by combining a reading task and a speaking task. The second speaking task in the textbook served structured communication, pre-communicative, and non-communicative objectives. The teacher delivered the speaking activity by focusing more on forms, particularly at the non-communicative and pre-communicative levels. In teaching speaking, teachers may not be following the speaking task's instruction on teaching material, since they can select and modify the tasks to fit their students and their own needs (Goh & Burns, 2012). The communicative level of speaking activities delivered in the classroom may differ from objectives set by the teaching material.

Teacher 3 used a teaching material that had been designed based on the CLT approach which emphasized forms and meaning and delivered the activities in the CLT method. The communicative level of the classroom of school 3 achieved a similar

communicative level to the textbook because the teacher closely followed the speaking task's guidelines in the teaching material. Cunningsworth's (1995) argued that textbooks influence how a teacher delivers a course. The teacher at this school delivered speaking activity 1 by engaging students in non-communicative, pre-communicative, communicative language practice, and structured communication activities. These communicative levels met the objectives of the first speaking task presented in the teaching materials. However, speaking activity 2 achieved the communicative levels slightly different from those set by the teaching material. The teacher delivered the second speaking activity with communicative language practice, pre-communicative, and non-communicative objectives. The second speaking task's objectives specified in the textbook were structured communication, communicative language practice, pre-communicative, and non-communicative. Following the speaking tasks' guidelines leads speaking activities achieving similar communicative level set by the textbook.

School 1 and school 2 applied forms-focused activities while school 3 tended to explore forms-focused and meaning-focused activities. All of the speaking activities delivered in school 1 and school 2 were pre-communicative and non-communicative. This finding falls along the same line as previous research (Deng & Carless, 2009), in which classroom activities focused more on forms, especially non-communicative and pre-communicative objectives, rather than meaning. In contrast, the teacher from school 3 applied meaning and forms-focused activities when delivering the two tasks, adopting CLT which focuses on both functional and structural aspects of a language (Harmer, 2007; Littlewood, 1981).

The data elicited from the interviews exposed some teachers challenges when speaking tasks are implemented in the classrooms, including time limitations in delivering lessons, difficult vocabularies in teaching materials, low English proficiency of students, low learning motivation of students, teachers' attitude toward speaking tasks, L1 as the medium of instructions in teaching speaking, lack of school facilities, and final examination effects on teaching and learning.

Teachers had time limitations in delivering lessons causing time reduction in delivering speaking tasks. Classroom teaching-learning activity had to be restructured due to many holidays, camps and competitions that required students to skip class. As a result, teachers reduced time to deliver speaking tasks. A similar problem was found in Taiwan. Based on Chang and Goswami's (2010) study, the Taiwanese college English class had a limited number of teaching hours that was insufficient for the teachers to complete communicative tasks in class. Limited instructional hour was a significant problem in implementing CLT in Asia (Butler, 2011).

Teachers emphasized challenges related to students in teaching speaking. Students' English proficiency level determines the ability to absorb new knowledge and practice speaking. However, based on interviews, Thai students had lower English proficiency levels than the level of their teaching materials. This condition was the same as in South Korea (Li, 1998), Taiwan (Chang & Goswami, 2010), and Iran (Kalanzadeh et al., 2013). Additionally, Thai students not only had low English proficiency, but also low motivation to learn English. Motivation has a significant influence on learning a language. Students can successfully learn a second language when they have proper motivation (Brown, 2000). Students' low motivation was repeatedly mentioned as a problem in implementing CLT in previous studies (Kalanzadeh et al., 2013; Koosha & Yakhabi, 2013; Li, 1998).

This study also found that students were not interested in English, felt shy and afraid to speak in front of the class, and did not prepare well for class. Teachers encouraged students to learn English and to be more confident in speaking practices. Teachers understood that teaching not only delivers knowledge to their students, but it involves guidance for students to be more aware of their responsibility in learning and developing confidence in speaking English. Willis and Willis' (2007) and Snow and Campbell's (2017) argued that teachers need to help students get a better understanding, motivate and guide them to be more responsible for their own learning. They may need to offer additional private discussions for students who had questions about speaking

practices or wanted to practice more. This supports Goh and Burn's (2012) statement that English teachers may also help their students' English-speaking ability.

The teachers used L1 in teaching English speaking because it was helpful and functional, making students understand the tasks easily. The teachers should use L1 to deliver tasks in classrooms, as it can be a tool for translating, giving further explanations and examples. One of the teachers in this study believed using L1 instead of L2 in class made the students listen more. However, the more use of L1 might become a barrier to reaching successful implementation of CLT (Butler, 2011; Whitehead, 2017).

Examination preparation was also an issue keeping English teachers from teaching speaking based on the CLT or TBT method. Thai schools imposed a grammar-based examination as a requirement for graduating and grading, which became the main concern for many schools across the country. Students and teachers needed to prepare for both the grammar-based exam for graduating or grading, and a university entrance exam. This constraint was commonly discussed by previous studies in South Korea (Li, 1998; Whitehead, 2017), Taiwan (Chang & Goswami, 2010), and Iran (Kalanzadeh et al., 2013). Grammar-based examinations have created a wash-back effect, making teachers focus their teaching more on preparing their students to enter the National University Entrance Examination (Butler, 2011; Kalanzadeh et al., 2013; Koosha & Yakhabi, 2013; Li, 1998). Chang and Goswami (2010) argued that implementing CLT was contrary to test-oriented teaching. Teachers had limited options to teach students and inclined to adopt the traditional method such as grammar translation due to the demand of national examinations (Whitehead, 2017; Xiongyong & Moses, 2011).

7. IMPLICATIONS AND RECOMMENDATIONS

7.1 Implications

The current study has obvious implications for English teachers, material developers, and researchers interested in teaching speaking, teaching material selection, and task-based teaching.

7.1.1 Material Selection

Teachers need to select materials to suit their students' needs and levels to support them in achieving learning objectives. The findings of the study can raise teachers' awareness of teaching material selection, especially of the communicative objectives level of the teaching material and the students' English proficiency targeted by the author of the materials. Teachers have the option of designing their own teaching materials to better suit their students' needs.

7.1.2 Speaking Task Design

Material developers are expected to take advantage of accessing information on teaching speaking difficulties. The findings of this study revealed that students' English proficiency was lower than the level of the commercial textbooks. The tasks required much time to be completed because they were too difficult for the students. Therefore, teachers decided to skip the tasks. Teachers also needed to redesign tasks or create a worksheet from other resources because the speaking tasks have few exercises to practice speaking. For teachers as self-material developers, observing each cohort's English proficiency level is important. Based on the findings, the teacher-made material had difficult vocabulary for students, that was suitable for students from the previous year. Teachers need to update the content of speaking tasks and replace outdated content with material relevant to students.

7.1.3 Task Implementation/ Speaking Activities

This study may be beneficial for other researchers who are interested in teaching speaking. It provides several data: 1. Speaking tasks analysis of six speaking tasks to show communicative level presented in the three teaching materials. 2. Classroom observation of 11th grade classes at the three schools showing the communicative level presented in speaking activities. Future researchers may benefit from insights of how the design of teaching materials meets communicative objectives and the real classroom setting of teachers who deliver speaking tasks.

7.2 Recommendations for Future Research

There are some recommendations for further studies related to instruments, data collection methods, and participants.

7.2.1 Need Analysis

A student needs analysis can complement the speaking task analysis. The need analysis should aim to investigate what communicative level is needed and appropriate to current students. Future researchers can consider employing a needs analysis assessment and compare the results to the communicative level achieved by teaching materials.

7.2.2 More Samples

The more speaking tasks to be analyzed, the richer data would be provided for a study. According to the findings, the commercial textbooks explored forms and meaning-focused which means these commercial textbooks tend to implement CLT. On the other hand, the teacher-made material focused more on forms. However, the number of speaking tasks analyzed in this study is small. Future studies are recommended to increase the number of speaking tasks to confirm these findings.

7.2.3 Interviews of Both Teachers and Students

Students' participation in the interview can give insight into their problems in learning speaking. In the interview data collection, the teacher participants answered questions provided by the researcher. The questions were about problems encountered when delivering speaking activities in classrooms. It revealed useful information about difficulties in implementing CLT or TBT based on teachers' points of view. However, students' voices should be heard related to their challenges in experiencing learning speaking. Students' opinions can enrich the information on the challenges in implementing speaking tasks in the classroom faced by teachers. It may enlighten teachers regarding the causes of not achieving teaching objectives.

7.2.4 Choice of Schools

Another recommendation is to involve more schools with different backgrounds in the research. Even though all the secondary schools located at Sadao district participated in this study, they were all government schools. Further research is also recommended to involve non-government schools. Non-government schools may have different teaching-learning objectives, so they may select different teaching materials to achieve the objectives and different methods in delivering speaking activities. Involving non-government schools may give more insight into the extent to which the communicative level is presented in teaching materials and classrooms.

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b. Use the verbs to complete the phrases. Then rank the objects in Ex. 5a in order of importance to you. Compare answers with a partner.

- Send (2x) • Listen (2x) • Record
- Play • Take • Store
- Watch • Call

1. Call friends
2. text messages
3. the latest games
4. to your favorite tunes
5. emails
6. addresses, birthday, etc.
7. films
8. pictures
9. to music, news, talk shows, etc.
10. TV programs

A: To me, the mobile phone is the most important of all, because I can call my friends or send text messages.

B: To me, the games console is the most important of all, because I can play the latest games.

NO	Goals of the speaking tasks	Speaking task 1			Speaking task 2			Comments
		1	2	3	1	2	3	
1	Learners can produce sentences with correct linked conjunctions, comparison, conditional sentence or tenses.							
2	Learner can substitute words/ expressions right after given example.							
3	Learners can learn speaking via pronunciation drill of words with emphasis on sounds, stress and/ or intonation.							
4	Learners can answer common questions of which the answers are known by all learners.							
5	Learners can answer common questions from task that requires a particular form.							
6	Learning speaking by describing visuals (picture, maps, and graph) or explaining word(s)							
7	Learning speaking through doing a simple survey (includes survey amongst classmates) to complete a table or picture.							
8	Learning through completing information gap (includes ask to a partner) based on recently taught language							

NO	Goals of the speaking tasks	Speaking task 1			Speaking task 2			Comments
		1	2	3	1	2	3	
9	Learners can answer 'personalized' questions like information about family and daily activity							
10	Learning speaking by a scripted role-play activity in which the situation has been structured and which use existing resources							
11	Learners can give information to their pair or group member, and get some new information from them							
12	Learning speaking by dealing with a daily or common problem and giving their opinion/solution							
13	Learning speaking in a group discussion							
14	Learners can do a speaking practicing by dealing with a complex issue/problem (environment, politics, economy, etc.) and giving their solution.							
15	Learning speaking via unscripted a role-play activity with unpredictable sentence form created by students							

APPENDIX B

Classroom Observation Checklist

1. Please **read** speaking task 1 and 2 below.
2. Does the **speaking activity 1** and **2** presented through the teaching material **meet** the following **goals** or not?
3. Please tick : 1= goal not achieved, 2= partially achieved goal and 3 = fully achieved goal

Speaking Activities:

Speaking Activity 1

6 Read the sentences. Which is about a: *CD? film? game? concert? play?*

- 1 With an excellent **cast**, gripping **plot** and lots of **special effects**, this is sure to be a **box office hit!**
- 2 The title **track** is the best, but the whole **album** is worth a listen, and some **tunes** may even have you **singing** along.
- 3 Despite the simple **plot** and dull **graphics**, this **fantasy adventure** is engaging, quite difficult and lots of fun.
- 4 The **cast** played to a full house on **opening night** and the **audience** loved their performance.
- 5 The packed **stadium** **rocked** and the **band** gave a fantastic **live performance** of **songs** from throughout their long career.

Speaking Activity 2

- a. Look at the items. Which ones have you got?

Speaking

5 a. Look at the items. Which ones have you got?

The image shows a variety of electronic devices and digital media. The items are arranged in a grid-like fashion. Labels are placed next to each item in a light blue oval. The items include: a silver mobile phone, a silver digital camera, a blue DVD player, a black video recorder, a silver laptop, a black radio, a black games console, a silver handheld organiser (PDA), and a silver MP3 player.

b. Use the verbs to complete the phrases. Then rank the objects in Ex. 5a in order of importance to you. Compare answers with a partner.

- Send (2x) • Listen (2x) • Record
- Play • Take • Store
- Watch • Call

1. *Call* friends
2. text messages
3. the latest games
4. to your favorite tunes
5. emails
6. addresses, birthday, etc.
7. films
8. pictures
9. to music, news, talk shows, etc.
10. TV programs

A: To me, the mobile phone is the most important of all, because I can call my friends or send text messages.

B: To me, the games console is the most important of all, because I can play the latest games.

NO	Goals of the speaking activities	Speaking task 1			Speaking task 2			Comment
		1	2	3	1	2	3	
1	Teacher instructs learners to produce a sentence based on a grammar rule such as clauses link by conjunctions, comparison, conditional sentence or tenses							
2	Teacher gives an example of a sentence and substitutes one/ more words or change prompts to lead students produce new structure							
3	Teacher guides learners to do speaking by practicing a pronunciation drill through say some words with correct intonation and sound							
4	Teacher stimulates speaking practice by giving common questions to learner that the answers are known by all learners							
5	Teacher stimulates speaking practice by giving common questions that requires a particular form							
6	Teacher guides learners to do a speaking activity by describing visual task (picture, maps, and graph) or explaining word(s)							
7	Teacher facilitates learners to do a speaking activity through doing a simple survey (includes survey amongst classmates) to complete a table or picture							
8	Teacher facilitates learners to do a speaking activity through completing information gap (includes ask to a partner) based on recently taught language							
9	Teacher gives 'personalized' questions like an information about family and daily activity							
10	Teacher manages the situation of role-play for learners to do speaking activity within using existing resources							

NO	Goals of the speaking activities	Speaking task 1			Speaking task 2			Comment
		1	2	3	1	2	3	
11	The teacher assigns learners into a group or pair to exchange information from group members/partners by speaking.							
12	Teacher facilitates learners to deal with a daily or common case and express their opinion/solution							
13	Teacher assigns learner to do a speaking practice by a group discussion							
14	Teacher facilitates learners to deal with a complex case (environment, politics, economy, etc.) and express their solution.							
15	Teacher asks students to do a speaking activity in a role-play without any limitation of using form sentence							

APPENDIX C

Classroom Observation Checklist (Thai Version)

แบบประเมินผลหลังการจัดการเรียนรู้ คุณบรรลุผลตามวัตถุประสงค์ดังต่อไปนี้หรือไม่?

คำชี้แจง: กรุณาทำเครื่องหมายถูก ในช่องที่ตรงกับสภาพความเป็นจริง:

- หมายถึง ไม่ตรงวัตถุประสงค์
- หมายถึง ค่อนข้างตรงวัตถุประสงค์
- หมายถึง ตรงตามวัตถุประสงค์

Speaking Activities:

Speaking Activity 1

6 Read the sentences. Which is about a: CD? film? game? concert? play?

- 1 With an excellent cast, gripping plot and lots of special effects, this is sure to be a box office hit!
- 2 The title track is the best, but the whole album is worth a listen, and some tunes may even have you singing along.
- 3 Despite the simple plot and dull graphics, this fantasy adventure is engaging, quite difficult and lots of fun.
- 4 The cast played to a full house on opening night and the audience loved their performance.
- 5 The packed stadium rocked and the band gave a fantastic live performance of songs from throughout their long career.

Speaking Activity 2

a. Look at the items. Which ones have you got?

Speaking

5 a. Look at the items. Which ones have you got?

The image shows the following items with labels: mobile phone, digital camera, DVD player, video recorder, laptop, radio, games console, handheld organiser (PDA), and MP3 player.

b. Use the verbs to complete the phrases. Then rank the objects in Ex. 5a in order of importance to you. Compare answers with a partner.

- Send (2x) • Listen (2x) • Record
- Play • Take • Store
- Watch • Call

1. *Call* friends
2. text messages
3. the latest games
4. to your favorite tunes
5. emails
6. addresses, birthday, etc.
7. films
8. pictures
9. to music, news, talk shows, etc.
10. TV programs

A: To me, the mobile phone is the most important of all, because I can call my friends or send text messages.

B: To me, the games console is the most important of all, because I can play the latest games.

ที่	รายการประเมินเกณฑ์วัตถุประสงค์ของการพูดสนทนา	ประเมินการพูด การจัดการเรียนรู้ที่ 1			ประเมินการพูด การจัดการเรียนรู้ที่ 2			ข้อเสนอแนะ
		1	2	3	1	2	3	
1	ครูออกคำสั่งให้ผู้เรียนสร้างประโยคซึ่งเป็นไปตามกฎไวยากรณ์ โดยมีคำสันธานเชื่อมคำวลี (conjunctions) การเปรียบเทียบ (comparison) มีประโยคเงื่อนไข (conditional sentence) หรือกาลเวลา (tenses)							
2	ครูยกตัวอย่างประโยค แทนคำ/เพิ่มเติมคำ หรือพูดกระตุ้นให้นักเรียนนำไปสู่การสร้างประโยคใหม่							
3	ครูแนะนำผู้เรียนที่ทำการพูดสนทนา ให้มีการฝึกพูด ฟังออกเสียงกับคำบางคำด้วยระดับเสียงสูง-ต่ำ (intonation) และน้ำเสียงที่ถูกต้อง							
4	ครูช่วยกระตุ้นการฝึกพูดสนทนาโดยใช้คำถามทั่วไปที่ทำให้การตอบของผู้เรียนนั้น สามารถเข้าใจได้สำหรับผู้เรียนทุกคน							
5	ครูช่วยกระตุ้นการฝึกพูดสนทนาโดยใช้คำถามทั่วไป ซึ่งมีรูปแบบประโยคเฉพาะ							
6	ครูแนะนำผู้เรียนที่ทำการกิจกรรมการพูดสนทนาให้อธิบายเป็นงานภาพ (รูปภาพ แผนที่และกราฟ) หรืออธิบายคำ							
7	ครูช่วยให้ผู้เรียนที่ทำการกิจกรรมการพูดสนทนาต้องผ่านการเสาะหาข้อมูลอย่างง่าย (รวมถึงการหาข้อมูลจากเพื่อนร่วมชั้นเรียน) ให้เสร็จสมบูรณ์ทั้งตารางหรือรูปภาพ							
8	ครูช่วยให้ผู้เรียนทำการกิจกรรมการพูดสนทนาผ่านการเดิมข้อมูลให้สมบูรณ์ (รวมถึงการตั้งคำถามกับเพื่อน) ตามหลักภาษาที่ครูเพิ่งสอน							
9	ครูถามคำถาม ‘ส่วนตัว’ ต่อผู้เรียน เช่น ข้อมูลเกี่ยวกับครอบครัวและกิจกรรมประจำวัน							
10	ครูให้ผู้เรียนที่จะทำการกิจกรรมการพูดสนทนาจัดการแสดงบทบาทสมมติ (role-play) ภายใต้อุปกรณ์ที่มีอยู่							
11	ครูได้มอบหมายงานให้ผู้เรียนจับกลุ่มหรือจับคู่ เพื่อแลกเปลี่ยนข้อมูลและให้จับกลุ่ม/จับคู่โดยฝึกพูดสนทนากัน							

ที่	รายการประเมินเกณฑ์วัตถุประสงค์ของการพูดสนทนา	ประเมินการพูด การจัดการเรียนรู้ที่ 1			ประเมินการพูด การจัดการเรียนรู้ที่ 2			ข้อเสนอแนะ
		1	2	3	1	2	3	
12	ครูช่วยให้ผู้เรียนปฏิบัติงานได้ในแต่ละวัน หรือดำเนิน สถานการณ์ได้ทุกๆวัน และสามารถแสดงความคิดเห็นหรือ แสดงวิธีการแก้ปัญหาได้							
13	ครูได้มอบหมายให้ผู้เรียนฝึกการพูดสนทนาโดยอภิปรายเป็น กลุ่ม							
14	ครูช่วยให้ผู้เรียนปฏิบัติงานในสถานการณ์ที่ซับซ้อนได้ (เช่น สนทนาด้านสภาพแวดล้อม, การเมือง, เศรษฐกิจ, ฯลฯ) และ แสดงวิธีการแก้ปัญหาได้							
15	ครูถามคำถามกับนักเรียนที่ทำการกิจกรรมการพูดสนทนาในการ แสดงบทบาทสมมติ (role-play) โดยปราศจากข้อจำกัด ใดๆ ที่ใช้เกี่ยวกับรูปแบบประโยค							

NO	Problems perceived with TBT	YES (✓) or NO (x)	Comments
1	Is time for designing and preparing tasks by yourself spend too much time?		
2	Is the allocation of time for teaching these tasks are spending too much time in class?		
3	Do you feel confuse how the task work?		
4	Do you change the task because you think this task may not suitable to your students based on your experience?		
5	Do you think students feel lack of motivation in learning with the task?		
6	Do you think this task is suitable to English students' level?		
7	Do you use Thai in planning task and doing task in class?		
8	Do your students lack of feeling in perceiving a progress in learning using the task?		
9	Do you feel worry if you get loss of control because students may give you unpredictable and difficult questions or if your language may not deal with the task?		
10	Is there any pressure to prepare exam which are not tasks based?		

APPENDIX E

TEXTBOOK ANALYSIS CHECKLIST (INTER-RATERS)

NO	Goals of the speaking tasks	(+1) = Appropriate (0) = Unsure (-1) = Inappropriate/ need improvement			Comments
		+1	0	-1	
1	Learners can produce a sentence with a grammar rule such as clauses link by conjunctions, comparison, conditional sentence or tenses				
2	Learner can say new structure when task substitute one/more words or change prompt right after given example				
3	Learners can learn speaking by practicing a pronunciation drill through say some words with correct intonation and sound				
4	Learners can answer common questions from task that the answers are known by all learners				
5	Learners can answer common questions from task that requires a particular form				
6	Learning speaking by describing visual task (picture, maps, and graph) or explaining word(s)				
7	Learning speaking through doing a simple survey (includes survey amongst classmates) to complete a table or picture				
8	Learning through completing information gap (includes ask to a partner) based on recently taught language				

NO	Goals of the speaking tasks	(+1) = Appropriate (0) = Unsure (-1) = Inappropriate/ need improvement			Comments
		+1	0	-1	
9	Learners can be able to answer 'personalized' questions like an information about family and daily activity				
10	Learning speaking by a role-play activity that the situation has been structured and using existing resources				
11	Learners can do speaking by giving numerous information to their pair or group member and getting some new information from them				
12	Learning speaking by dealing with a daily or common case and express their opinion/solution				
13	Learning speaking in a group discussion				
14	Learner can do a speaking practicing by dealing with a complex case (environment, politics, economy, etc.) and express their solution.				
15	Learning speaking by a role-play activity with unpredictable sentence form created by them				

APPENDIX F

CLASSROOM OBSERVATION FOR TEACHER (INTER-RATERS)

NO	Goals of the speaking activities	(+1) = Appropriate (0) = Unsure (-1) = Inappropriate/ need improvement			Comments
		+1	0	-1	
1	Teacher instructs learners to produce a sentence based on a grammar rule such as clauses link by conjunctions, comparison, conditional sentence or tenses				
2	Teacher gives an example of a sentence and substitutes one/ more words or change prompts to lead students produce new structure.				
3	Teacher guides learners to do speaking by practicing a pronunciation drill through say some words with correct intonation and sound				
4	Teacher stimulates speaking practice by giving common questions to learner that the answers are known by all learners				
5	Teacher stimulates speaking practice by giving common questions that requires a particular form				
6	Teacher guides learners to do a speaking activity by describing visual task (picture, maps, and graph) or explaining word(s)				
7	Teacher facilitates learners to do a speaking activity through doing a simple survey (includes survey amongst classmates) to complete a table or picture				

NO	Goals of the speaking activities	(+1) = Appropriate (0) = Unsure (-1) = Inappropriate/ need improvement			Comments
		+1	0	-1	
8	Teacher facilitates learners to do a speaking activity through completing information gap (includes ask to a partner) based on recently taught language				
9	Teacher gives 'personalized' questions like an information about family and daily activity				
10	Teacher manages the situation of role-play for learners to do speaking activity within using existing resources				
11	Teacher assigns learners into a group or pair to exchange information from and to group member/partner by speaking				
12	Teacher facilitates learners to deal with a daily or common case and express their opinion/solution				
13	Teacher assigns learner to do a speaking practice by a group discussion				
14	Teacher facilitates learners to deal with a complex case (environment, politics, economy, etc.) and express their solution.				
15	Teacher asks students to do a speaking activity in a role-play without any limitation of using form sentence				

APPENDIX G

CLASSROOM OBSERVATION FOR STUDENTS (INTER-RATERS)

NO	Goals of the speaking activities	(+1) = Appropriate (0) = Unsure (-1) = Inappropriate/ need improvement			Comments
		+1	0	-1	
1	Learners can produce a sentence with a grammar rule such as clauses link by conjunctions, comparison, conditional sentence or tenses				
2	Learner can say new structure when task substitute one/more words or change prompt right after given example				
3	Learners can learn speaking by practicing a pronunciation drill through say some words with correct intonation and sound				
4	Learners can answer common questions from task that the answers are known by all learners				
5	Learners can answer common questions from task that requires a particular form				
6	Learners can do speaking by describing visual task (picture, maps, and graph) or explaining word(s)				
7	Learners can do speaking through doing a simple survey (includes survey amongst classmates) to complete a table or picture				
8	Learners can complete information gap (includes ask to a partner) based on recently				
9	Learners can be able to answer 'personalized' questions like an information about family and daily activity				

NO	Goals of the speaking activities	(+1) = Appropriate (0) = Unsure (-1) = Inappropriate/ need improvement			Comments
		+1	0	-1	
10	Learners can speak by a role-play activity that the situation has been structured and using existing resources				
11	Learners can do speaking by giving numerous information to their pair or group member and getting some new information from them				
12	Learners can do speaking by dealing with a daily or common case and express their opinion/solution				
13	Learners can do speaking in a group discussion				
14	Learner can do a speaking practicing by dealing with a complex case (environment, politics, economy, etc.) and express their solution.				
15	Learners can do speaking by a role-play activity with unpredictable sentence form created by them				

APPENDIX H

SEMI-STRUCTURED INTERVIEW (INTER-RATERS)

NO	Challenges in teaching speaking tasks	(+1) = Appropriate (0) = Unsure (-1) = Inappropriate/ need improvement			Comments
		+1	0	-1	
1	Why do you ask students to do this activity?				
2	Did the students respond as you expect or not?				
3	What is your expectation by giving this activity?				
4	Why the students respond the way in the classroom?				
5	Next time, do you will do the same of difference?				

SEMI-STRUCTURED INTERVIEW (INTER-RATERS)

NO	Problems perceived by TBT	(+1) = Appropriate (0) = Unsure (-1) = Inappropriate/ need improvement			Comments
		+1	0	-1	
1	Lack of time to design and prepare tasks 'our textbooks don't have tasks in'				
2	Lack of time to do tasks in class and fit tasks into the course				
3	Lack of time to do tasks in class and fit tasks into the course				
4	Previous learning experiences 'My students want grammar'. TBL doesn't seem like learning'				
5	Lack of learner motivation 'They use minimal language and take the easy way out'				
6	Not suitable for beginners and low-level students 'They need the grammar first', 'they don't have enough vocabulary'				
7	Too much first language used when planning and doing tasks and projects				
8	Lack of perceived progress difficult to tell if and what they are learning: 'learners don't get a sense of progress'				
9	Fear of losing control of class, of group-work: 'they get muddled, of language, unpredictable difficult questions: 'is my language up to it?'				
10	Exams pressure to prepare for exams which are not tasks based				

Investigating Speaking Tasks in Relation to the Communicative Goals: Possibilities and Obstacles

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Abstract

Enhancing students' communicative competence is crucial in teaching speaking in Communicative Language Teaching (CLT) classrooms. While relating elements focusing on curriculum, materials, and teachers pay attention to developing the students' communicative competence, obstacles hinder students' communicative skill development. This mixed-methods study aimed to analyze the communicative level of the speaking tasks presented in the teaching materials and how teachers used these tasks to enhance communicative competence. It also investigated teachers' perceived difficulties in teaching speaking in the classroom. The participants were three 11th grade teachers and 54 students from three schools in the Southern border area of Thailand. Data collected from speaking task analysis and classroom observation were analyzed based on Littlewood's communicative continuum, and a semi-structured interview was analyzed with an inductive approach. This in-depth information illustrates the communicative level presented in the teaching materials and observed in the classroom, along with obstacles encountered. The findings show that teacher-made teaching materials mainly focused on forms, while commercial textbooks explored forms and meaning-focused in Littlewood's communicative continuum. However, how teachers used the tasks does not always correspond to the original design presented through teaching materials. Many perceived difficulties in teaching English speaking include time limitations, students' English proficiency level, teachers' attitude toward the tasks, a lack of school facilities, and exam-oriented teaching and learning. The results of this study are expected to be a consideration for material developers in designing speaking tasks and for English teachers in engaging their students with communicative speaking activities.

Keywords: Communicative competence; mixed-methods; speaking tasks; classroom observation.

1. INTRODUCTION

To be able to communicate globally, learners need to learn speaking, which is believed as a crucial language-communication skill (Goh & Burns, 2012). That is why acquiring speaking skills in English is considered an essential part of learning a foreign or second language (Khamkhien, 2010; Richards, 2008). However, speaking is complex (Dincer & Yesilyurt, 2013) and arguably the most difficult skill to master (Dincer & Yesilyurt, 2017). Therefore, while we focus on improving our English-speaking skills, our goals have not been achieved, mainly due to the following factors.

Two main factors, teachers and teaching materials tend to affect the improvement of speaking skills. First, a teacher plays different roles in teaching. For example, the teacher may play the role of a facilitator helping students learn skills and language that they cannot reach on their own (Goh & Burns, 2012; Rittapirom, 2017). The teacher can also be a resource person presenting material, managing activities, and resources (Cunningsworth, 1995; Willis & Willis, 2007), as well as motivating students to be more responsible for their learning and comprehension (Snow & Campbell, 2017; Willis & Willis, 2007). The teacher can also encourage students to improve their speaking ability (Goh & Burns, 2012). While trying to accomplish the communicative speaking goal, teachers face problems commonly occurring in foreign language teaching for preparing their students to apply the target language (Bygate, 1987). As a result, one of the ways to facilitate teaching is that teachers need tangible materials, including textbooks, to teach (Dubin & Olshtain, 1986). Textbooks are also used by many English teachers (Cunningsworth, 1984; Jin & Yoo, 2019). Many English textbooks are provided for schools because textbooks have become a commodity and are beneficial for education (Gray, 2013). However, selecting the right English Language Teaching (ELT) material is challenging (Razmjoo, 2007).

Communicative Language Teaching (CLT) has expanded students' communicative skills and is a foundation for teaching materials and teachers' classroom roles. The Thai Ministry of Education has also recommended the CLT methodology in its English language policy in 2014 (Inprasit, 2016; Prasongporn, 2016). For EFL countries, attaining communicative ability is the primary goal of language education (Lim, 2019). However, Thai students apparently cannot speak English at a high level of proficiency, even though they began learning English from elementary school until the higher education level (Sasum & Weeks, 2018). Therefore, it is urgent to ascertain further details of English materials used and the ways teachers use them, along with the difficulties they experience during a speaking class.

While past CLT studies mainly collected data with only one or two methods, this study combines three methods; speaking task analyses, classroom observations, and interviews, to triangulate data. Furthermore, this research investigates the communicative competence level of the English-speaking tasks presented through teaching materials and in the classroom. Finally, teachers' perceived difficulties during the teaching of speaking are also explored.

Drawing on the rationales above, this mixed-methods study aimed to answer two key research questions:

1. To what extent do the English-speaking tasks presented through teaching materials and in the classroom focus on communicative competence?
2. What barriers do teachers have in engaging students in speaking task activities?

2. LITERATURE REVIEW

Communicative Language Teaching (CLT) was introduced to emphasize developing learners' communicative competence (Richards & Rodgers, 1986). Communicative competence is knowing a language and communicating with people in various situations and settings (Hedge, 2000), spontaneously and unrehearsed (Savignon, 1976). CLT has dominated foreign language teaching discourse for the last 40 years (Littlewood, 2013), focusing on the functional and structural aspects (Harmer, 2007; Littlewood, 1981). Task-based teaching (TBT) is an extension of CLT that focuses on tasks (Willis & Willis, 2007) in which the sequence of tasks organizes classwork and tasks generates language used in classrooms (Estaire & Zanon, 1994). The TBT method facilitates learning languages by engaging learners using real-world language (Harmer, 2007; Richards, 2008). TBT has been a part of teaching English because many English teachers rely on tasks in delivering lessons. Many scholars claim that TBT focuses on meaning-focused activities or tasks as a central role rather than grammatical rules (Ellis, 2009; Littlewood, 1981; 2004; Nunan, 1989). However, grammatical rules are still essential in TBT (Willis & Willis, 2007).

TBT materials, including textbooks used in classrooms, provide speaking tasks to improve communicative competence. In TBT, teachers may explore published materials and self-made materials (Hughes, 2011) with speaking tasks that engage students to use language to pursue a related objective of speaking (Luoma, 2004) and to achieve a higher level of fluency (Goh & Burns, 2012). A task gives activities to engage learners to achieve an objective (Prabhu, 1987; Van den Branden, 2006). Ellis (2013) opined that tasks pursue a communicative goal rather than focus on linguistic terms. It makes a difference between a task and an exercise; a task focuses on communicative goals and an exercise focuses on linguistic terms. Estaire and Zanon (1994) define them as communicative and enabling tasks, and Littlewood (2004; 2007) distinguishes them as meaning-focused and forms-focused tasks.

Table 1. Littlewood’s communicative continuum (2004).

Focus on forms		←	→	Focus on meaning	
Non-communicative learning	Pre-communicative language practice	Communicative language practice	Structured communication	Authentic communication	
Focusing on the structures of language, how they are formed, and what they mean, e.g., substitution exercises, ‘discovery’ and awareness-raising activities	Practicing language with some attention to meaning but not communicating new messages to others, e.g., ‘question-and-answer’ practice.	Practicing pre-taught language in a context where it communicates new information, e.g., information-gap activities or ‘personalized’ questions	Using language to communicate in situations that elicit pre-learned language, but with some unpredictability, e.g., structured role-play and simple problem-solving	Using language to communicate in situations where the meanings are unpredictable, e.g., creative role-play, more complex problem-solving, and discussion.	
‘Exercises’	←	(Ellis)	→	‘Tasks’	
‘Enabling tasks’	←	(Estaire and Zanon)	→	‘Communicative tasks’	

Littlewood (2004 and 2013) also introduced a communicative continuum with five communicative levels that can be used to investigate what communicative level is applied in delivering English-speaking tasks. It starts from focusing on forms without attention to meaning and develops to focusing on the communication of meaning (Littlewood, 2007).

Littlewood’s communicative continuum has been used to investigate the extent to which communicative competence tasks are present in English textbooks and teaching-learning classrooms. For example, Lim (2019) applied Littlewood’s communicative continuum and pedagogical perspective to analyze speaking activities presented in English textbooks. Similarly, Ogura (2008) analyzed oral communication textbooks with Littlewood’s communicative continuum. Both Lim and Ogura used the continuum to analyze textbooks without further inspection of classroom practices. On the other hand, Deng and Carless (2009) emphasized Littlewood’s communicative continuum to observe teaching-learning English classrooms without analyzing teachers’ textbooks. In addition, other studies (Chang & Goswami, 2011; Kalanzadeh et al., 2013; Li, 1998; Whitehead, 2017; Xiongyong & Moses, 2011) investigated CLT obstacles faced by teachers without observing both what teaching materials were used and how teaching materials were delivered in classrooms. Therefore, the present study obtained richer data by observing teaching materials used, how teachers applied them to classrooms and investigated barriers during the teaching of speaking.

3. METHODS

3.1 Participants

This current research was designed as a case study that uses many sources to analyze a natural context thoroughly (Hancock & Algozzine, 2006) and investigate a particular set of problems in an educational context (Grauer, 2012). The case study was conducted in a border area, Sadao District, Songkhla province, located in Southern Thailand, close to Malaysia. According to Timothy (2001), border tourism gives people more opportunities to contact foreigners, indirectly increasing global language demand. In selecting the participants of this study, a purposive sample was employed. Since there were three public schools in Sadao District registered under the Thailand Ministry of Education (EMIS) in 2019, all of them were approached to collect data. The teachers all graduated with bachelor's degrees. Teacher 1 is male, and teachers 2 and 3 are female. The English teaching experience of teacher 1, teacher 2, and teacher 3 were 27, 28, and 6 years respectively. Students' numbers differ between classes (School 1=29, school 2=25, and school 3=19), but not all students were always present. Therefore, 54 students (n=54) participated in this study. Furthermore, this study explored teaching materials used in the 11th grade from the three schools; teacher-made material, commercial textbook A, and commercial textbook B.

3.2 Research Instruments

Three instruments were used to triangulate the data: a speaking tasks analysis, a classroom observation, and an interview.

3.2.1 Speaking tasks analysis

A checklist to analyze the teaching materials was designed to investigate the communicative level of the speaking tasks presented in grade 11 teaching materials. The checklist comprised items representing each level based on Littlewood's communicative continuum: non-communicative learning, pre-communicative language practice, communicative language practice, structured communication, and authentic communication. In addition, the measurement scale ranged from one to three nominal scales (scale 1 = goal not achieved, 2 = partially achieved a goal, and 3 = fully achieved).

Since commercial textbooks were produced based on public requests instead of students' needs (Khan et al., 2020), they are not suitable for all students. Therefore, teachers must ensure that the textbooks are suitable for their students' English proficiency levels (Mede & Yalçın, 2019). Teaching materials analysis helps teachers choose suitable textbooks for students (Suryani, 2018). In addition, the analysis benefits teachers to avoid a mismatch between authors' assumptions about learners' proficiency levels and actual learners' proficiency levels (Johnson, 1989; McDonough & Shaw, 1993).

3.2.2 Classroom observations

Similar to the textbook analysis checklist, the classroom observation checklist was constructed with Littlewood's communicative continuum. The checklist was designed to rate the communicative level of the speaking tasks delivered in the classroom by asking if the tasks have met the goals, ranging from one to three; 1 = goal not achieved, 2 = partially achieved the goal, and 3 = goal fully achieved on the continuum. Observing teaching speaking in a classroom is crucial because it gives rich data from the classroom as an artificial environment to learn and use L2 (Huhta et al., 2013; Littlewood, 1981). Besides, teachers play a significant role in how tasks' objectives can be achieved because the effectiveness of teaching materials also depends on how teachers emphasize them in classrooms (Ahmed, 2017).

3.2.3 Interviews

The interviews were employed in collecting qualitative data. For example, teachers might have reasons why they selected particular, extended, or modified tasks (Goh & Burns, 2012). Moreover, researchers can investigate in-depth data about participants' motivations, thoughts, and feelings toward a topic through interviews (Johnson & Christensen, 2008). This post-observation interview aimed to investigate the rationale behind English speaking task-based teaching practiced in the classrooms and the challenges encountered by the teachers. Three teachers who participated in this semi-structured interview responded to open-ended and closed-ended questions. These questions were designed based on the results from the speaking tasks analysis and classroom observations and adapted from Willis and Willis (2007), focusing on the issues related to task-based teaching.

3.3 Data Collection Procedure

Quantitative data was first collected. Next, the researcher and the three teachers collected two speaking tasks from the lesson and analyzed them based on the speaking task analysis checklist. The speaking tasks used in these lessons were different because the teachers from the three schools used different teaching materials. Next, the researcher observed the classroom to assess the communicative level of the speaking tasks presented in the classroom. Then, immediately after the lessons finished, the students used the classroom observation checklist to assess how the speaking activities were delivered in the classrooms. The number of observations ranged from two to seven teaching periods. Qualitative data was then collected through interviews with the three teachers lasting between 30 and 90 minutes. The interviews were conducted in English. All interviews were audio-recorded and fully transcribed.

3.4 Data Analysis

Data from different sources were collected and analyzed as follows. First, data collected from the speaking task checklist by the teachers and researcher were grouped and analyzed for mean score (\bar{x}). The mean (\bar{x}) shows the communicative level of the speaking task presented in the teaching materials. Second, data were collected from the classroom observation checklist. The mean (\bar{x}) classroom observation checklist results show the communicative level of speaking activities delivered based on the students' and researcher's assessments. Third, data from the interviews were transcribed and analyzed with an inductive approach, in which the coding scheme is directly from the text (Hsieh & Shannon, 2005). The transcriptions were codified based on the similarity of obstacles to teaching English speaking tasks experienced by the teachers.

4. RESULTS

This section reveals how the speaking tasks presented in the teaching materials and delivered in the classroom meet the communicative level based on Littlewood's communicative continuum. In addition, the analysis of challenges encountered by the teachers in delivering speaking tasks in the classroom is also presented. School 1 used teacher-made material, while the participants from school 2 and school 3 used commercial textbooks (textbook A and textbook B, respectively). These speaking tasks were analyzed with the speaking task analysis checklist with scales ranging from 1 to 3 based on Littlewood's communicative continuum; 1 = goal not achieved, 2 = partially achieved a goal, and 3 = goal fully achieved. The following data comes from classroom

observation, demonstrating students' and researchers' assessments of the communicative level of speaking activities presented in the classrooms. Like speaking task analysis, classroom observation data were analyzed using Littlewood's communicative continuum. The scale ranged from 1 to 3 on Littlewood's communicative continuum; 1 = goal not achieved, 2 = partially achieved a goal, and 3 = goal fully achieved.

4.1 School 1

4.1.1 *The communicative level presented in teacher-made material*

Teacher 1 created teaching materials by combining and selecting tasks from several sources such as textbooks, websites, and YouTube videos. This study used a PowerPoint presentation to deliver task 1 and task 2. These tasks were designed with a list of questions and pictures of public figures. Each picture has a description as information to answer provided questions.

Table 2 shows that task 1 and task 2 in teacher-made material focused on forms over meaning. These two speaking tasks partially achieved pre-communicative and non-communicative goals ($\bar{x} = 2.33$ and 2.17 , respectively). Given these points, the two speaking tasks of the teacher-made material were forms-focused with a similar trend. This teaching material had low support for reaching communicative goals and was more concerned with linguistic terms.

Table 2. Mean value (\bar{x}) of speaking task analysis of teacher-made material.

Littlewood's Communicative Continuum	School 1	
	Task 1	Task 2
Non-communicative learning	2.17	2.17
Pre-communicative language practice	2.33	2.33
Communicative language practice	1.50	1.50
Structured communication	1.00	1.00
Authentic communication	1.00	1.00

4.1.2 The communicative level presented in classroom teaching of school 1

The result of table 3 supports the idea that speaking activities delivered in school 1 focused on forms over meaning. Teacher 1 followed speaking tasks on the PowerPoint by asking questions between students in task 1 and asking questions between teacher and students in task 2. The teacher delivered speaking task 1 and task 2, which partially achieved the pre-communicative goal ($\bar{x} = 2.67$ and 2.62 , respectively) as the most prominent objective. However, speaking task 1 and task 2 also achieved non-communicative objectives ($\bar{x} = 2.15$ and 2.14 , respectively). As a result, teacher 1 delivered speaking tasks by engaging students mainly with non-communicative and pre-communicative activities, which has less support in communicative speaking development.

Table 3. Mean value (\bar{x}) of classroom observation checklist of school 1.

Littlewood's Communicative Continuum	School 1	
	Task 1	Task 2
Non-communicative learning	2.15	2.14
Pre-communicative language practice	2.67	2.62
Communicative language practice	1.94	1.87
Structured communication	1.94	1.71
Authentic communication	1.74	1.67

There were some reasons the teacher engaged students with low communicative speaking activities. One of them was the poor English proficiency level of students.

“As I told you, they are weak. Some of them are just slow, hesitant. At the beginning of every semester, I will speak English all the time with every class. But I have to [speak] less-less-less.” (Teacher 1)

Moreover, the tasks created by the teacher might not be suitable for their current students since they relied on previous students' English proficiency levels, which differed from the current students.

“I think some vocabulary is too difficult for this class. Maybe, it is easy for the last one [previous year class] but not for this [current class].” (Teacher 1)

The condition of schools' facilities improved or worsened the way teachers teach in a classroom. For example, a lack of school facilities triggered time limitations in delivering speaking tasks in a classroom.

“Usually, we have a projector in our lab, but that is broken, so I have to combine this in one period to use that room... After the projector broke, I had to use some documents or something. And then, just some classes have time to practice speaking.” (Teacher 1)

Two tasks in the teacher-made material served forms-focused objectives, which have less support in communicative competence development. As a result, the teacher delivered less communicative speaking activities using tasks from the teacher-made material following simple instructions. In addition, the students' poor English proficiency levels and lack of school facilities made teaching more challenging for the teacher.

4.2 School 2

4.2.1 *The communicative level presented in textbook A*

Textbook A was a commercial textbook used by teacher 2. Task 1 had been designed with a sequence of reading and speaking. After reading a passage about Dick Summers, students act out an interview between a journalist and Dick Summers based on the reading passage. Task 2 had two parts; an individual speaking by answering a simple question and a pair-work conversation based on clues and samples provided in the textbook.

Table 4. Mean value (\bar{x}) of speaking task analysis of textbook A.

Littlewood's Communicative Continuum	School 2	
	Task 1	Task 2
Non-communicative learning	1.34	2.50
Pre-communicative language practice	1.50	2.17
Communicative language practice	1.34	1.67
Structured communication	2.17	2.00
Authentic communication	2.00	1.34

As shown in Table 4, speaking task 1 in textbook A focused more on meaning, while speaking task 2 focused more on forms. Speaking task 1 reached a partial structured and authentic communication ($\bar{x} = 2.17$ and 2.00 , respectively). The second task's objectives were ranked the high level of non-communicative objectives ($\bar{x} = 2.50$), pre-communicative objectives ($\bar{x} = 2.17$), and a structured communication objective ($\bar{x} = 2.00$). Since these tasks had different objectives, textbook A tended to combine both forms and be meaning-focused. It can be concluded that the textbook can be categorized as a communicative teaching material that can develop students' communicative competence.

4.2.2 *The communicative level presented in classroom teaching of school 2*

Both speaking tasks delivered in school 2 focused more on forms-focused activities. The teacher used another reading task instead of an interview stated in the textbook as speaking task 1. They asked students simple questions related to the reading task. The second speaking task in the textbook was modified with a speaking practice based on grammar rules and samples. Speaking task 1 achieved the pre-communicative objective ($\bar{x} = 2.20$), while speaking task 2 was delivered by achieving the non-communicative objective ($\bar{x} = 2.75$) (see Table 5). Therefore, the teacher emphasized non-communicative or pre-communicative objectives in delivering speaking activities. As a result, it can be seen that students were engaged with less communicative speaking activities in the classroom.

Table 5. Mean value (\bar{x}) of classroom observation checklist of school 2.

Littlewood's Communicative Continuum	School 2	
	Task 1	Task 2
Non-communicative learning	1.98	2.75
Pre-communicative language practice	2.20	1.85
Communicative language practice	1.43	1.58
Structured communication	1.49	1.83
Authentic communication	1.25	1.41

The teacher selected and modified tasks to be delivered in the classroom. They had several reasons to support this action as follows:

There were many holidays and extra activities throughout the study that required the teachers to restructure their teaching schedule.

"In my school, there are many activities. Moreover, there are many camps. So, I skip [the task] ...I do not want to use much time. Because I know when the students must have a midterm examination, so, this is one reason why I combined [modified] it." (Teacher 2)

The teacher also mentioned to what level their students' English proficiency is. However, unfortunately, it was also a barrier to delivering speaking tasks.

"I think it [task] is not hard, it is not difficult, but only a few students in our school can achieve good marks because most Thai students in the local area are rather weak in English. They do not understand the sentence that the teacher asked them." (Teacher 2)

Challenges might also come from teachers themselves. For example, task selection and modification might occur because the tasks were too complex and not interesting from the teacher's perspective.

"If I begin with a strenuous activity like exercise number 7 [skipped speaking task], I think I must spend much more time and must be very tired ... Sometimes, for me as the teacher; I do not like this exercise [task]. It is not attractive. When I do not like it, I will change ... The reason for changing the item or the exercise [task] is because I am bored reading, to check the same thing, the same item, the students do not know the exercise [task] before, but I have known it for many, many years." (Teacher 2)

Furthermore, Thailand has an O-NET and final examination that indirectly has influenced students' and teachers' attitudes toward teaching-learning English speaking. The main concern of both teachers and students was preparing students for the examination, which pays more attention to test-taking strategies. Therefore, learning speaking tasks were not deemed as necessary as learning for the examination, which determines students' graduation or going up a grade.

"Thai students are taught to study for the exam. So, many teachers, including me, try to teach students how to do the test. The students must learn and memorize, and finally, they must answer questions in the test." (Teacher 2)

Less communicative speaking activities were given to the students by using the communicative textbook. In addition, the teacher selected and modified speaking tasks to be delivered in the classroom, causing changes in the communicative goals. The teacher found that task selection and modification were needed because of time limitations, students' poor English proficiency levels, teachers' attitudes toward the tasks, and exam-oriented teaching and learning.

4.3 School 3

4.3.1 The communicative level presented in textbook B

Textbook B used by teacher 3 was a commercial textbook. Speaking task 1 was a pair-work speaking practice, playing a role. Likewise, in speaking task 2, students were assigned a pair-work speaking practice with correct grammar by using provided phrases.

Table 6. Mean value (\bar{x}) of speaking task analysis of textbook B.

Littlewood's Communicative Continuum	School 3	
	Task 1	Task 2
Non-communicative learning	2.17	2.33
Pre-communicative language practice	2.33	2.50
Communicative language practice	2.00	2.17
Structured communication	2.34	2.17
Authentic communication	1.50	1.67

Similar to textbook A, textbook B also served a combination of forms-focused and meaning-focused speaking tasks. Two speaking tasks in textbook B used in the third school served all communicative objectives except authentic communication. The objective of the first speaking task spread across Littlewood's communicative continuum levels ($\bar{x} = 2 - 2.34$) (see Table 6). The second task's objective was slightly different from the previous task's goal because of the higher scale achieved in the pre-communicative objective ($\bar{x} = 2.50$). As a result, this textbook focused on forms and on meaning that can be used to improve students' communicative competence.

4.3.2 *The communicative level presented in classroom teaching of school 3*

Table 7. Mean value (\bar{x}) of classroom observation checklist of school 3.

Littlewood's Communicative Continuum	School 3	
	Task 1	Task 2
Non-communicative learning	2.00	2.43
Pre-communicative language practice	2.42	1.99
Communicative language practice	2.03	2.36
Structured communication	2.25	1.96
Authentic communication	1.60	1.59

As can be seen from Table 7, the third school seems distinct compared to the first two schools since the tasks combined numerous communicative levels. Teacher 3 followed speaking tasks presented in textbook B to be delivered to the classroom. Speaking task 1 partially achieved all communicative levels ($\bar{x} = 2.00 - 2.42$) except authentic communication. Then, the teacher applied non-communicative and

communicative language practice objectives ($\bar{x} = 2.43$ and 2.36, respectively) to deliver speaking task 2. The second speaking task had an uneven distribution of objectives; even so, both speaking tasks were delivered using a combination of forms-focused and meaning-focused activities. In addition, students were engaged in communicative activities that can efficiently develop students' communicative competence.

Teacher 3 engaged students with communicative activities using similar tasks provided in the textbook. This method appears to be in contrast with the previous two. However, the teacher also faced several challenges in teaching speaking in the classroom. Similar to the students in the two preceding schools, the students of school 3 had low proficiency levels in English.

"I think beginners... They do not understand the words, the vocabulary. They do not know the meaning of vocabulary." (Teacher 3)

Since it took many periods to wait for students to be ready for speaking performance in class, the teacher revealed that teaching communicative speaking tasks might cause a problem. The teacher's perspective was that the tasks took longer than expected:

"Especially about time, the big problem." (Teacher 3)

The teacher created a pair-work practice by engaging students in speaking performances. One student was supposed to ask questions, and another answered. Two students performed multiple speaking to help other pairs by asking them questions, which was a more challenging role. The response of the teacher about the way the students did speaking performance was:

"It is not 100%, okay, but if not be like that, I need so much more time. It was a waste of time for me. So, I let them do that. Better than they sit down." (Teacher 3)

In conclusion, the teacher adopted the speaking tasks from textbook B and delivered those speaking tasks to the classroom. Even though the teacher also faced several obstacles in the classroom, such as time limitations and students' poor English proficiency levels, the teacher decided to deliver communicative speaking activities. As a result, more time was consumed than expected.

5. DISCUSSION

Teacher-made material focused on forms aiming at understanding structures rather than applying language communicative practice. This material was designed with flexible and straightforward instruction, leading to different teaching goals depending on how teachers delivered the tasks. Using the material, there is an opportunity to engage students to speak communicatively: e.g., by asking-answering questions in a random pair presentation with their own public figure choices by giving unpredictable questions. Eventually, students can produce questions-answers to communicate new information from pictures. On the other hand, the teacher could not fully deliver communicative speaking activities due to a broad and straightforward design material with no detail.

Moreover, there were other factors like students' low English proficiency and a broken projector. These became barriers to achieving the learning expectations in the Thai curriculum. Moreover, less communicative teaching material created fewer opportunities for doing communicative activities in the classroom.

A classroom teacher and teaching material are combined to pursue communicative goals to improve students' communicative competence. Indeed, teaching material that can support communicative speaking is not the only key to developing students' communicative competence; it needs support from the teacher in the classroom. Textbook A served forms-focused and meaning-focused tasks as a part of CLT (Communicative Language Teaching) material because the CLT tasks consist of a language's functional and structural aspects (Harmer, 2007; Littlewood, 1981). Instead of delivering speaking tasks from the CLT textbook, the teacher engaged students with forms-focused activities, which have less support for communicative competence development. A teacher can select and modify a task so that teaching speaking may be different from a guideline in the task of a textbook (Goh & Burns, 2012). In the current study, the teacher redesigned speaking tasks to be presented in the classroom. The task modifications and selections caused different speaking tasks' goals from those stated in the teaching material. The teacher's decision was based on students' English proficiency levels, time limitations, exam-oriented teaching and learning, and teachers' attitude.

The objectives of communicative activities in school 3 can be achieved by using the CLT textbook. Instead of tasks modification and selection, teacher 3 adopted the speaking tasks provided in the textbook in the teaching lesson. It also achieved similar expected goals to those stated in the textbook. The teacher decision supports the idea of Cunningsworth (1995) that textbooks influence the way a course is delivered. Aside from time limitations and students' poor English proficiency levels, the students also had low motivation to speak English. It was observed that they avoided playing a more challenging role in speaking practice. That is why two speaking activities took longer than expected. Thai students are EFL learners who lack the urgency to learn English, which differs from ESL learners who need to learn English since they use it beyond

classrooms (Huang & Yang, 2018). Chou's research (2017) shows that communicative tasks took longer than expected, so the teacher decided to communicate with students individually outside the class rather than interacting (Chou, 2017).

Additionally, the current study shows that the result of the communicative level presented in the textbooks differs from the previous studies. Ogura (2008) and Lim (2019) found that the analyzed textbooks were forms-focused. Michaud (2015) did a comparison study between two groups of textbooks, revealing that one group focused on forms, but another was meaning-focused. Most speaking tasks in the textbooks in this study focused on both meaning and forms. Therefore, the commercial textbooks serve communicative competence development without leaving forms-focused learning.

Classroom activities conducted in the study tended to vary. This study revealed that all speaking tasks in schools 1 and 2 were delivered by applying forms-focused activities. This result parallels Deng and Carless's (2009) study of classroom observations in an elementary school in Guangdong, China. Their study showed that classroom activities focused more on forms than meaning. Littlewood (2018) mentioned that many teachers attempt more forms-focused activities to teach English language. In contrast, teacher 3 emphasized both forms and meaning activities in delivering speaking tasks. The teacher applied the CLT method because the chosen activities focused on structural and functional aspects of a language (Harmer, 2007; Littlewood, 1981).

Based on interview data, the problems experienced by the teachers were students' poor English proficiency level, time limitations, exam-oriented teaching and learning, teachers' attitude toward speaking tasks, and lack of school facilities. However, the essential problem experienced by these three teachers was the students' low English proficiency, which was an echo of previous research; Li (1998) in South Korea, Chang and Goswami (2011) in Taiwan, and Kalanzadeh et al. (2013) in Iran. In this research, teacher 1 adapted teaching due to the students' low English proficiency with more minor communicative speaking tasks and delivered less communicative activities in the classroom. Teacher 2 tended to adjust tasks delivered in the classroom to suit their students' poor English proficiency levels. It can be seen that even though speaking tasks in textbook A met communicative goals, the tasks delivered in the classroom achieved less communicative goals.

On the other hand, teacher 3 assisted students in doing communicative speaking activities based on the textbook regardless of their students' low English proficiency levels. As a consequence, the class was longer than expected. Thus, students' low English proficiency level was the most prominent issue that influenced task selections and modifications and triggered a boundary in efficiently improving communicative competence.

6. CONCLUSION

Thailand's government has established an English curriculum for grade 11 with the expectation that students can use the foreign language to communicate in informal and formal conversations in various situations (MoE, 2008). The student participants are expected to use English to communicate with anyone, in any situation, and at any location. However, it seems not in line with the final examination program held in schools. The Ordinary National Educational Test (ONET) in Thailand has been designed with multiple-choice (Todd, 2019). It causes an unequal portion to teach and learn speaking, reading, writing, and listening skills in school because of students' and teachers' attitudes toward the test. Indeed, a test influences how teachers teach and students learn (Adnan & Mahmood, 2014; Todd, 2019). Accordingly, instead of expanding language abilities and skills, teachers led students to accomplish tests (Imsard, 2021). Brown (1996) suggests that a well-designed task may be targeted toward unpredictable data like real-life interactions that are unpredictable between speakers. Since there is no speaking part included in English tests (especially ONET), it has less power to support students' communicative competence development.

It is suggested that the findings of this study positively contribute to material developers and English teachers. The actual condition of students' English proficiency level and the obstacles experienced by teachers might be helpful information for material developers before designing speaking tasks. For example, a material developer might evaluate speaking task sections if their target students were Thai, particularly in rural areas. Students in rural areas likely have poor English proficiency levels. Decreasing tasks' difficulty level to be more accessible and adjustable to rural students might reduce a gap of mismatch between students' English proficiency levels expected by an author with the reality. The communicative level presented in the teaching materials can enrich the teaching material selection for English teachers who implement the CLT methodology. CLT material can support English teachers to engage their students to improve their speaking skills communicatively. However, communicative teaching material and a teacher's effort in creating communicative activities go hand-in-hand. They are necessary to go together to achieve communicative competence development successfully. However, time management is urgently needed to avoid spending more extended periods than expected.

The number of speaking tasks in this study is limited and it is recommended to analyze more speaking tasks. In addition, the participants involved in this study were from government schools, so it is recommended to gain more insight into the area by expanding the background of the study participants to different levels of teaching. Finally, one limitation is the small number of participants (three teachers) which hinders the generalizability of the findings, although the findings may be transferable to similar teachers and settings.

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Appendix A

Speaking Tasks Analysis Checklist

1. Please **read** speaking task 1 and 2 below.
2. Does the **speaking task 1 and 2** presented through the teaching material **meet** the following **goals** or not?
3. Please **tick : 1 = goal not achieved, 2 = partially achieved a goal, and 3 = goal fully achieved.**

NO	Goals of the speaking tasks	Speaking Task 1			Comments
		1	2	3	
1	Learners can produce sentences with correct linked conjunctions, comparison, conditional sentences, or tenses.				
2	Learners can substitute words/expressions right after being given an example.				
3	Learners can learn speaking via pronunciation drills of words with emphasis on sounds, stress, and intonation.				
4	Learners can answer common questions of which all learners know the answers.				
5	Learners can answer common questions from a task that requires a particular form.				
6	Learning speaking by describing visuals (picture, maps, and graph) or explaining word(s).				
7	Learning speaking through doing a simple survey (includes survey amongst classmates) to complete a table or picture.				
8	Learning through completing information gap (includes asking a partner) based on recently taught language.				
9	Learners can answer 'personalized' questions like information about family and daily activity.				
10	Learning speaking by a scripted role-play activity in which the situation has been structured and which use existing resources.				

11	Learners can give information to their pair or group member and get some new information from them.				
12	Learning speaking by dealing with a daily or common problem and giving their opinion/solution.				
13	Learning speaking in a group discussion.				
14	Learners can practice speaking by dealing with a complex issue/problem (environment, politics, economy, etc.) and giving their solution.				
15	Learning speaking via unscripted a role-play activity with unpredictable sentence form created by students.				

Appendix B

Classroom Observation Checklist

1. Please **read** speaking task 1 and 2 below.
2. Does the **speaking task 1** and **2** presented in the classroom **meet** the following **goals** or not?
3. Please **tick** : **1 = goal not achieved, 2 = partially achieved a goal, and 3 = goal fully achieved.**

NO	Goals of the speaking tasks	Speaking Task 1			Comments
		1	2	3	
1	The teacher instructs learners to produce a sentence based on a grammar rule such as clauses linked by conjunctions, comparison, conditional sentence, or tenses.				
2	The teacher gives an example of a sentence and substitutes one/more words or changes prompts to lead students to produce a new structure.				
3	The teacher guides learners to do speaking by practicing a pronunciation drill by saying some words with correct intonation and sound.				
4	The teacher stimulates speaking practice by giving learners common questions that all learners know the answers to.				
5	The teacher stimulates speaking practice by giving common questions that require a particular form.				
6	The teacher guides learners to do a speaking activity by describing visual task (picture, maps, and graph) or explaining word(s).				
7	The teacher facilitates learners to do a speaking activity through doing a simple survey (including a survey amongst classmates) to complete a table or picture.				
8	The teacher facilitates learners to do a speaking activity by completing information gaps (including asking a partner) based on recently taught language.				

9	The teacher gives 'personalized' questions like information about family and daily activity.				
10	The teacher manages the situation of role-playing for learners to do speaking activity within using existing resources.				
11	The teacher assigns learners into a group or pair to exchange information from group members/partners by speaking.				
12	The teacher facilitates learners to deal with a daily or typical case and express their opinion/solution.				
13	The teacher assigns the learner to do a speaking practice by a group discussion.				
14	The teacher facilitates learners to deal with a complex case (environment, politics, economy, etc.) and express their solution.				
15	The teacher asks students to do a speaking activity in a role-play without using form sentences.				

Appendix C

Interview Guides

The questions asked to the teachers could be classified into five:

1. First, what teaching material do you use in teaching English? Second, is that based on your selection or school decision?
2. Why did you ask students to do this activity? What is your expectation?
3. Why do students respond the way in the classroom?
4. Suppose you have a chance to teach again. Will you do the same or different? Why so?
5. What is your problem when teaching speaking in the classroom? Time allocation? English students' level? Pressure to prepare exams that are not tasks based?

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