

An Evaluation of Implementing Task-Based Language Teaching (TBLT) to Teach Grammar to Adolescent Learners in Vietnam

Nguyen Hong Ngoc

Faculty of Foreign Languages, Dong Nai Technology University, Dong Nai, Vietnam

ABSTRACT

The combination of TBLT and traditional teaching methods encourages students to be more involved in communicative activities as well as guaranteed to master the target grammar by teacher's being a model. They are required to listen carefully to teacher, and then students have themselves recognize what they need to do correctly. This minimizes students' making mistakes while still enables fluency. More importantly, teacher no longer dominates classroom. In the light of TBLT, grammar is conveyed through completing communicative tasks which let students experience English grammar from meaning to form. In other words, the students were introduced meanings, functions of a certain grammar point through communicative tasks first, and then either the teacher or the students themselves explored the form and the teacher helped them build on what they know. This way of teaching and learning has never taken place before, so it is hoped that students experience it in a very positive way. Task-based language teaching (TBLT), if applied correctly to instruct grammar, will balance communicative competence and linguistic forms.

KEYWORD: Task-based language teaching, TBLT, communicative activities, grammar

How to cite this paper: Nguyen Hong Ngoc "An Evaluation of Implementing Task-Based Language Teaching (TBLT) to Teach Grammar to Adolescent Learners in Vietnam" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-1, December 2020, pp.1097-1120, URL: www.ijtsrd.com/papers/ijtsrd38194.pdf



IJTSRD38194

Copyright © 2020 by author(s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



INTRODUCTION

The evaluation of Vietnamese students' English proficiency has been gradually shifting to communicative competence which means Vietnamese students are demanded to be able to perform their English for communicative purposes. Specifically, textbooks and curriculums have been designed to serve the purpose of improving students' speaking ability. However, those changes seem not to be satisfactory enough when there is a majority of high school students cannot even perform a simple conversation in spite of being well-equipped with dozens of grammar rules. This raises a concern in finding solutions or positive changes for the issue.

Every change encounters certain challenges. For the Vietnamese education workers, these challenges are divided into four main parts, those are teaching methods, teachers, students and facilities. As stated above, though textbooks have been compiled in a more communicative way, there is a lack of communicative development in teaching methods and Grammar Translation Method (GTM) still dominates in most of classrooms. This does not mean that teachers are not aware of other teaching methods that can enhance English communication. It was reported that Vietnamese teachers showed great interests in new teaching methods during the training course at the Fourth International Conference on Language and Development held in Hanoi, but after the course, they returned to traditional methods (Le, 1999). This happens for the reason that Vietnamese educational system has still employed English paper-based exams. Therefore, teachers normally spend the whole lesson reading texts quickly, writing down vocabulary on the board and

explaining grammatical structures to ensure that all students can understand and use grammar to fulfill written exercises (Phan, 2004). Thus, students master grammars but cannot use them to speak effectively. Also, a lot of Vietnamese teachers lack linguistic competence and are then afraid of teaching speaking and listening. It is even worse when students' learning style is memorizing which makes them extremely passive. Last but not least, large size classes work against quality at times.

The challenges above result in the emergence of numerous English language centers in Vietnam. These centers operate to bring out better English teaching and learning conditions which means students are not only equipped with English vocabulary and grammar but offered opportunities to use them for enhancing English speaking ability. Realizing the importance of balancing learning between language form and language use, more and more students go to English language centers.

The researcher has been teaching in an English language center located in Bien Hoa city which is not too far from Ho Chi Minh City. The center is considered one of the best centers downtown because of the fact that we provide learners with a learning environment where they can be fully developed their English proficiency. The maximum number of students in each class is 15, so that it is easier for teachers to access students individually. Although the researcher minimized using GTM and teacher's talking time, as well as students were provided with more chances to

speaking drill with classmates, students seemed not to engage in lessons and sometimes they ended up confusion when being asked something outside the textbook. This greatly urged the researcher to find an innovative teaching method which can engage students in grammar lessons which are often dry and passive and improve their communicative competence. As a result, it is important to conduct a study to seek improvement in both teacher and students.

What the researcher did in the innovation was implementing TBLT to teach grammar communicatively. The purpose is that the researcher would like not only to improve students' communicative competence but also make them more active when studying English grammar. Therefore, TBLT is considered perfectly suited because of the fact that TBLT has been found as "the latest methodological realization of Communicative Language Teaching (CLT)" (Nunan, 2003, as cited in Butler, 2011) and as a reaction to some limits of traditional PPP approach which represents for a process of presentation, practice and production (Hismanoglu, 2011). Teachers no longer spend the whole lesson presenting and explaining grammar points, and students do not practice and produce dry and unreal conversations either.

How TBLT is introduced in the classroom to teach grammar to the students

Effective grammar teaching with TBLT is mainly decided according to communicative tasks which have to be designed not only to improve learners' communicative ability but also require them to address a particular grammar point. (Nunan, 2007, as cited in Rama, 2012). Thompson (2012) also highlights linguistic competence due to the fact that learners have problem with grammar use though reach a goal of meaningful communication. Since Vietnamese students still have to take written grammar tests, they have to maintain grammar learning while develop their speaking skill at the same time. A well-designed task has to cover meaningful oral interaction, and focus on form (Jiuhuan, 2010) and (Thompson et al, 2012).

With TBLT, the teacher follows a three-stage lesson which has pre-task; task-cycle and language focus (Willis's Task-based learning framework, 1996, as cited in Thompson et al, 2012). In the pre-task stage, teacher and learners draw out vocabulary of the theme of the main task, prepare for the main task. The task-cycle includes task, planning and report. Students do the tasks with their team members, and then they plan to report. Language focus involves students in first analyzing a specific language form or the forms that proved problematic to students and second practicing the previously analyzed grammar structures.

In general, teacher utilized TBLT to instruct grammar points more engagingly, so that students benefit not only the language forms but language use as well. TBLT changes the way teacher and students practicing in the classroom. Specifically, students are no longer passive receivers of knowledge, or learn grammar to use, but they now learn grammar by using them.

TBLT did indicate its strengths, but still encountered some weaknesses. The strengths agreed by most famous scholars such as Nunan (2005); Murphy (2003); Little Wood (2004); Richard & Rogers (2011); Ellis (2003), are highlighting learner-centeredness, using meaningful oral tasks instead of linguistic tasks. Therefore, learners' use of English will be enhanced. However, the weaknesses are that it is not suitable for low-level students as well as teachers who lack of communicative competence.

At the time the study was conducted, the researcher was assigned to teach a K class (K7E10) which lasted for ten weeks from July 14th 2014 to September 21st 2014. The class was on Tuesday-Thursday-Saturday having lasted for 90 minutes each day from 6:00 pm to 7:30 pm. There were 12 students in the class. All of them were in the age of 18 to 19 and came from different high schools throughout Bien Hoa city. Before conducting the study, the researcher asked for permission from the head teacher (Appendix 1), so that there would not be any unexpected incidents and the researcher would also receive supportiveness of facility.

Time line

Here is a summary of the project which took 2 months to complete

July	Ask for permission from the head teacher of the center
	Devise the first questionnaire and distribute to the students
August	Conduct experimental teaching designs and collect notes from observations
September	Devise the second questionnaire and distribute to the students
	Make interview appointments and interview the participants
	Collect responses from the questionnaire
October	Collate responses from the first and second questionnaire
	Complete interviews and start to analyze
November	Complete data analysis
	Submit the report

Objectives of the innovation

The objectives of the innovation include the students demonstrate improvements in their communicative competence. Specifically, students not only learn grammar to use as with traditional teaching methods but now they will be able to perceive grammar by using them to complete communicative tasks designed to enable them to take part in meaningful communication with their classmates. Next, students understand the criteria by which their speaking is assessed and act to meet these criteria. Also, the teacher as a researcher is able to design communicative tasks and use them effectively. Lastly, the researcher is able to gain a deeper understanding of students' attitudes towards learning grammars with TBLT.

Methodologies and methods

Qualitative and quantitative are found as two main approaches for conducting researches. Quantitative research is conducted to evaluate and produce data related to numbers. Also; it measures the frequency of observation (Hoe et al, 2012). Otherwise, Qualitative research is employed to explore deeper understanding of human behaviors and experiences (Hoe et al, 2012) and produce written data about relationship and conversation between researchers and participants whose voices can be heard. This also helps reveal the meaning behind pieces of numerical results.

As the research questions aim at exploring how students respond to a new teaching method, specifically their opinions and progress toward it. Then, qualitative research is no doubt the ideal approach which offers a number of advantages such as exploration, detail, access, sensitivity... (Maria Smith et al, 2010).

The experimental design will employ interview, questionnaire in order to gain deeper understanding of participants' attitudes towards TBLT. In addition, observation notes are used to evaluate participant's progress with respect to grammar and speaking after applying TBLT. (Appendix)

Purposes of the evaluation

Research Question: How do students respond to grammar learning with TBLT?

Sub-questions

1. How are communicative tasks integrated in grammar lessons?
2. How do students change their point of view about grammar learning after trained with TBLT?

With respect to the research questions, there were three main purposes of the evaluation relating to the impact of the innovation on both teacher and students. Firstly, this is to evaluate the impact of TBLT on students' progress and attitudes. Secondly, this is to identify which features of the innovative teaching method have been most beneficial and which require amendment. Lastly, this is to evaluate the impact of TBLT on researcher in term of ability to design and implement the method and ability to ensure high quality teaching.

Ethics

One of the criteria for evaluating the quality of a study is ethic. Ethics including permission from head teacher or the center where the researcher conducts the study, informed consent, confidentiality, and possible harms need to be considered prudentially. (Appendix)

At my language center, teachers can be sometimes transferred to other classes without any notice. Therefore, having permission from the head teacher guarantees the consistency of the procedure. In other words, the researcher would not be afraid of any interruptions during the research.

A consent form will indicate what involve in the research, the rights and responsibilities from both researcher and participants. Consent forms must be accessible to participants language Before the study, the researcher informed participants their rights to refuse if they were not willing to participate. Also, the researcher guaranteed that their conversations during interviews later will be kept secret. Luckily, all of the students were happy with the experiment.

In the light of TBLT, students are supposed to work in small groups and then present their outcomes to complete tasks. It might be uneasy for some students who are shy and not accustomed to this new learning style. Those students might feel insulted when being inferior to the others. In this case, teacher can find ways to harmonize the learning environment because there is no one way that fits all. Also, teacher needs to minimize pressure of those fragile students by appointing other competitive students first, then getting them to be familiar with TBLT step by step

Research data and data analyses

The evaluation resulted in three types of data which are observational data, questionnaire and interview data. They were analyzed and interpreted in two main parts equivalent to the two research sub-questions- the students' attitudes towards learning grammar with TBLT and the students' progress through communicative tasks designed to utilize students' speaking during TBLT lessons.

The researcher decided to use classroom observation to evaluate tasks and students' progress. A communicative task considered successful in TBLT needs primarily focusing on learning outcomes and activities in which students are related to the outside world and motivated to participate collaboratively (Skehan, 1998, as cited in Timothy Stewart, 2007). In other words, the criteria to evaluate this procedure bases on the degree of students' interaction, students' learning outcomes. Specifically, students are observed and assessed their responses to teacher and classmates, also task requirements. (Appendix)

Tasks descriptions	Average rating		
	Student' interaction	Student's learning outcomes	Others (problem with pronunciation and speaking mother tongue)
1. Sharing and comparing experiences. Students work in group talking about their busiest day, and then decide whose day is the busiest one. Simple past tense is recommended to use during lesson. Students need to use negotiation skills to complete the task.	2.7	2.8	2.4
2. Problem solving and comparing. Students work in group talking about given problems. The problems are suitable for their age and are not too difficult. Students in turn give their own solution and then decide who give the best advice. Modal verbs <i>should/ shouldn't</i> are encouraged to use during the lesson. Students need to utilize their life experience and negotiation skills to complete the task.	3.0	3.2	2.5
3. Guessing. Students are shown short videos of different situations which are not revealed the ending. They work in group trying to guess what happens next for each situation. Modal verb <i>might/ might not</i> is used to talk about possibility.	3.5	3.2	2.5
4. Ordering and Matching. Students are given a story presented in a series of nine pictures. They work in group and put the pictures in the correct order. After that, they need to match sentence halves for proper description of pictures. Students are introduced <i>first conditional sentence</i> through Murphy's Law.	3.2	3.5	2.5

After four weeks, the researcher conducted four communicative tasks. Despite the differences in designing the above tasks, all types required students to fulfill information gaps and learn collaboratively, they can't complete the tasks without exchanging information, negotiating meaning and sharing experiences with their classmates.

As shown in the table above, the degree of students' interaction was different from one week to another. This was probably resulted by the topics of the lessons. It is generally found that the interaction increased comparing with the beginning.

The degree of students' learning outcomes also increased, but this increase was found week after week. This proves that students become more and more familiar with TBLT, their speaking performance are getting better.

The degree of others which mean that students speak mother tongue and their problem with pronunciation still remained. After four weeks, some students still keep the habit of speaking Vietnamese during the procedure.

Students' attitudes toward learning grammar before and after TBLT

The questionnaires about English grammar learning had been distributed on the first day of the study before the researcher conducted the first experiment. These questionnaires were again given to students after the last communicative task employed to seek for any changes in their opinions.

The collected data reveals some changes before and after the intervention in frequencies, in term of students' opinions towards English grammar, reasons to study grammar and ways to study grammar effectively. Three types of data are presented in chart 1, 2, 3 respectively

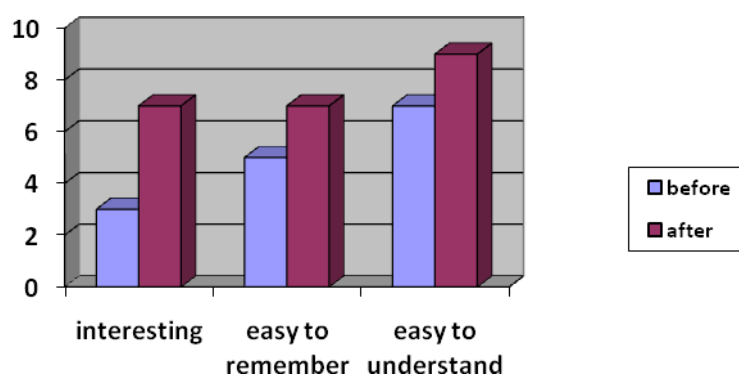


Chart 1: students' opinions towards English grammar

Chart 1 reveals the number of students who agreed with the items above increased not considerably after studying grammar with TBLT. There were just three students finding grammar interesting before and after that there were seven of them. Similar

increase in frequencies could be found with respect to easy to understand and remember. The former was from 7 to 9 students and the later was from 5 to 7.

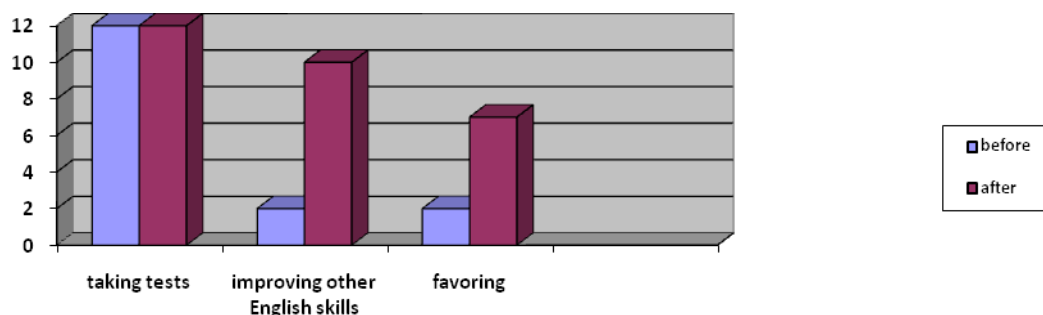


Chart 2: reasons to study grammar

Chart 2 reveals students' reasons for studying grammar. Among three items, students' agreements with reason of taking tests remained the same, which means there is no change in their mind. However, the number of students who thought grammar can support them in developing other English skills such as reading, listening, speaking and writing increased dramatically from 2 to 10. Besides, with regard to favoring as reason to study grammar, there was also an increase from 2 to 7.

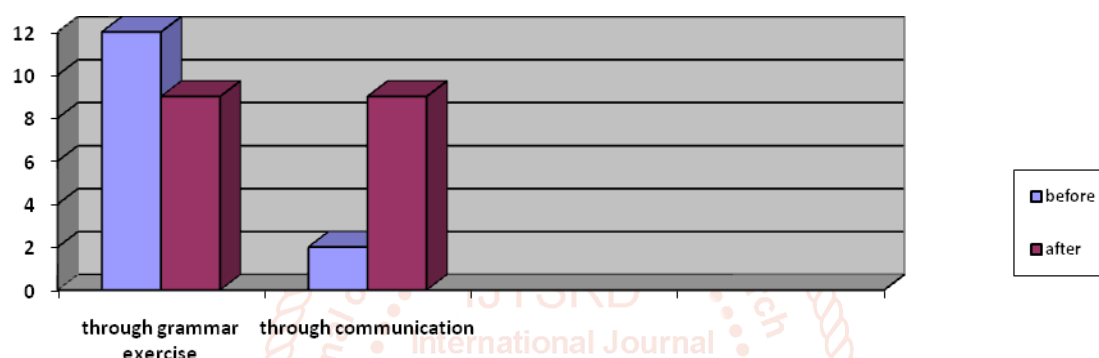


Chart 3: ways to learn grammar effectively

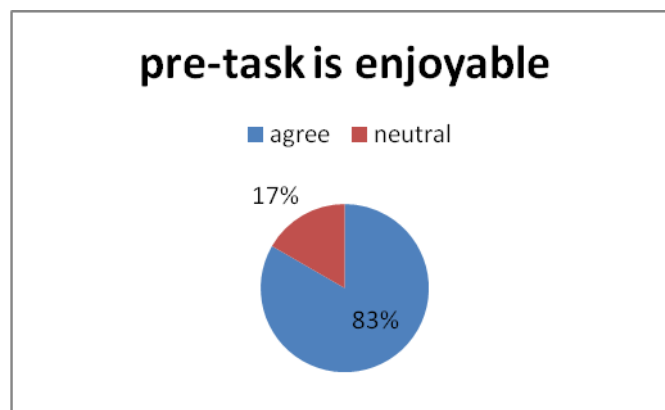
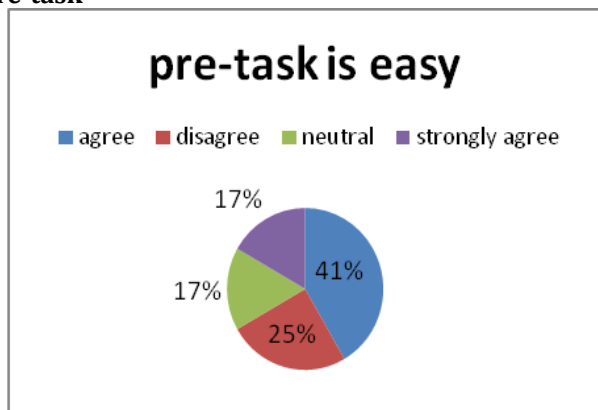
Chart 3 presents students' opinions on the ways to learn grammar effectively. As seen in the chart, the number of students who agreed with learning by heart decreased from 12 to 9 students, and with learning through communication increased from 2 to 9. The result was contradictory.

The data collected from three charts above showed a shift in students' mind towards English grammar and grammar learning to a certain extent.

Students' opinions on learning grammar with TBLT

The data collected from the questionnaires and the interviews provides proof to show the appropriateness of applying TBLT to improve adolescent students' speaking ability through learning grammar communicatively. The supportiveness from interview data helps increase validity and reliability of questionnaire data. The data are presented in the order corresponding to the stages of TBLT, including pre-task, task-cycle and language focus.

Pre-task



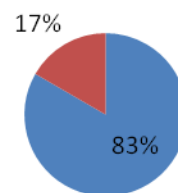
pre-task provides vocabulary

■ agree



teacher's instructions is understandable

■ agree ■ disagree



At this stage, most of the students (83%) agreed that pre task brought them joy, and when being asked why, the reasons lied in the topics. Specifically, the topic of the second and fourth tasks (problem and advice, Murphy's Law) was said to be "fun" and "realistic". The topic was also considered easy when nearly half of students (41%) agreed, and 17% strongly agreed for the fact that questions at this stage were "simple" and largely "yes or no". However, 25% of the students had the contradictory idea because the inputs such as pictures, videos were "difficult to understand" and "too short to catch up the ideas". Besides, there was still 17% uncertain about whether pre-task is easy because "sometimes I understand but sometimes not really".

Surprisingly, 100% of the students agreed that pre task did provide them with enough vocabulary needed for the topic, and they also enjoyed the way teacher brainstormed vocabulary with students. Teacher was said to be "both exploiter and supplier". In term of instruction for the main task, 83% of the students agreed that teacher' instructions were understandable. The instructions were "clear" and "short". They "understand what to do to complete the task". Meanwhile, there was still 17% of them disagreed. When being asked for explanations, the instruction was said to be "fast" while students were "not ready" yet. Students' attitudes towards pre-task are generally positive, there are still few neutral ideas remaining though. In general, pre-task provides students input and interest which can push them in the main task.

Task cycle

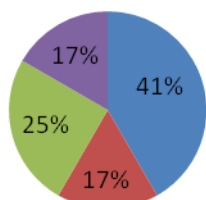
Task

Nearly half of the students (41%) agreed that it was easy for them to do tasks, and even 17% of students strongly agreed with it. They said the task were "not difficult", even "simple" for some students because "I know the vocabulary" and they could clearly figure out the way when "teacher repeats quite a lot".

However, 25% of the students disagreed because the tasks were "challenging". Specifically, the second task is considered "a little bit difficult" when students were required to give advice. Some students said "I couldn't figure out the way to get through those problems myself". Besides, 17% of students have neutral points of view. They said the task "sometimes it was easy, but sometimes not".

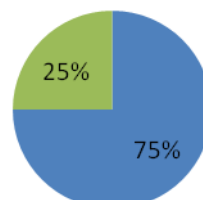
task is easy

■ agree ■ strongly agree ■ disagree ■ neutral

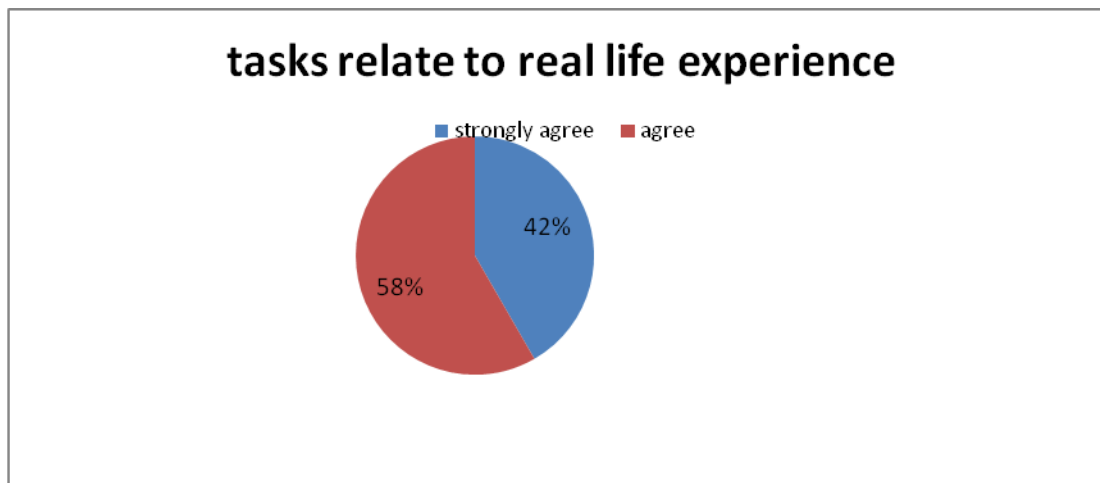


task is enjoyable

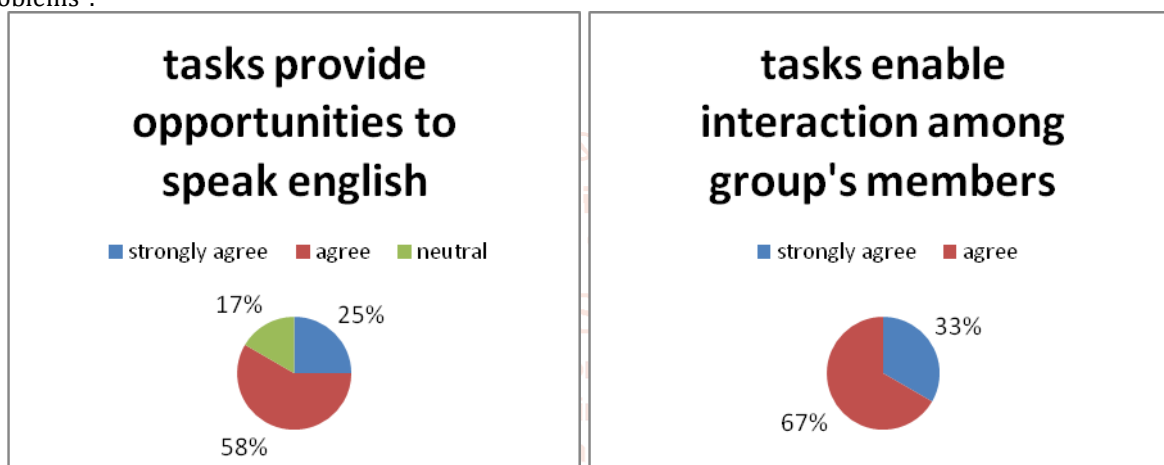
■ agree ■ neutral



Three fourths of the students agreed that they enjoyed the tasks. The tasks were said to be "funny" and sometimes "challenging but that is why I enjoy them more". The third task was, especially, "interesting" because "I can use my imagination freely" and tasks turned them "more argumentative". Besides, there were still a quarter of students were not sure whether they liked the tasks.



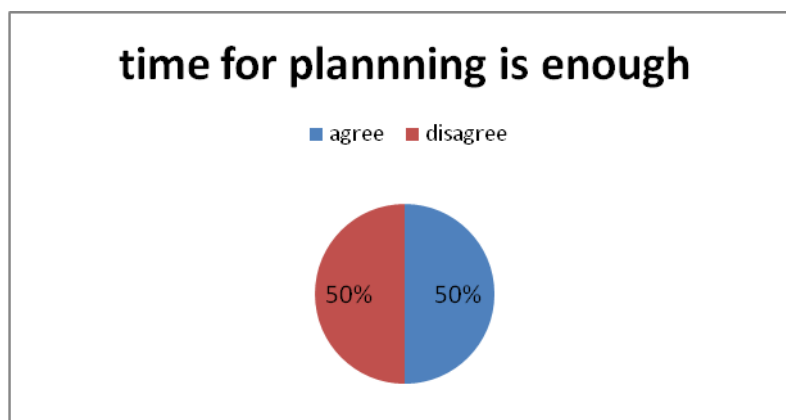
Together with 58% of the students saying yes, there were 42% strongly agreed that tasks related them to real-life situations, students said that they had lots of things to say because the topic was “close to me” about “daily activities” and “friendship and family problems”.



A large number of the students, 58% agreed and 25% strongly agreed with the point that tasks provided them with opportunities to speak English. Specifically, tasks “put me in a specific situation”; tasks enabled me to “share my experiences”; and teacher “always go around to remind us not to speak Vietnamese”. However, there were still few students (17%) were uncertain, because “sometimes I don’t know what to say”.

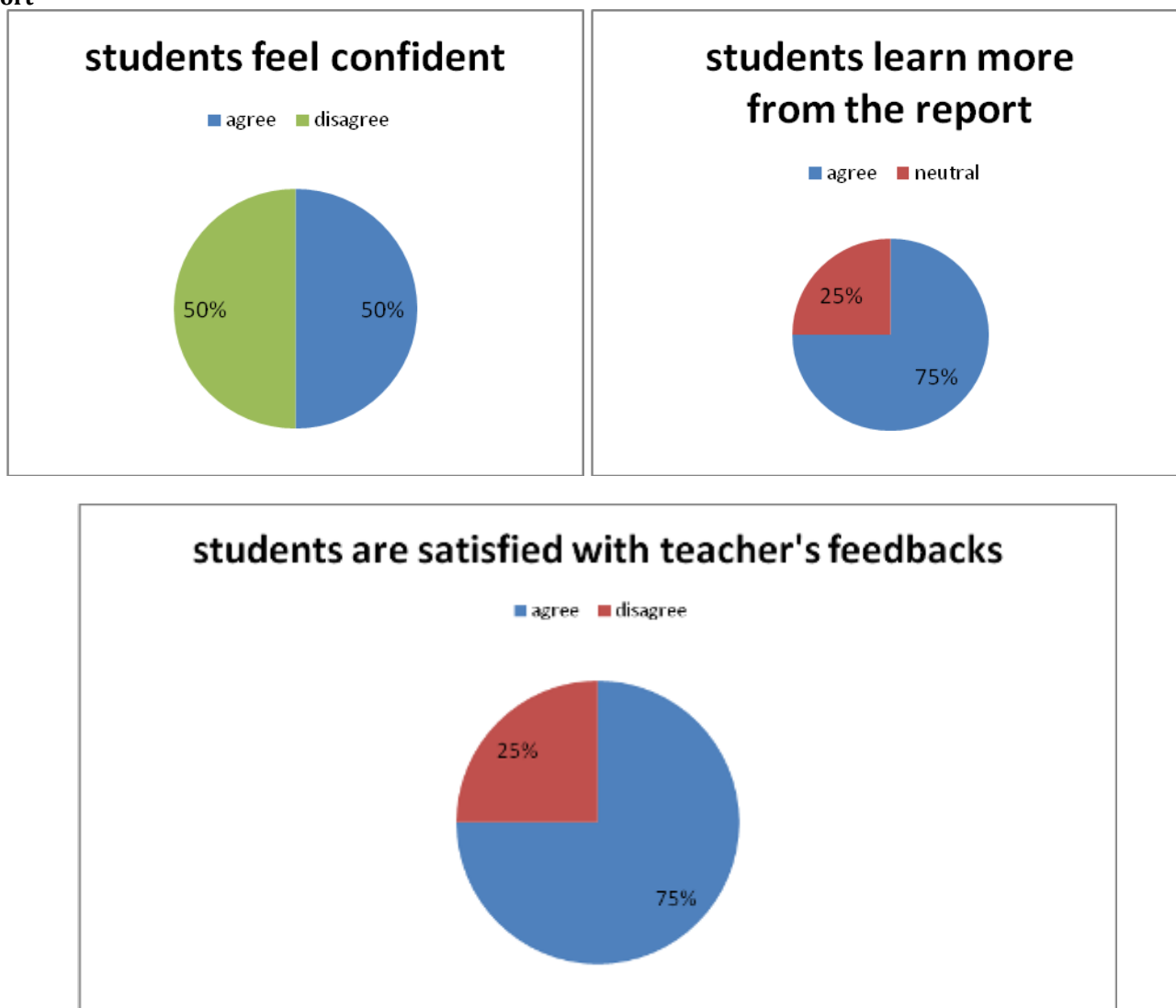
Again, together with 33% of the students who agreed, there were 67% strongly agreed that tasks brought them “together”. Tasks were said to be “cooperative”, but “dependent”. Some students are slower than others, so it took them “a bit longer” to exchange ideas.

Planning



For this part, there were similar halves of the students who agreed versus disagreed with the time given to them before the report stage. Two groups said yes, while two groups said no. For groups having slower students tend to “take time to complete task”, so they had to “hurry” to plan.

Report



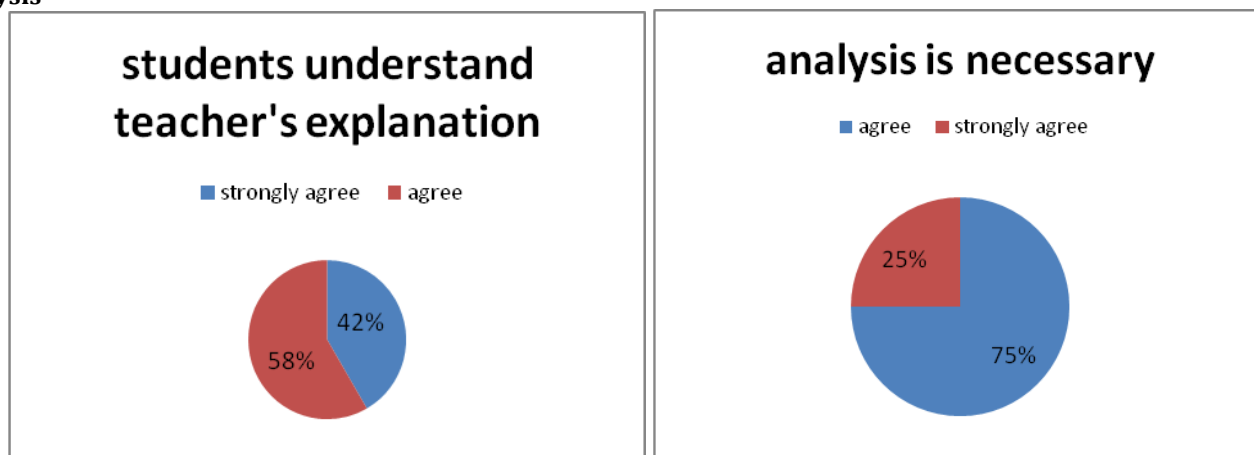
There were again two similar halves of the students agreed and disagreed with having confidence at the report stage. For groups who said yes, they expressed their feeling as “excited”, “can’t wait to present” as long as “so sure of group work will be the best”. In contrast, for groups who said no, their feeling was “nervous”, “afraid of making mistakes”, “afraid of being laughed at”.

There were 75% of the students who agreed that they learnt more when observing other group’s works. Specifically, other groups’ ideas are said to be sometimes “different”, “more logical” and “smarter”. The rest of them who said neutral were brighter students in class. They said they were “already knew” and other groups’ works were “worse than mine”.

Three fourths of the students found their satisfaction in teacher’s feedback; the rest seemed to be “unhappy”. Specifically, teacher was said to be “unfair” when deciding which group completed the tasks the best, while they “tried their best”.

Language focus

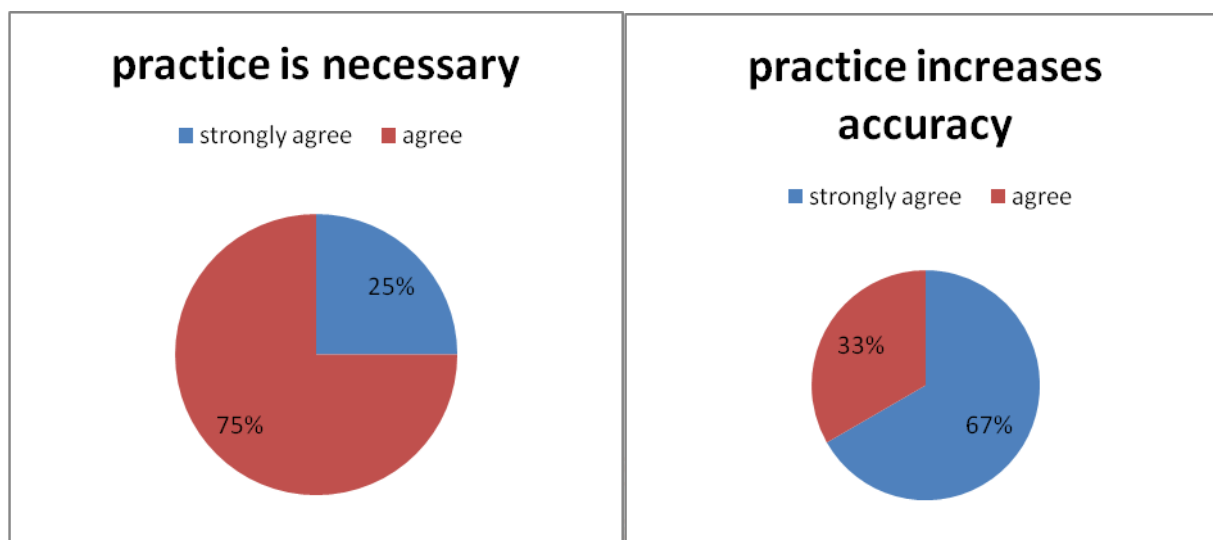
Analysis



Together with 42% of the students saying yes with understanding teacher's explanation, there were 58% strongly agreed. When being asked where they had these confidence in their answers, teacher's voice was said to be "clear" and the explanation was "step by step", "easy to understand".

The number of students who agreed with the necessity to analyze grammar points was 75%, with 25% strongly agreed. They said that they were "familiar with analysis" and "analysis secure them more".

Practice



Practice was considered extremely necessary, as seen from the chart, there were 75% of the students who strongly agreed and 25% agreed. When being asked, students said that "practice reinforce their memory".

Together with 33% of the students who said yes, there were 67% strongly agreed with the fact that practice increased accuracy. Students said that they used grammar points "again and again".

Discussion of the findings

The section aims at demonstrating how TBLT impacts on students' progress and attitudes. Next, the identification of TBLT's features which have been most beneficial and which require amendment. Lastly, this is to evaluate the impact of TBLT on researcher in term of ability to design and implement the method and ability to ensure high quality teaching.

The application of TBLT has made a considerable change on the way students think of English grammar, reasons to study grammar and ways to study grammar effectively.

Firstly, before students studied grammar with TBLT, just a few of them found grammar interesting. Also, there were not many students, just half of them, considered grammar easy to understand or remember. After TBLT was introduced, however, they changed their mind in a more positive way although it was not all of the students. This change was partly worth expecting.

Secondly, the reasons for the students to study grammar also changed as expected. Before studying grammar with TBLT, just a very small number of students who liked learning it, but after that, more than half of them gradually favored grammar learning. Few students could recognize the supportiveness of grammar when they learned other English skills such as listening, speaking, reading and writing; things changed, after TBLT, when most of the students are able to understand the important role of grammar learning in completing other English skills. The only thing that did not change the students' point of view towards grammar

learning was the reason for taking tests. Before TBLT, all of the students learned grammar with the only thought that they had to do English tests; this number still remained after the intervention though. It is not surprising at all when English tests in Vietnam still primarily base on written-paper tests which test students mostly grammar rules.

Thirdly, it is rather disappointing to know that students mostly remained the view of doing as many as grammar exercise as the best way to learn grammar after learning with TBLT which primarily focused them on speaking. However, it is good to see the number of students who agreed that learning grammar through communication increased considerably.

In short, the collation between before and after implementing TBLT to teach grammar has brought a positive change in the students' view on grammar learning. It is no longer an isolated part in English, as well as no longer learnt by heart through written exercise passively.

In term of students 'progress, they are improved week by week, though their improvement did not reach the top. However, the problem is they still use Vietnamese in classroom and their pronunciation needs more time to get better. Teachers need to cover these drawbacks, so that students can benefit more from TBLT.

Students' attitudes towards TBLT procedure

It is proved that TBLT has helped learners change their attitudes towards grammar learning in a positive way. However, it has not been revealed yet whether the students

enjoy learning grammar with TBLT or not. This matter is discussed with respect to three separate stages of TBLT including pre-task, task cycle and language focus.

Pre-task stage

At the first stage of the lesson, most of the students were engaged thank to the topics which were chosen considerably. The topic was also considered easy because students found it close to real life. Therefore, they have lots of ideas to express. Moreover, students were equipped with vocabulary which was presented like a mind map on the board, so they did not encounter any interruptions due to lack of input.

This is considered an integral part when students were motivated enough to participate in group works which they were not familiar with before. Besides, a large number of the students understood what the teacher required them to do at the task phase, which guaranteed the task to go on the right track.

In general, pre-task were constructed properly and engagingly in order to inspire the students to do the main task.

Task cycle stage

This stage consists of three different phases. They are task, planning, and report.

Task

Tasks were constructed from easy to difficult and the topics were fun, real-life; moreover, students were provided with enough input. Therefore, the students' motivation and interest were maintained. However, it was not smooth all the time, some encountered difficulties when they did not have much life experiences to share as well as their soft skills such as negotiating, presenting need to be improved.

Another good side of TBLT is that it not only provides students with more chances to speak English but enable them to cooperate with other students as well. This cooperation brought by the ways students did to complete tasks, which required them to compare, negotiate, share and even sometimes they had to argue.

One small problem experienced by the researcher that in some groups where slower students took time to exchange information with group's members, the atmosphere seemed not very good. Other students got annoyed, and sometimes they ignored slower ones. This raise a concern in the way teacher groups students.

Planning

Planning time is another thing that matters when half of the students (in two groups) were not satisfied with. This affected their report when they had to plan things in a hurry which did not ensure the result.

Report

When students had to report, there were just half of them felt confident. This number increased after that, not much though. However, this change shows students gradually shift their learning way from passive, shy to more active and confident.

Report not only tests students' performance but also gives them chances to learn from their classmates.

At the report, students could challenge their friends by asking a lot of questions to ask for clarification. Also, they are very competitive and argumentative when they found some ideas different. However, it is true that three fourths of the students recognized their friends' work.

Teacher's feedbacks have never been easy when all of the students tried their best but only one group could be honored the winner. This seems to be problematic but the teacher had to try her best to be fair.

Language focus

Analysis

This phase is considered very necessary when most of the students would like to have it and paid much attention to teacher's explanations. This is partly similar to the way teacher taught before where teacher dominates the classroom. Therefore, teacher tried to analyze as brief as possible but it need to be clear.

Practice

Practice increases accuracy which is totally agreed by the students because of the fact that it reinforces students' grammar use. Therefore, students remember more and their confidence increased.

The evaluation of TBLT from the researcher

The researcher used observation check list both descriptive and reflective in order to examine whether communicative tasks are properly designed as well as students' responses during the procedure.

Through observational data, the researcher found that students' interactions depend on not only task requirement but also topics of the lesson. Only when topics are interesting and funny, then students are motivated to follow task requirement.

Students' learning outcomes, though they are not perfect as expected, improved considerably which means TBLT helps learners develop their communicative ability

However, the only concern here is the students seem not to be able to speak English a hundred percents.

The thing which worked in the innovation, were TBLT lesson plans. During each lesson, students were given chances to speak English and communicate with other classmates. This changed the learning atmosphere totally comparing with before. Also, students' speaking ability was observed to be better than before, though it was not much. However, there was some dissatisfaction. Specifically, some students who were slower than the others, did not try to complete tasks in English, they communicated with friends but in mother tongue. This was contradictory with the principles.

Last but not least, grouping is the most challenging issues. Some students did not like working with their group members, so their group work was not good as expected.

Strengths and weaknesses in the methodology of the study

The strength of the study thanks to the combination of the experimental researcher design observed by the researcher and questionnaire together with interview. The data collected, therefore, are both subjective and objective.

The study, however, remains weaknesses. Firstly, the number of the students participating in the research is small, just 12 students. Therefore, it is difficult to generalize the effect of the study into bigger spectrum. Secondly, the researcher was the one who interviewed students, so the students might sometimes find it hard to tell the truth. The result collected from the interview might be missing some things. Next, it was a little disappointed when just 10 students were available for the interviews due to their busy schedules. Lastly, the period of time to conduct the study was short, just 7 weeks. Despite the downsides above, the main findings of the study still remain valuable.

Reflections on future work

Classroom observations and students interview, together with questionnaire were conducted to collect data needed to examine the effectiveness of implementing a new teaching method in order to teach grammar to adolescent student in My Viet center where the researcher has been working for. The data collected were the mixture of both quantitative and qualitative, which can guarantee the objectiveness of the study.

Strongly thanks to the research, the researcher has learnt the effectiveness of applying TBLT in order to balance the English language learning of Vietnamese students. Vietnamese students are no longer focused only on mastering grammar forms to confront written tests, but they are provided with opportunities to be exposed to grammar use, especially in meaningful contexts.

The trial and errors which the researcher has experienced help draw tremendous conclusions of effective use of TBLT. The first notice is teaching material. It is important to cover syllabus and textbooks, but other teaching resources if carefully chosen and designed, could bring a fresh atmosphere in the classroom because students might be surprised with unpredictable learning. In the research, the researcher tried out material downloaded from the internet which offers a variety. The point is that teachers should consider the appropriateness of those materials, so that they are accessible.

The second notice relates to the application of TBLT. For the pre-task, it is important to engage students with familiar and interesting topics. In the research, the researcher, at first tried to relate grammar forms with their uses, and then it is easier to find topics which are suitable. It is recommended for teachers to provide learners with enough input, so that they will not have any interruptions or discouragement.

For the task, firstly learners are ensured to understand teachers' instruction for completing the task. Next, the way students are grouped also challenges teachers. The researcher used to have trouble with grouping students when students did not want to work with other pre-determined students. At that time, the researcher let the

students choose their partners, but make sure that they are all right with the decisions.

Students need time to plan, but it won't take too long. Teachers should go around and push them.

At the report stage, students might both be excited with comparing the results with other groups and be nervous or embarrassed if their work fails. Teacher's evaluation needs to be fair but not too strict. It is important not to discourage students who tried but sometimes it was not enough.

Language focus in TBLT is different with other analysis because teacher and students are recommended to analyze the grammar form together. Students are let to discover knowledge, but make sure to have them recognize grammar accuracy.

As a researcher but also a teacher of English in Vietnam, it is important to concern students' general needs that is mastering grammar rule. Teacher's job is to balance their English learning. Phan (2004), in her study of cultural context of Vietnamese classroom, states about Vietnamese teachers' identity as a teacher of English and a Vietnamese teacher. As a teacher of English, it is important to get students involved in as many meaningful communicative activities as possible. However, teachers should not forget that students are required to master grammar rule as well.

Conclusion

The application of TBLT to teach grammar communicatively to adolescent students has brought a tremendous change to the researcher. In the shadow of such popular teaching methods in Vietnam as Grammar Translation Method (GTM), Audio lingual Method, TBLT is considered an innovation because of the fact that it not only constructs students' grammatical knowledge but enables students to activate the knowledge in communicative use. Moreover, this is proved in the study.

Despite the benefits brought to learners by TBLT, it has not been applied popularly yet for some reasons.

Firstly, GTM is still favored by both teachers and students because they are driven by national testing of written English. Therefore, students learn passively for scores in order to satisfy their parents and teachers find it enough to focus only on grammar forms. The researcher, however, would like to extend expectations upon the students. The students will be able to both improve communicative competence and master grammatical knowledge at the same time if TBLT is applied correctly and cleverly.

Secondly, many Vietnamese are still afraid of trying TBLT in their classroom because TBLT focus on speaking and listening while teachers might lack these competences. Therefore, the researcher has been trying best to equip herself with proficient English ability in order to be always ready for challenging tasks but they are worth.

After the research, the definition of high-quality teacher as well as teaching has been clearly clarified, though it was very hard to define before. Teaching is found successful only when both the teacher and the students are accessible to

each other. In other words, the teacher needs to recognize the students' abilities and their unique learning style. There is not one perfect method for teaching and improving quality. Therefore, the learning style of each student should be uncovered wherever and whenever possible. It is also important for the teacher to utilize teaching resources, so that learning material is accessible. If it is not, the students will encounter interruptions and the teacher then fail to access students. The need to harmonize learning is at the core of the class.

Besides accessing the students' learning, the teacher also needs to care about their students' feeling and attitudes towards other aspects of life. It is sometimes necessary for the teacher to reveal her identity, so that students find it able to access the teacher too. This will help strengthen the

rapprochement which remains the relationship of the teacher and the students in a positive way.

In conclusion, the researcher has gained a lot after the study. The most important thing is the change in mind which creates change in behaviors. Howe (1993) states that "whether language learners are passive or active in class depends more on their teachers' expectations than on culturally-based learning styles" (as cited in Lewis and McCook, 2002). Therefore, the researcher would never let the students be passive anymore and the teacher needs to be a good model for learners.

Last but not least, teachers should remember that the key to an effective management lies in one's ability to make the right decisions at a decisive moment. Therefore, when teaching needs a change, hesitation is not allowed.

Appendix

The appendix includes a copy of consent form, a copy of head teacher permission form, transcript of one of the interviews, a full record of observation, a full reflective journal, summary of questionnaire and interview results.

CONSENT FORM FOR PARTICIPANTS INVOLVED IN RESEARCH:

INFORMATION TO PARTICIPANTS:

1. I would like to invite you to be a part of a study called Evaluation of Implementing Task-based Language Teaching (TBLT) to teach Grammar to adolescent learners in Vietnam. This research is part of a project investigating education. The research aims to:
 1. Test whether TBLT is an innovation in teaching grammar to adolescent students
 2. Test whether students enjoying learning grammar in a new way
 3. Test whether students can learn grammar communicatively with TBLT

CERTIFICATION BY SUBJECT

I, (name) _____ of (suburb) _____

Certify that I am at least 18 years old and that I am voluntarily giving my consent to participate in the study: Evaluation of Implementing Task-based Language Teaching (TBLT) to teach Grammar to adolescent learners in Vietnam.

I certify that the objectives of the study, together with any risks and safeguards associated with the procedures listed hereunder to be carried out in the research, have been fully explained to me by both teacher and researcher Nguyen Hong Ngoc and that I freely consent to participation involving the below mentioned procedures:

1. Participating in TBLT classroom
2. Completing questionnaire
3. Participating in interview

I certify that I have had the opportunity to have any questions answered and that I understand that I can withdraw from this study at any time and that this withdrawal will not jeopardise me in any way.

I have been informed that the information I provide will be kept confidential.

Signed:

Date:

@ IJTSRD	Unique Paper ID – IJTSRD38194	Volume – 5 Issue – 1	November-December 2020	Page 1109
----------	-------------------------------	------------------------	------------------------	-----------

QUESTIONNAIRE ABOUT STUDENTS' ATTITUDES TOWARDS GRAMMAR LEARNING AFTER THE APPLICATION OF TASK-BASED LANGUAGE TEACHING

Dear students,

Thank you for being willing to help me complete this questionnaire. The results will help me in my research about the evaluation of the Task-based Language Teaching in improving adolescent students' communicative ability through learning grammar at My Viet English Center.

Please try to answer all of the questions as honestly as possible. There are no "right or wrong" answers.

For most questions, all you have to do is to circle the number that best describes how much you agree with the statement. If you change your mind about an answer, draw a cross through it and circle the new answer.

Strongly agree (SA)

Agree (A)

Neutral (N)

Disagree (D)

Strongly disagree (SD)

Section A: Personal information

6. Gender: ☐ Male ☐ Female
7. Age:
8. Grade:
9. Number of months/ years in studying English at school:
10. Number of months/ years in studying English at My Viet English Center:
.....

Section B: Students' attitudes towards Grammar

What do you think about Grammar?	SA	A	N	D	SD
4. It is interesting					
5. It is easy to understand					
6. It is easy to remember					

Other comments:

.....
.....

Why do you study grammar?	SA	A	N	D	SD
4. It is favorable					
5. It is necessary for other English skills					
6. It is important for taking tests					

Other comments:

.....
.....

What do you think is the best way to learn grammar?	SA	A	N	D	SD
3. I need to learn by heart through grammar exercise					
4. I need to speak English with other people					

Other comments:

.....
.....

QUESTIONNAIRE ABOUT TASK-BASED LANGUAGE TEACHING EVALUATION

PRE-TASK	SA	A	N	D	SD
1. I enjoy the pre-task activities					
2. I find it easy to do pre-task activities					
3. I am provided with vocabulary					
4. I understand teacher's instructions for the pre-task					

Other comments:

.....

.....

TASK CYCLE- task	SA	A	N	D	SD
1. I enjoy the task					
2. I find it easy to do task					
3. I have more opportunities to speak English					
4. I have more chances to interact with group members					
5. I could relate my real-life experience when doing tasks					

Other comments:

.....

.....

TASK CYCLE- planning	SA	A	N	D	SD
1. I have enough time to plan					

Other comments:

.....

.....

TASK CYCLE - report	SA	A	N	D	SD
1. I feel confident when I report to the whole class					
2. I learn more from the reports of other groups					
3. I am satisfied with teacher's feedbacks					

Other comments:

.....

.....

LANGUAGE FOCUS- analysis	SA	A	N	D	SD
1. I understand teacher's explanation					
2. I find it necessary to analyze the target grammar point					

Other comments:

.....

.....

LANGUAGE FOCUS- practice	SA	A	N	D	SD
1. I find it necessary to practice grammar					
2. Practice enables me to use grammar more accurately					

Other comments:

.....

.....

**SUMMARY OF STUDENTS' ATTITUDES TOWARDS GRAMMAR LEARNING
BEFORE AND AFTER THE APPLICATION OF TASK-BASED LANGUAGE
TEACHING**

THEMES	STUDENTS' CHOICES									
	BEFORE					AFTER				
	SA	A	N	D	SD	SA	A	N	D	SD
1. OPINIONS TOWARDS GRAMMAR										
Interesting		3	5	4			7	3	2	
Easy to remember		5	5	2			7	3	2	
Easy to understand		7	3	2			9	3		
2. REASONS TO STUDY GRAMMAR										
Favoring		2	3	7			7	3	2	
Taking tests		12					12			
Improving other skills		2	8	2			10	2		
3. WAYS TO LEARN GRAMMAR EFFECTIVELY										
Through grammar exercise		12					9		3	
Through communication		2	8	2		2	9	1		

**SUMMARY OF QUESTIONNAIRE AND INTERVIEW ABOUT TASK-BASED
LANGUAGE TEACHING EVALUATION**

TBLT EVALUATION	STUDENTS' CHOICES AND EXPLANATION									
	QUESTIONNAIRE					INTERVIEW				
	SA	A	N	D	SD					
1. Pre-task is easy	2	5	2	3		Questions are "simple, largely yes or no answers". Input such as pictures, videos were "difficult to understand" and "too short to catch up the ideas"				
2. Pre-task is enjoyable		10	2			The topic: "fun, realistic"				
3. Pre-task provides vocabulary		12				Teacher: "both exploiter and supplier"				
4. Teacher's instruction is understandable		10		2		"Clear, short," fast, "not ready"				
5. Task is easy	2	5	2	3		"not difficult", "simple", "teacher repeats quite a lot" "Challenging", "a little bit difficult", sometimes it was easy, but sometimes not".				
6. Task is enjoyable		9	3			The tasks: "funny", "sometimes challenging but that is why I enjoy them more"; "interesting" because "I can use my imagination freely". Students: "more argumentative".				
7. Task relates to real-life experiences	5	7				Topic: "close to me", "daily activities" and "friendship and family problems".				
8. Task provides opportunities to speak English	3	7	2			Tasks "put me in a specific situation"; "share my experiences"; teacher "always go around to remind us not to speak Vietnamese".				
9. Task enables interactions among group's members	4	8				Tasks: "cooperative", "dependent".				
10. Time for planning is enough		6		6		"it takes time to complete task", "hurry"				
11. Students feel confident when reporting		6		6		"Excited", "can't wait to present", "so sure of group"				

					work will be the best"; "nervous", "afraid of making mistakes", "afraid of being laughed at".
12. Students learn more from report		9	3		Other groups' ideas: "different", "more logical" "smarter".
13. Students are satisfied with teacher's feedbacks		9		3	"Unhappy"; "unfair"
14. Students understand teacher's analyzing grammar	5	7			Teacher's voice: "clear", "step by step", "easy to understand".
15. Analysis is necessary	3	9			"Familiar with analysis", "analysis secure them more".
16. Practice is necessary	3	9			"Practice reinforces their memory".
17. Practice increases accuracy	8	4			"again and again"

**BẢNG CÂU HỎI VỀ THÁI ĐỘ CỦA HỌC SINH ĐỐI VỚI VIỆC HỌC NGỮ PHÁP TRƯỚC
VÀ SAU KHI ỨNG DỤNG PHƯƠNG PHÁP HỌC DỰA TRÊN VIỆC HOÀN THÀNH
NHIỆM VỤ**

Các em thân mến,

Cảm ơn các em vì sẵn lòng giúp đỡ cô hoàn tất bảng câu hỏi này. Kết quả này sẽ giúp cho bài nghiên cứu của cô về việc sử dụng phương pháp dạy học dựa trên hoàn thành nhiệm vụ để giúp cải thiện khả năng giao tiếp thông qua việc học ngữ pháp, của học sinh tại trung tâm Mỹ Việt.

Vui lòng trả lời các câu hỏi này càng chân thật càng tốt. không có câu trả lời đúng hay sai.

Đối với hầu hết các câu hỏi, các em chỉ cần chọn cái mà em cho là đúng ý mình. Nếu em thay đổi quyết định, thì hãy gạch bỏ và chọn lại đáp án mới.

Rất tán thành (RTT)

Tán thành (TT)

Bình thường (BT)

Không tán thành (KTT)

Rất không tán thành (RKTT)

Phần 1: thông tin cá nhân

11. Giới tính: ☐ nam ☐ nữ

12. Tuổi:

13. Lớp:

14. Thời gian học tiếng anh ở trường:

15. Thời gian học tiếng anh ở trung tâm Mỹ Việt :

Phần 2: thái độ của học sinh đối với ngữ pháp tiếng Anh

Em nghĩ gì về ngữ pháp tiếng Anh?	RTT	TT	BT	KTT	RKTT
7. Thú vị					
8. Dễ hiểu					
9. Dễ nhớ					

Ý kiến khác:

.....

Tại sao em lại học ngữ pháp tiếng Anh?	RTT	TT	BT	KTT	RKTT
7. Vì yêu thích					
8. Vì nó cần thiết cho những kỹ năng khác					
9. Vì để làm kiểm tra hay thi cử					

Ý kiến khác:

.....

.....

Theo em, cách tốt nhất để học ngữ pháp là gì?	RTT	TT	BT	KTT	RKTT
5. Học thuộc lòng qua việc làm bài tập					
6. Nói tiếng Anh với mọi người					

Ý kiến khác:

.....

.....

BẢNG CÂU HỎI VỀ VIỆC ĐÁNH GIÁ PHƯƠNG PHÁP DẠY HỌC DỰA TRÊN HOÀN THIỆN NHIỆM VỤ

Các em thân mến,

Cảm ơn các em vì sẵn lòng giúp đỡ cô hoàn tất bảng câu hỏi này. Kết quả này sẽ giúp cho bài nghiên cứu của cô về việc sử dụng phương pháp dạy học dựa trên hoàn thành nhiệm vụ để giúp cải thiện khả năng giao tiếp thông qua việc học ngữ pháp, của học sinh tại trung tâm Mỹ Việt.

Vui lòng trả lời các câu hỏi này càng chân thật càng tốt. không có câu trả lời đúng hay sai.

Đối với hầu hết các câu hỏi, các em chỉ cần khoanh tròn vào các số mà em cho là đúng ý mình. Nếu em thay đổi quyết định, thì hãy gạch bỏ và khoanh lại đáp án mới.

- Rất tán thành (RTT)
- Tán thành (TT)
- Bình thường (BT)
- Không tán thành (KTT)
- Rất không tán thành (RKTT)

Phần 1: thông tin cá nhân

- 1. Giới tính: ☐ nam ☐ nữ
- 2. Tuổi:
- 3. Lớp:
- 4. Thời gian học tiếng anh ở trường:
- 5. Thời gian học tiếng anh ở trung tâm Mỹ Việt :

Phần 2: thái độ đối với phương pháp

Giai đoạn trước khi thực hiện nhiệm vụ	RTT	TT	BT	KTT	RKTT
5. Em thích nó					
6. Em thấy nó dễ					
7. Em được cung cấp từ vựng					
8. Em hiểu giáo viên yêu cầu em làm gì					

Ý kiến khác:

.....

.....

Giai đoạn thực hiện nhiệm vụ - nhiệm vụ	RTT	TT	BT	KTT	RKTT
6. Em thích nhiệm vụ					
7. Em thấy nhiệm vụ dễ thực hiện					
8. Em có cơ hội nói tiếng Anh					
9. Em có cơ hội làm việc với các bạn trong nhóm					
10. Em có thể liên hệ kinh nghiệm bản thân khi làm nhiệm vụ					

Ý kiến khác:

.....

.....

Giai đoạn thực hiện nhiệm vụ- lên kế hoạch trình bày	RTT	TT	BT	KTT	RKTT
2. Em có đủ thời gian					

Ý kiến khác:

.....

.....

Giai đoạn thực hiện nhiệm vụ - báo cáo	RTT	TT	BT	KTT	RKTT
4. Em thấy tự tin					
5. Em học thêm từ báo cáo của các nhóm khác					
6. Em hài lòng với nhận xét của giáo viên					

Ý kiến khác:

.....

.....

Giai đoạn tập trung vào ngôn ngữ- phân tích	RTT	TT	BT	KTT	RKTT
3. Em hiểu khi giáo viên giải thích					
4. Em thấy phân tích thì cần thiết					

Ý kiến khác:

.....

.....

Giai đoạn tập trung vào ngôn ngữ- luyện tập	RTT	TT	BT	KTT	RKTT
3. Em thấy luyện tập thì cần thiết					
4. Luyện tập giúp em chính xác hơn					

Ý kiến khác:

.....

.....

INTERVIEW QUESTIONS ABOUT TASK-BASED LANGUAGE TEACHING EVALUATION

1. May I ask you some questions in the questionnaire that I gave it to you before? May I record our conversation?
2. How old are you?
3. How long have you been studying English at school?
4. How long have you been study English at My Viet center?
5. What do you think about the pre task? Why do you think so?
6. Do you like the pre task? Why do you like? Is it easy for you to do it?
7. Do pre tasks provide you with vocabulary you need?
8. Do you know what you need to do after listening to your teacher's instruction?
9. Do you like tasks? Why? Do you think that tasks are easy?
10. Do tasks relate you to real-life experience? In what way?

11. Do tasks enable you to speak English? Is it much?
12. Do tasks bring you and your friends together? Is it much?
13. Do you have enough time to plan before report?
14. Are you confident when you report? Is it much?
15. Do you learn more from your friends' reports? Is it much?
16. Are you satisfied with teacher's feedbacks? Why (not)?
17. Do you understand when teacher analyze grammar points?
18. Do you think that analysis is necessary? Why do you think so?
19. Do you think that practice is necessary? Why do you think so?
20. Do you think that practice increases accuracy? Is it much?

FULL TRANSCRIPT OF ONE OF THE INTERVIEWS

- Question:** *hello, how are you today?*
- Answer:** *I'm fine, thank you and you?*
- Question:** *I'm good, thanks. Can I ask you some questions in the questionnaire that I gave it to you before?*
- Answer:** *yes, sure*
- Question:** *Can I record our conversation?*
- Answer:** *no problem (smile)*
- Question:** *don't worry; I promise not to share this conversation to anyone*
- Answer:** *(smile)*
- Question:** *ok, let's get started. How old are you?*
- Answer:** *I'm 18*
- Question:** *How long have you been studying English at school?*
- Answer:** *I study English since I was in third grade, elementary school*
- Question:** *How long have you been studying English at My Viet center?*
- Answer:** *just 6 months now*
- Question:** *What do you think about the pre task that you did before the lesson?*
- Answer:** *oh, I think it is fun and interesting*
- Question:** *why do you think so?*
- Answer:** *uhm, because the topic is fun... it is about school, friends, family and the teacher shows us funny videos and pictures*
- Question:** *Do you like the pre task?*
- Answer:** *yeah, a lot. I laugh a lot*

Question: *Is it easy for you to do it?*

Answer: *pretty easy*

Question: *why do you think so?*

Answer: *because questions are simple, largely yes or no answers and teacher guides us step by step. She speaks very slowly, briefly and clearly too*

Question: *did your teacher provide you with new vocabulary?*

Answer: *of course, she and we brainstorm the ideas; we also draw a map on the board. It looks interesting and memorable.*

Question: *how about grammar? Do pre task help you think about grammar?*

Answer: *I'm not sure, I didn't care about that*

Question: *that's for pre task. How about task? What do you think of it?*

Answer: *I think it is easy too, but sometimes it makes me think a lot*

Question: *so, you don't like it just because it's hard*

Answer: *no, I didn't mean that. For me, if something is challenging, I like more.*

Question: *do tasks relate you to real life experiences?*

Answer: *ya, most of the time. The topic is close to me. We talk about daily activities and friendship and family problems*

Question: *Do tasks provide opportunities to speak English*

Answer: *absolutely yes, tasks put me in a specific situation, I can share my experiences; and teacher always go around reminding us not to speak Vietnamese (laugh)*

Question: *do tasks enable interactions among your group's members?*

Answer: *yes, we are cooperative, but sometimes I don't like it*

Question: *why?*

Answer: *my friends, they are slow, I had to wait for their answers, it is dependent*

Question: *do you have enough time for planning?*

Answer: *just in time, I think*

Question: *are you confident when you report?*

Answer: *very, actually, I am excited because I am so sure of group work*

Question: *do you learn more from reports?*

Answer: *not really, other groups seem not as good as ours*

Question: *are you satisfied with teacher's feedbacks?*

Answer: *yeah, I think teacher is fair(smile)*

Question: *do you understand when teacher is analyzing grammar?*

Answer: *yes, of course. Her voice is clear, and the way she does is step by step*

Question: *do you think that analyzing is necessary?*

Answer: *yes, it is. I am more confident when I am sure I understand correctly*

Question: *how about practice? You like it?*

Answer: *not a problem*

Question: *do you think practice is necessary?*

Answer: *yes, practice makes perfect, everybody say that*

Question: *you mean that you can be better learner. I mean you can be more accurate when using grammar for communication, right?*

Answer: *yeah, how wouldn't I? (laugh) practice help me avoid mistakes.*

Question: *finally, we finished. Thank you so much for your help.*

Answer: *you're welcome.*

Question: *good bye*

Answer: *goodbye teacher.*

Answer: *just in time, I think*

Question: *are you confident when you report?*

Answer: *very, actually, I am excited because I am so sure of group work*

Question: *do you learn more from reports?*

Answer: *not really, other groups seem not as good as ours*

Question: *are you satisfied with teacher's feedbacks?*

Answer: *yeah, I think teacher is fair(smile)*

Question: *do you understand when teacher is analyzing grammar?*

Answer: *yes, of course. Her voice is clear, and the way she does is step by step*

Question: *do you think that analyzing is necessary?*

Answer: *yes, it is. I am more confident when I am sure I understand correctly*

Question: *how about practice? You like it?*

Answer: *not a problem*

Question: *do you think practice is necessary?*

Answer: *yes, practice makes perfect, everybody say that*

Question: you mean that you can be better learner, I mean you can be more accurate when using grammar for communication, right?

Answer: yeah, how wouldn't I? (laugh) practice help me avoid mistakes.

Question: finally, we finished. Thank you so much for your help.

Answer: you're welcome.

Question: good bye

Answer: goodbye teacher.

A FULL RECORD OF ONE OF OBSERVATION

The research used the four scale of degree to rate students' responses in TBLT classroom.

1 = not at all

2 = not much

3 = much

4 = very much

Classroom activities	Rating			
	Student 1	Student 2	Student 3	Student 4
Student' interaction				
1. He/ She participates in group discussion	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
2. He/ She contributes ideas in class	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
3. He/ She pays attention to teacher	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Student's learning outcomes				
1. He/ She uses target grammar point when discussing in group	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
2. He/ She performs the target grammar point at the report stage	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
3. He/ She uses the appropriate vocabulary at the report stage	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4. He/ She speaks fluently at the report stage	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
5. His/ her pronunciation is good at the report stage	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
Others				
1. He/ She speaks Vietnamese	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
2. He/ She has problem with pronunciation	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1

OBSERVATION REFLECTIVE CHECKSHEET

Lesson taken by: the researcher

Lesson observed by: the researcher

Date: August 2nd 2014.

Unplanned students' behaviors	Researcher's concerns
<ul style="list-style-type: none"> - Peter keeps silent - Taylor dominates the group - John take so long to answer friends - Students speak Vietnamese a lot. 	<ul style="list-style-type: none"> - Why does he keep silent? - How to keep Taylor to not too much control? - How to push John. - How to limit students speak mother tongue.

References

- Lewis, M., & McCook, F (2002). Cultures of teaching: voices from Vietnam. *ELT Journal*, 56 (2), doi: 10.1093/elt/56.2.146
- Nunan, D., 1994. Research methods in Language Learning, Chp. 9 " Program Evaluation"
- Stewart, T. (2007). Teachers and learners evaluating course tasks together. *ELT Journal*, 61 (3), doi: 10.1093/elt/ccmo33
- Phan, H. (2004). University classroom in Vietnam: contesting the stereotypes. *ELT Journal* 58 (1), doi: 10.1093/elt/58.1.50

References

- Butler, Y. (2011). The Implementation of Communicative and Task-Based Language Teaching in the Asia-Pacific Region. *Annual Review of Applied Linguistics*, 31, 36-57. doi: 10.1017/s0267190511000122
- Jiuhuan, H. (2010). Grammar Instruction for Adult English Language Learners: A Task-based Learning Framework. *Journal of Adult Education*, 39 (1). Retrieved from <http://files.eric.ed.gov/fulltext/EJ891084.pdf>
- Hadi, A. (2012). Perceptions of Task-based Language Teaching: A Study of Iranian EFL Learners. *English Language Teaching*, 6 (1), doi: 10.5539/elt.v6n1p103
- Hashemi, M., & Azininezhad, M., & Sohrab, D. (2011). Using task-based language teaching, learning practically in English classes. *Procedia- Social and Behavioral Sciences*, 31, 526-529. doi: 10.1016/j.sbspro.2011.12.098
- Ingraham, N. (2014). Observation of real-time captioning in the Elementary English Language learner classroom. *TESOL Journal* 5.2, doi: 10.1002/tesj.137
- J.H.Lee (2012). Experimental methodology in English teaching and learning: Method features, validity issues, and embedded experimental design. *English teaching: Practice and Critique*, 11 (2), 25-43. <http://education.waikato.ac.nz/research/files/etpc/files/2012v11n2art2.pdf>
- LeCompte, M (2010). Analyzing Qualitative Data. *Theory Into Practice*, 39:3, 146-154, doi: 10.1207/s15430421tip39035