

**The Effect of a Communicative
Task-Based Instruction on the Development of
Basic Stage Students' Oral Communication Skills
in Jordan**

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Appendix A

- **The Communicative Tasks Program**

بسم الله الرحمن الرحيم

Dear Professors/teachers,

The researcher is conducting an experimental study entitled “ The Effect of Using a Communicative Task-Based language instruction on Jordanian Basic Stage Students’ Oral Communication Skills in English ”. The study aims at developing the basic stage students’ oral communication skills (speaking and listening) through implementing a communicative task-based language instruction. Therefore, the researcher has designed seven communicative tasks according to Jane Willis’s model. Each task has three main stages:

1. The Pre-task Stage.
2. The Task-cycle Stage contains three main sub-stages:
 1. Doing the task
 2. Planning
 3. Reporting
3. The Post-task Stage contains two main sub-stages:
 1. Analysis
 2. Practice

The researcher has also designed a speaking test, a rating scale to assess the oral outcome of the speaking test and a listening test to assess the fifth grade students’ speaking and listening skills before and after applying the program. Both the instruction and the tests will be applied on fifth grade students at Al –Asriyya Schools .The instruction and the tests need to be judged by experts to prove their validity. Thus, you are kindly requested to judge the instruction and the tests. Your comments and advice will be taken into consideration.

Thank you for your cooperation
Nora Al-Adham

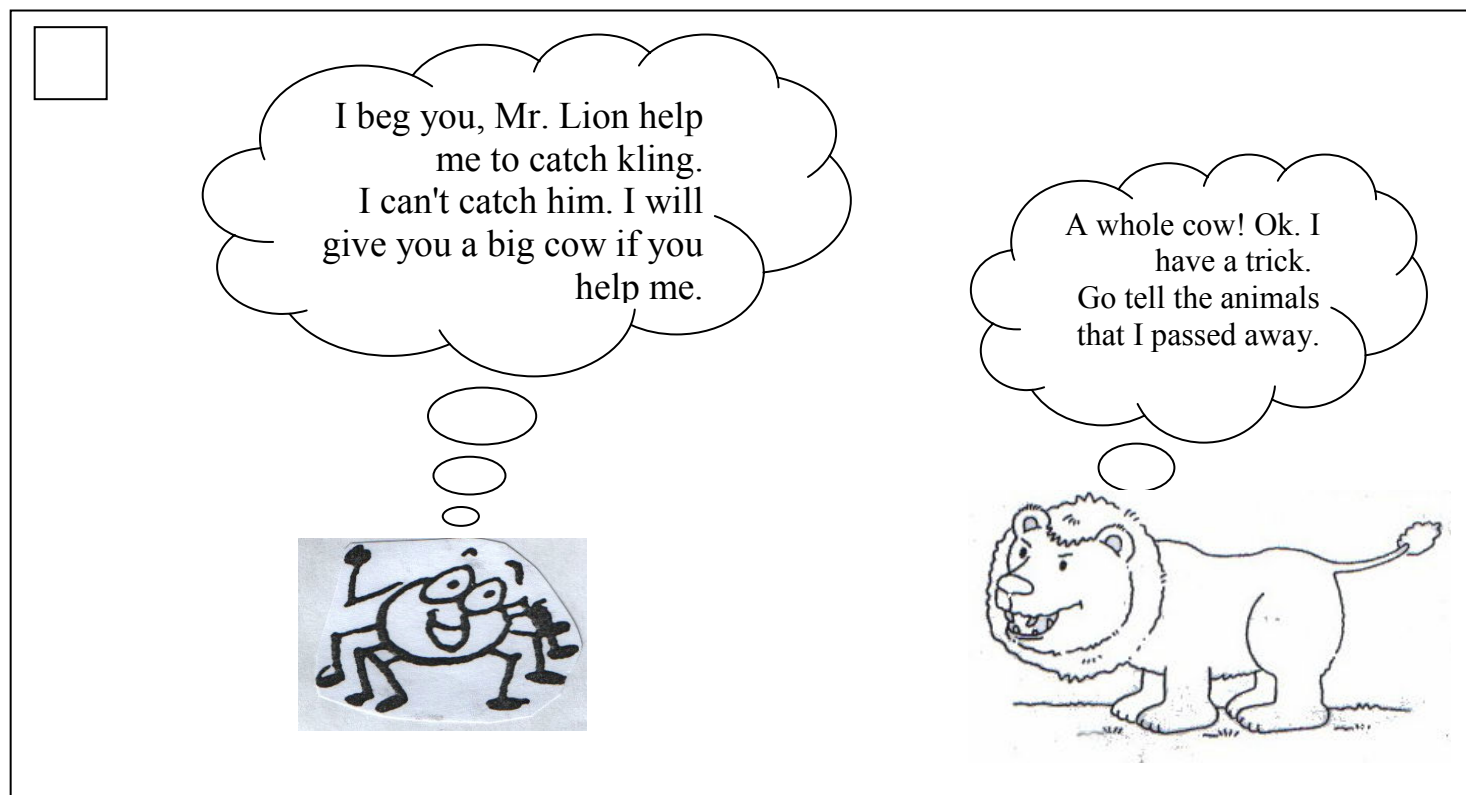
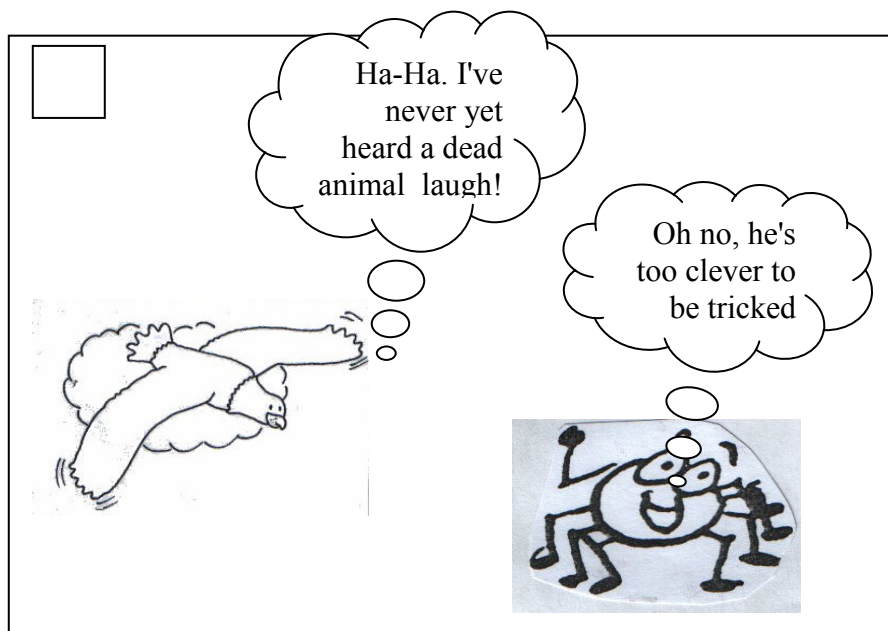
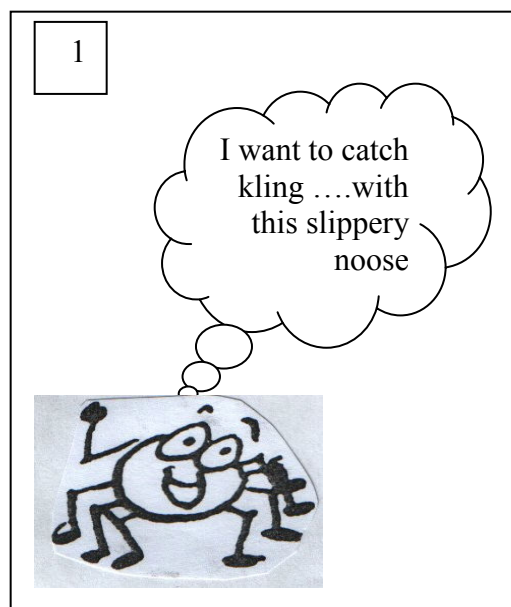
The Communicative Task-based Language Instruction

Lesson one:

Lesson objective: It is expected that the students will be able to narrate events using the simple past tense.

Task1: You are competing against another group in the school English competition. You have reached the final stage and the scores are even. The principal suggested the following task to break the tie: You will be given a set of pictures that tells a story. As fast as you can, put the pictures in the correct order, then, in your own words tell the story. The speech bubbles in the pictures will help you. The group which will manage to narrate the events of the story in the correct order and with the fewest language mistakes will win the school competition. You have ten minutes to complete the task.

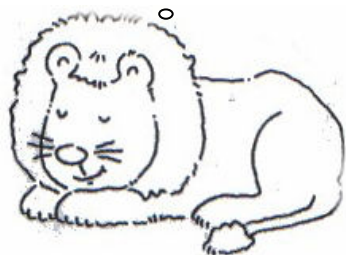
The following set of pictures are not in the correct order. Number them in the correct order and tell the story. The first one is done for you.





Mr. Lion gave a big laugh.

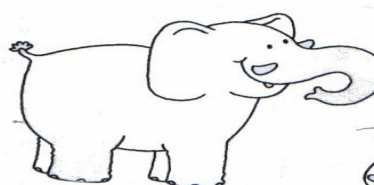
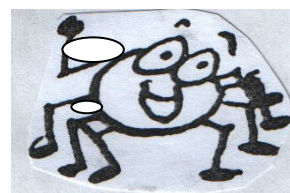
Ha – Ha!



Did he laugh a big
last laugh? He's not
dead until he laughs!



Mr. Lion is dead. Come
to his funeral today at
twelve o'clock



Pre-task: (duration : 15 min

1. Introduction of the topic: The teacher introduces the topic of narrating events.
2. Expanding the students' verbs: The teacher asks the students to work in pairs to list as many verbs as they can. Then, each pair reads their list of verbs in front of the class. The teacher writes the verbs on the blackboard. She/he explains the meaning of any verb if necessary.
3. Class activity: The teacher asks the students to change the verbs into the past tense. The teacher writes the past tense of the verbs in front of them on the board.
4. Personalization: The teacher asks the students to use the verbs listed on the board to talk about what had happened with them before they came to school.
5. Grouping: The teacher will have the students form groups and choose a discussion leader, a writer , a reporter, an editor and a timekeeper in each group .
6. Introduction of the task: The teacher introduces the task and he/she explains to the students what they are required to do.

Task cycle: (duration :20 minutes)

1. Rearranging the set of pictures (Doing the task): In groups, students rearrange the set of pictures.
2. Planning: Students plan how to tell the story using the set of pictures.
3. Reporting: Each reporter presents his/her group's narration of the events to the whole class.
4. Class discussion : A class discussion is held to choose the winner.

Post –task :(duration : 25 minutes)

1. Analysis: The teacher picks up a grammatical structure used by the students. In this task, students are directed to use the simple past tense. The teacher writes, on the board, sentences in the simple past tense which have been used by the students in their reports, and she/he explains them.
2. Practice: Class-work: The teacher asks the students to use the pictures (worksheet one, next page) to retell a story in front of the class using the past tense .

Task One: Worksheet One:

Study the following set of pictures* carefully, then tell the story:



* The pictures are taken from the following source:

(Evans, 1992, p.15)

Lesson two:

Lesson objective: It is expected that the students will be able to describe people using the simple present tense.

Task 2: You were asked to nominate a student to represent your class in the students' board . In groups, decide on the following:

- Which student do you want to nominate?
- How is he/she like ?

Pre –task: (duration :15 minutes)

1. Introduction of the topic: The teacher introduces the topic of describing people.
2. Expanding students' vocabulary: The teacher asks the students to work in pairs in order to write a list of words (adjectives) and phrases which are used to describe people. After they finish, each pair reads their list to their classmates. The teacher writes down the words and phrases on the board. New ones are explained by the teacher. She/he should make sure that the students understand the meanings of the words written on the board.
7. Class activity: The teacher asks the students to use the words on the board to describe their friends .

4. Grouping: The students form groups and teacher choose a discussion leader, a writer , a reporter, an editor and a timekeeper in each group.

5. Introduction of the task: The teacher introduces the task, and she/he explains to the students what they are required to do.

Task-cycle: (duration: 20 minutes)

1. Doing the task : Students have to discuss the task and answer the question of the task .
2. Planning: Students have to write down what they have to say in their report. The reporter of the group should rehearse the oral report with the help of the group members. The teacher can offer help if needed.
4. Reporting: Each reporter presents his/her groups report to the whole class.
5. Class discussion: The teacher asks the students about what was presented.

Post –task : (duration : 25 minutes)

1. Analysis: The teacher picks up a grammatical structure used by the students . In this task , students are most likely to use the simple present tense . The teacher writes, on the board, sentences in the simple present tense which were used by the students in their reports, and she/he explains the rule.

2. Practice: Class-work : The teacher asks the students to work in pairs to describe two of the following pictures (worksheet two , next page) . It is worthy to note that students will be given colored pictures.

Task Two: Worksheet Two:

Choose two pictures give your opinion in them:



(Rost, 1998, p.49)

Evaluation Worksheet One For Tasks One & Two

Total Score: /11

1- Read the following text and fill in the missing words with the correct form of the verb in brackets. Use only the present simple or the past simple form to fill in the blank.

- (a) All the world.....(love) a lover – but I have always thought that the English really(prefer) their animals. It.... (be) surely not without significance that, as long ago as 1822, parliament(make) cruelty to animals a crime, but it....(take) another 67 years before MPs....(get) around to making cruelty to children also an offence. The Royal Society for the Prevention of cruelty to animals.....(notice) that Royal Society for the Prevention of cruelty to animals(date) from 1924. The National Society for the prevention of cruelty to children(date) from 1884. Both(be) admirable organizations – but why the disparity?
- (b) This national obsession with animals..... (show) itself in the law. If an ordinary domestic pet is following its natural bent, doing its own thing, the owner..... (is) not usually liable for any damage or injury caused, unless it.....(can) be proved that he has been negligent. And this.... (be) not easy.
- (c) For instance, one day a girl was crossing an unfenced, unhedged public footpath – where she.....(have) every right to be – that crossed a farmer's field. Two young, unbroken fillies.....(be) in it. They....(be) not vicious but undoubtedly playful with a habit of galloping up to people and gathering around them. They(do) so this time. Unfortunately, one filly(bump) against the girl and(knock) her . The beasts.... (be) likely to do this.

(The Score: /11)

(Woods & McLeod, 1990, p. 35)

Lesson three:

Lesson objective: It is expected that the students will be able to follow oral directions containing prepositions.

Task 3: You are invited to your friend's birthday party . Your friend has called many times but nobody was at home to answer his calls. So, he left you a message on the answer machine to tell you how to get to his house. Using your neighborhood's map(see Appendix D) , listen to the recorded message and trace on the map (using a pencil) to know how to get to his house. The teacher will play the tape three times . In the first time, listen to the dialog. In the second time , trace on the map while listening . In the third time , check your tracing.

The answer machine message

Hi Mark! I'm Ben. I tried to call you many times, but nobody picked up the phone. Anyway, if you are willing to come to the party, this is my home address:

Let's start from your house. First of all, you have to go along the Michael Anglo's street. Don't turn left or right. Keep going until you reach a roundabout. Go around it, and then turn to the Angel's street. Then, go over the town's bridge. After that you will reach the park, walk by the park's fence till you reach the hospital. In front of the hospital there is a narrow path. Walk along it until you see a big sign on your right that says Doreen's

house. My house is next to it. It has a big garden and a chimney on top of the roof. Go through the gate, we will be waiting for you behind the house. In case you got lost, give me a call. Do your best to come. It's going to be really fun! Bye.

Pre-task: (duration: 15 minutes)

1. Introduction of the topic: The teacher introduces the topic of giving oral directions to the students.
2. Reviewing the prepositions and introducing new ones: The teacher reviews and introduces new prepositions through explicit teaching.
3. Forming sentences: The teacher asks the students to use the prepositions in sentences.
4. Using a map: The teacher sticks a map (see appendix 2) of a neighborhood on the board. Then, the teacher asks different students to perform the directions given by another student on the map to get to different sites.
5. Introduction of the task: The teacher introduces the task. .She/he hands out the maps to the students and she/he explains to the students what they are required to do.

Task-cycle: (duration: 20 minutes)

1. Doing the task: The teacher plays the tape three times .In the first time students have to listen to the directions. In the second time, they have to trace on their maps to get to their friend's house (do the task).In the third time , students have to check their answers .

2. Planning: In this sub-stage, students have to work in pairs to check their answers and to prepare how to present their answer (the tracing) in the form of oral directions .

3. Reporting: The teacher sticks a larger copy of the map on the board and chooses a pair of students who have done the correct tracing .

Student A has to trace on the map while the other gives him /her oral directions . Meanwhile, students have to check their tracing .

Post-task : (duration : 25 minutes)

1. Analysis: The teacher focuses on the prepositions used in the tape.
2. Practice: Class-work : Using the same map, students are asked to work in pairs . The first student will have to give oral directions to the second one to get to any place on the map. Then they can switch turns.

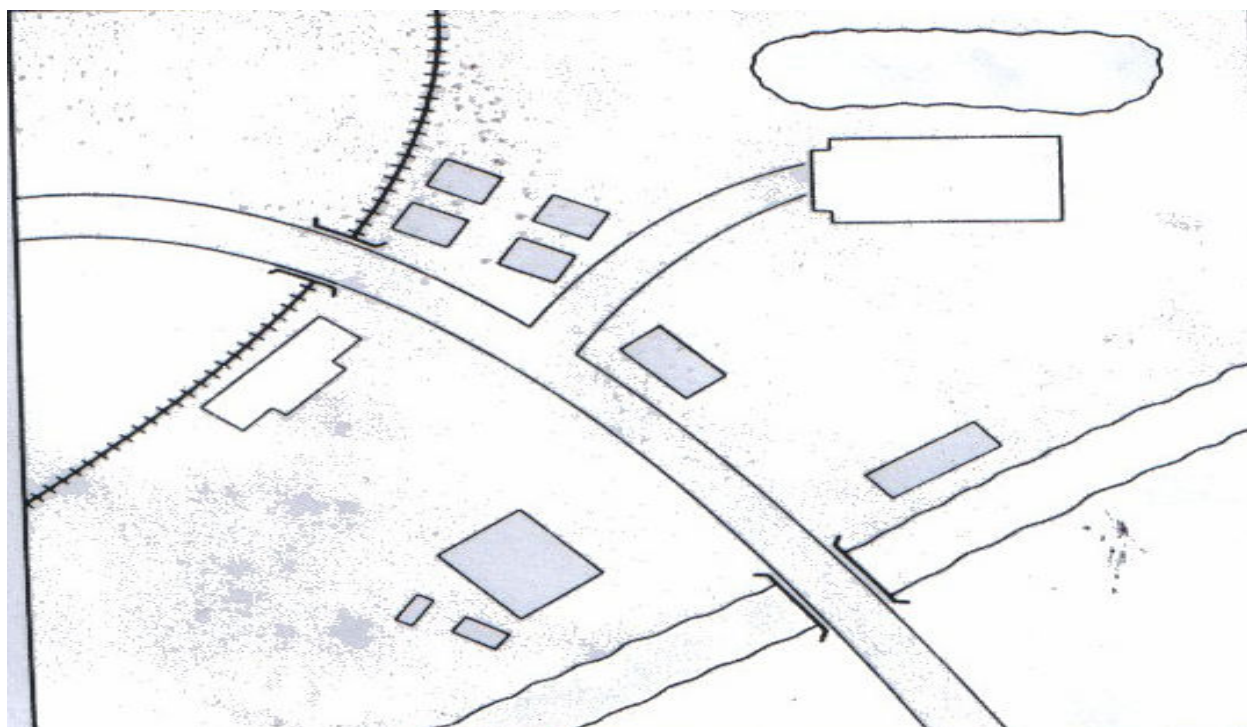
Homework: students are required to do a worksheet (worksheet three, the next page) on prepositions .

Task Three : Worksheet Three :

Look at the map. First label the road, the railway, the river, the bridges and the lake.

Now read this and label the buildings.

The big buildings to the railway bridge are the station. The big building next to the lake is the school. There are two buildings. The building next to the river is the church. The building next to the school road is a shop. The four buildings between the lake and the station are houses. There is a farm between the station and the river. It is called New Farm.



(Hutchinson , 1990, p.14)

Lesson objective: It is expected that the students will be able to give oral presentations.

Task 4 : You have joined the Sea Fans Club at your school . It is customary that each group in the Sea Fans Club gives a brief oral presentation on any interesting topic related to the sea . Now it is your group's turn, and you have decided to talk about the coral reefs . In groups, prepare for your presentation using the following text :

Coral Reefs

Corals are small animals. They belong to the same group of organisms as jellyfish. Corals are among the world's most incredible living things. Corals also combine strength with beauty in their colorful branching shapes. They make the world's only living landscape.

These creatures manage to build reefs .Coral reefs are made from limestone formed from the skeletons of countless millions of tiny sea animals and plants. Overtime, coral reefs become massive structures which can survive even huge sea waves.

It is fun to visit coral reefs , but never venture to a coral reef without an adult because the waves might throw you onto the sharp coral . Remember that the reef is a living thing, and some animals protect themselves by being poisonous (Jackman & Wren , 2000a, pp: 60-61) .

Pre-task: (duration: 15 minutes)

1. Introduction of the topic: The teacher introduces the topic of the sea animals and the coral reefs.
2. Using pictures: The teacher uses real pictures of coral reefs to help the students grasp the topic .
3. Personalization: The teacher asks the students to talk about their own experience when they go to the beach. / the sea.
4. Expanding students' vocabulary: The teacher asks the students to work in pairs in order to list the things they usually see in the sea , and how do they look like . After they finish , each pair reads their list to their classmates . The teacher writes down the words and the phrases on the board. New ones are explained by the teacher. She/he should make sure that the students understand the meanings of the words written on the board.
5. Grouping: Have the students form groups and choose a discussion leader, a writer, a reporter, an editor and a timekeeper in each group.
6. Introduction of the task: The teacher introduces the task , and explains to the students what they are required to do. She/he hands the text to each group .

Task-cycle : (duration :30 minutes)

1. Reading : In groups the students have to read the text .
2. Doing the task: Students have to discuss the task to decide on the information that they will include in their presentation.
3. Planning: Students have to write down what they have to say in their oral presentation. The reporter of the group should rehearse the oral presentation with the help of the group members . The teacher can offer help if needed.
4. Reporting: Each group reporter presents an oral presentation to the whole class.
5. Class discussion : The teacher asks the students about their opinions in what was presented (the oral presentations).

Post-task: (duration : 15 minutes)

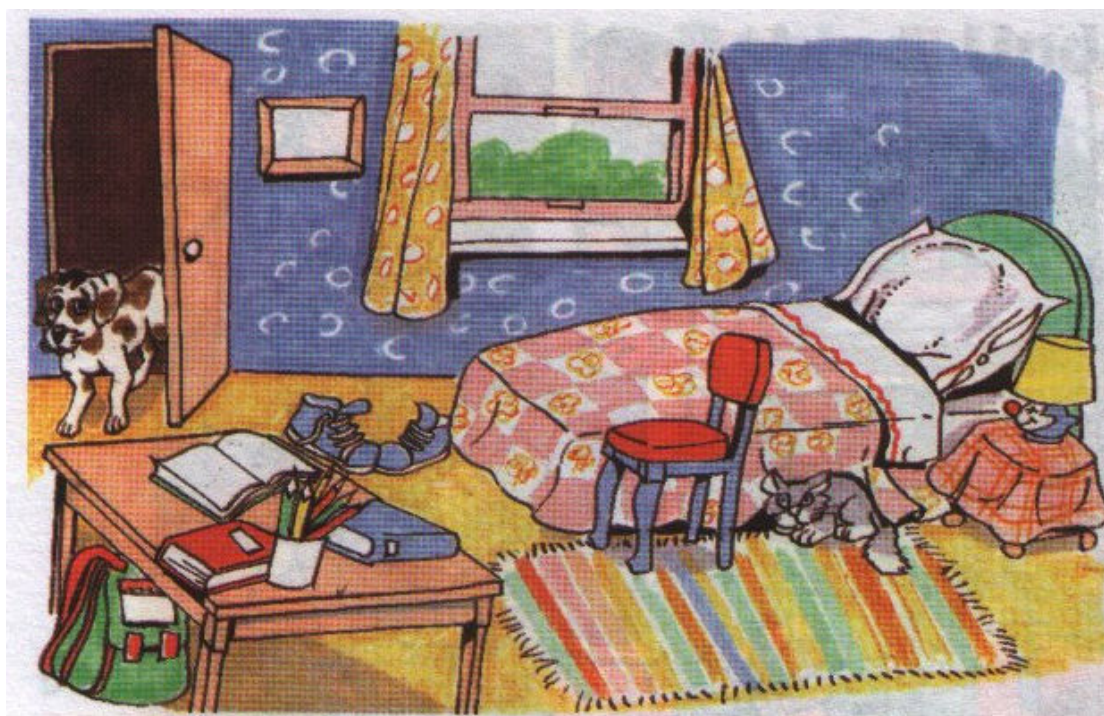
1. Analysis: The teacher is supposed to pick out some grammatical structures used by the students (in their oral presentation) and explain their use on the board . The teacher should also emphasize some of the expressions used by the students.

2.Practice :Homework : Students will be given an assignment to prepare for a brief oral presentation on a topic of their preference .

Evaluation Worksheet Two For Tasks Three & Four

Total Score: /8

1- Look at the picture and fill in the blanks.



There is a bed 1) the bedroom. There is a table 2).....the bedroom. There are some books. 3)..... the table and there is a bag 4)..... the table. There is a chair is 6).... the bed and there is a picture 7)..... the wall. There are two shoes 9)..... the bed. 10)..... the floor. There is a small table 11)..... the bed. A dog is coming 12)..... the room.

(The Score: /6)

(Evans, 1992, p. 68)

2- Talk for two minutes about the coral reefs.

The Score: /2

Lesson five :

Lesson objectives: 1. it is expected that the students will be able to listen for specific information.

2. It is expected that the students will be able to use relative pronouns correctly.

Task 5: You are in a middle of a listening test. You will listen to dialog between two people about the Great Barrier Reef. The teacher will play the tape four times. In the first time, you only have to listen to the dialog. Then the teacher will hand you a listening worksheet. Read the instructions carefully before you start listening again.

The dialog : The Great Barrier Reef : (duration : 2 minutes)

A: Dr. James is a famous marine scientist who has been studying sea animals for more than thirty years. Tonight, he will join us to talk about his long experience. Good evening Dr. James, we are so glad to have you with us.

B: Good evening, I'm really excited to be in your show .

A: Thank you, to begin, let me ask you about the most fascinating thing you have ever seen in the sea world.

B: Well, um... I can never forget the incredible sight of the Great Barrier Reef which is one of the world's most beautiful landscapes.

A: The Great Barrier Reef! Can you tell us more about it?

B: Off course. The Great Barrier Reef is actually a chain of 3.000 individual coral reefs which are located on the north of the coast of Australia , and I think it's about 2.000 km long.

A: What makes this reef so amazing, Dr.James ?

B: In fact, the corals which make up the reef. As you know, corals are small animals that come in different shapes and sizes. The view underwater is amazing because of these colorful creatures. Since long time ago, people who lived in islands used corals to make beautiful necklaces, bracelets

A: So you are amazed by its beauty?

B: Sure, but it's not the only thing. The shocking fact about the Great Barrier Reef is that it can survive Hurricane-sized waves, a feat that many human structures cannot match.

A: Oh, that's really shocking!

Students will answer the following worksheet : (duration : 12 minutes)

The listening worksheet :

Part One : (duration 5 minutes)

You will be given three minutes to read the questions in part one . Then , the teacher will play the tape . You have to answer the questions while listening .

1.Listen to the recorded dialogue , and circle the correct answer :

1. Dr. James is in a :

- job interview - talk show - formal meeting

2. According to Dr. James , the most fascinating sight in the sea world is :

**- the colorful corals' barrier - the Great Barrier Reef
- the sea coral reefs**

3. Corals are:

- sea animals -sea plants -colorful shapes

4. Coral reefs are amazing because of their :

5.

**- beauty - size
- strength**

Appendix B

- **The Instruments of the Study**

Name :

The Speaking Skill Test

Part one :

You work as a reporter in a TV station . Your job is to prepare a commentary for the following scenes* . The scenes represent a strange thing that happened to a local man called Mr. Steve last night . You will be given five minutes to study the scenes and to prepare an oral commentary . You can glance at the scene while narrating the events . The maximum time allotted for the oral presentation is three minutes.

The score : /25

At four o'clock in the morning



* The scenes are taken from the following source:

(Evans, 1994, p. 47)

Part two :

Give a short oral presentation about one of the following :

- 1. Your favorite teacher .**
- 2. An alien from outer space .**
- 3. A prisoner .**

Your oral presentation should include a description of his/her physical appearance and his/he character. You will given three minutes to prepare for the presentation . The maximum time allotted for the oral presentation is two minutes.

The score : /25

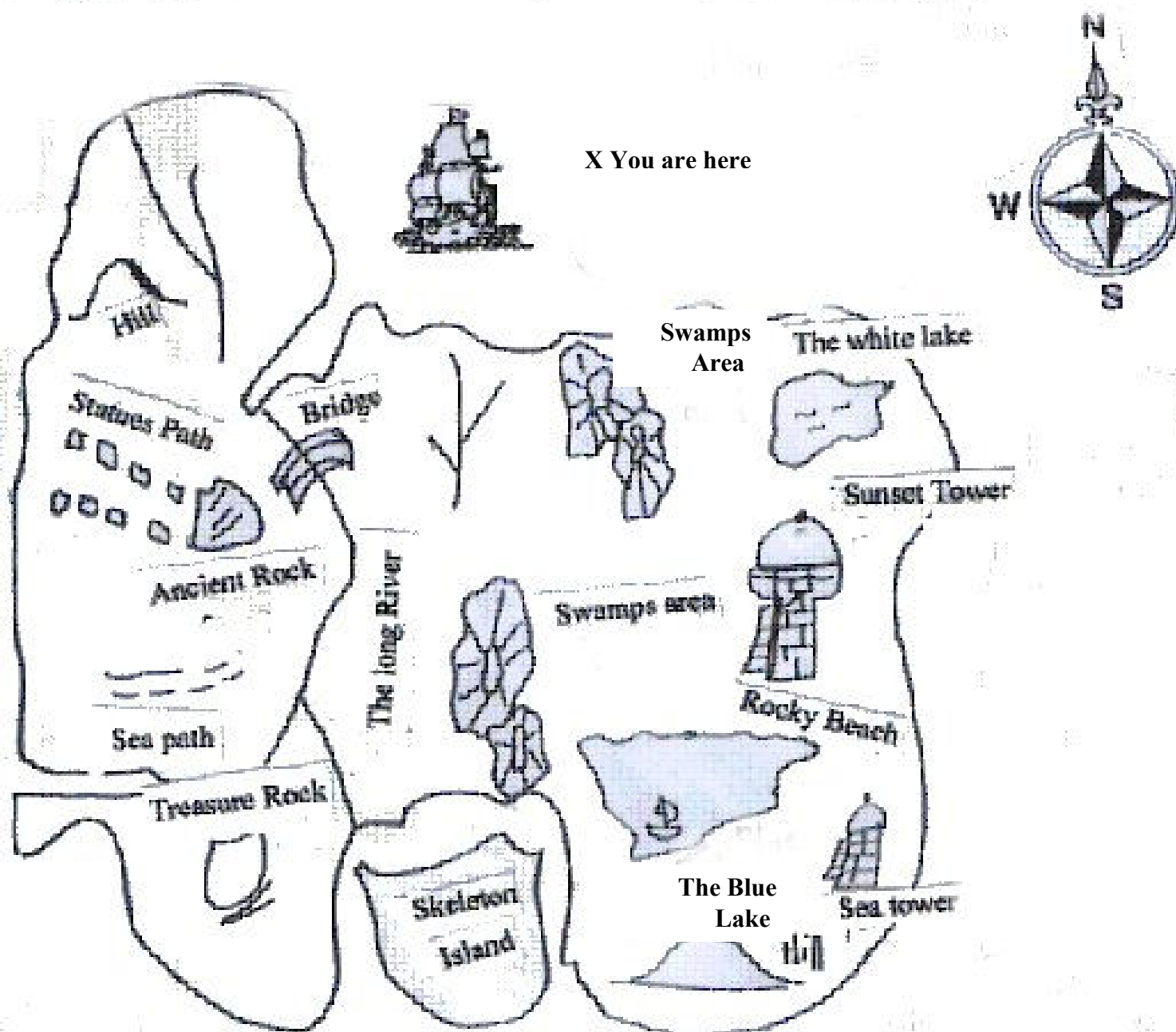
Name :

The Listening Skill Test

Part one :

Test instructions : Captain John has hidden his treasure on a desert island . He left a recorded message that leads to the treasure . You will hear the message twice . In the first time , you only have to listen . Then , you will be given two minutes to study the map below. After that, the teacher will play the recorded message for the second time. You have to follow the recorded instructions and trace on the map below to find the treasure.

The score /24



Student's Name: **The Speaking Skill Rating Scale**

Use the following rating scale to assess the students' oral presentations:

1. Fluency:

Points

1. Produces brief, hesitant utterances.
2. Uses short turns with lots of pauses and gap fillers.
3. Uses short turns to get the message through effectively.
4. Speaks in long turns with occasional pauses.
5. Speaks at length with a native – like competence.

2. Grammar Accuracy:

Points

1. Fails completely to use the grammar of the language.
2. Makes serious mistakes and his/her speech is unintelligible.
3. Makes mistakes, but his/her speech is intelligible.
4. Makes few random mistakes which do not affect the listeners' comprehension.
5. Use the grammar accurately with nearly no mistakes.

3. Vocabulary Appropriateness:

Points

1. Uses only few words.
2. Uses mostly inadequate vocabulary.
3. Uses an adequate set of limited vocabulary.
4. Uses a good range of adequate vocabulary.
5. Uses a wide range of appropriate vocabulary.

4. Organization of the Content:

Points

1. A random presentation of the content.
2. Fails mostly in organizing his/her ideas.
3. Maintains a satisfactory track of his/her ideas.
4. Manages to present his/her ideas in a good reasonable sequence.
5. Presents a well-organized coherent flow of ideas.

5. Communication Effectiveness:

Points

1. Unable to deliver his message.
2. Tries to get his/her message through yet he/she fails.
3. Manage to get his message through.
4. Delivers his/her message clearly.
5. Delivers his/her message easily and effectively.

Appendix D

- **A Sample of the Speaking Skill Test
Transcriptions of the Experimental Group.**

- **The Neighborhood's Map**

A Sample of the speaking skill test Transcriptions for the Experimental Group

Student's Name: Tamara

1.Pretest

Part one:

Mr. Steve in the car... when he is on his way he crashed with something . he don't know what did he crashed because he is in the dark and he said I must be imagining things but he saw thing really... with some thing so he get out of the car and looks at the thing... he didn't see any thing, so he went back to his car.

Part Two:

A prisoner he he he committed a crime was so bad. He killed his bother but didn't know he was his brother who.... When opened the door he shut him quickly, then he replied that he is his brother and he.... Am.... So he went am.... So he went am.... upstairs to take a shower because if someone come from the door... and someone else come ... the other one and he... and he....

2.Posttest

Part One

Mr. Steve was driving in the middle of the night because he was late at work . When he was driving , he pumped into something which he doesn't know what it is. when he got out of his car he saw a huge spaceship , then , he went in the car and he heard on the radio that they were aliens.

Part Two

I want to describe an alien who committed a crime. He is evil. His face is orange, his hair is black and he has big, grey eyes . He has a tattoo

on his face, its like a banana and he has curly hair. He has a strange weapon ..it fires laser .

Student's name : Dalal

1.Pretest

Part One

There was..... there once was a man called Steve.... He went he wanted to go somewhere. While he's driving he like.... He pumped in it and he looked behind him, he saw a spaceship he.... Then he.... Want to go back into his car and then he heard the radio say.... That..... at midnight that..... people see UFO at midnight.

Part Two

Ok.... He is a bad gay that killed these people in the middle of nowhere.... And he..... got black hair..... and like the ..his eye is black and he got a bear.... And he's weaning orange and....

2.Posttest

Part One

One upon a time there was a gay called Mr. Steve he was going out of his car in the middle of the night then he pumped into something, then he got out of his car and got his flash light then he saw this big spaceship. He saw two things of two people then he said I must be imagining things, then he went inside his car and closed the door he wanted to drive away, then he turned on the radio to listen to music he said this can never happened he saw... the news was odd of said that you might see a UFO at midnight.

Part Two

I will talk about an alien .It has got four eyes and it's green and kind of.... It's kind of evil and he doesn't brush his hair. He doesn't do anything. He is very nosey, he wants to know everything and never ever changes his

cloths. All he wears are dirty cloths. He doesn't wear shoes. He wears socks when he goes outside but he doesn't wear shoes.

Student's name : Abdullah

1. Pretest

Part One

At four o'clock in the morning some man... some man... his name Mr. Steve... he was driving his car... he was driving his car and he heard a noises. Then he stop his car and get out of his car and get his.... Then he sees a UFO then he says oh no I must be imagining things, then he get back to his car and he... he open the radio and the radio... he was talking about people... the people reported seeing a UFO at midnight.

Part Two

My favorite teacher is Ms. Muteea... she's she's she make me to study math and... she's very good at math at four grade she was my teacher and she she...

2. Posttest

Part One

Once upon a time Mr. Steve finished his work at four o'clock in the morning. On the way he heard a strange voice. He got out of his car to see what's going on. He saw a huge thing but he thought that he was imagining things. She opened his car and he saw a huge spaceship he ran quickly to his car and opened it and heard the news that people reported seeing a UFO at midnight.

Part Two

My favorite teacher is Ms. Mutea' because she's a kind teacher . She's very good at math .She knows how to explain the lessons and she never punishes anyone and she loves every body and I love her . She is shot

and thin . She wears a Hijab . She has Black eyes and a small mouth and a small nose .

Student's name: Leen

1. Pretest

Part One

At four o'clock on the morning Mr. Steve was driving his car he... um... listened at noises and he stopped and get down to see what's happened and he opened the car and he found a UFO and then he get back to the car and then he hear that on the radio that the people reported seeing a UFO at midnight.

Part Two

My favorite teacher is my English teacher she is nice and she teach as English, she gives us nelson and grammar and she's a good teacher.

2. Posttest

Part One

Mr. Steve was driving his car to his job at four o'clock in the morning he heard strange noise. He get out of his car and he saw five aliens talking in a strange language and they were coming closer from him he get in his car and he is driving fast because he was afraid. He opened the radio and he heard that some people saw creatures flying a UFO.

Part Two

My favorite teacher is Ms. Sarah because she is a kind teacher. she loves us. She helps us all the time she she.. She helps us when we don't understand. She is the best teacher because she is kind we love her she doesn't shout. She is tall and beautiful.