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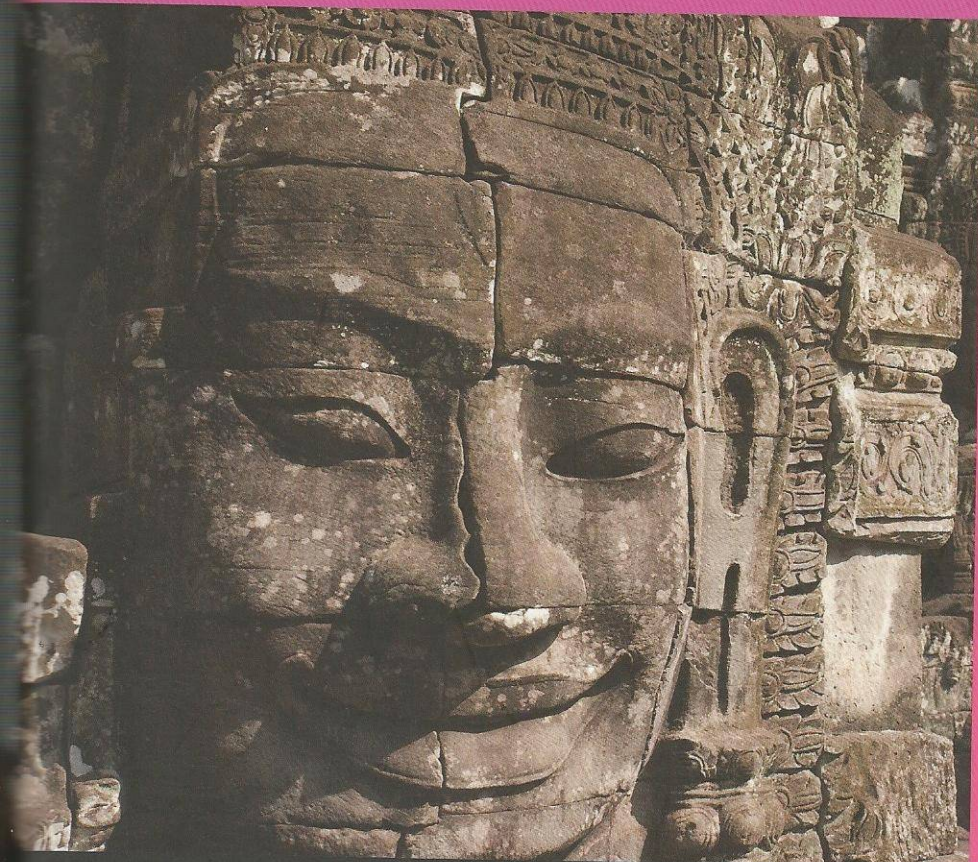
Conference Handbook

Language and Empowerment

23–24 February 2013

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situation-problem-solution-evaluation (SPSE) approach. Such pedagogies, it is argued, challenge students to move beyond formulas, to incorporate and integrate sources (in addition to their personal experience), to engage in critical and creative analysis, and to enact a richer process of thinking in their writing.

WRI 19 — Teacher-student collaboration in selecting and developing essay topics
30 Minute Paper — *Miss SOU Boramy*

This paper reports on research focusing on the collaborative method of developing instructional materials in an EFL writing course. The researcher believes that teachers can benefit from students' opinions of instructional materials and can find ways to design new materials for subsequent units. The context of this research will be an EFL writing course in the English Language Support Unit (ELSU), at the Royal University of Phnom Penh (RUPP). Two essay writing classes, with six students from each class, will participate in this study, which investigates four essay types: general, cause and effect, reaction and argumentative essays. This is a follow-up study of the research done in the previous year. The results of the previous study were used to enhance the present study, particularly the use of a second teacher to conduct the interviews. These results may benefit both teachers and learners of academic writing.

WRI 20 — Teaching EFL academic writing through I-search
30 Minute Paper — *Dr HARJANTO Ignatius*

When taught EFL academic writing through I-search, EFL graduate students are prepared and expected to be able to write good EFL academic papers. However, previous research and preliminary observation revealed that EFL graduate students still experienced difficulties in grammar rules, idea development, referencing skills and rhetoric. Academic writing problems become a major challenge for many EFL students of the graduate schools in Indonesia. Tackling EFL academic writing is still one of the most challenging areas for EFL teachers and students of the graduate school. To help EFL graduate students write academic papers, the I-search approach is employed to teach them EFL academic writing. The I-Search approach is believed to help students to select topics, develop ideas and find concrete supports. Problems of idea development, referencing skills, and rhetoric can be solved in the process of writing I-search.

WRI 21 — Teaching students about plagiarism and citation
60 Minute Poster Session — *Ms GILFERT Susan*

Intermediate+ EFL students who have an assignment to write a report often do not understand what they need to do to complete the assignment in an academically acceptable manner. Many students will copy and paste without any citation because those students do not realise that copying is stealing, in academic eyes. This poster session provides an A-4 sized worksheet with examples to help students understand some differences between copying, paraphrasing and acceptable citation.

WRI 22 — Teaching writing: The effect of mind-mapping technique on students' writing skill
30 Minute Paper — *Ms SUPENDI Nunung Nuraeni, Dr APOKO Tri Wintolo and Dr TEDJO Gunawan*

This paper reports on a study into the use of mind-mapping technique in teaching writing. The study was conducted based on the three main problems: (1) How is the mind-mapping technique applied in the students' writing skill? (2) How effective is mind-mapping technique in students' writing skill? (3) What is the correlation between students' writing skill and mind-mapping technique? The aim of the study was to determine the students' writing skill after learning to use mind mapping. The study applied experimental designs, with a sample of 30 students from a population of 120 students. The results revealed that the mapping technique effected an improvement in the students' writing skill with a correlation coefficient of 0.98, which is a very high correlation.

WRI 23 — The reading writing workout
30 Minute Paper — *Mr RADIN Benjamin T.*

This session will take a look at literature-based English language teaching using abridged novels to teach writing and grammar, as well as provide a knowledge base for speaking and listening activities. Abridged novels provide (1) a wealth of high-interest text; (2) an ability to match reading level of the learner; (3) fluent language models for awareness raising; and (4) a platform for writing and speaking exercises. The speaker will also present two simple mnemonic devices to tackle any reading text: (TAVI), Text As a Vehicle for Information, and (TALO), Text as A Language Object.

successfully introduced to young learners, strengthening their language abilities while instigating positive attitudes towards the AEC.

YL 07 — Motivating children to learn English with chants

30 Minute Workshop — *Mr HOANG Duc Tang*

Many studies show that chants and songs are enjoyable and friendly tools for teaching a new language to children. In English classes, chants might be considered a better choice for teachers who want to motivate their students to learn. Using chants seems to be easier than songs because "a chant is simply vocabulary spoken over a background of music or rhythm" (Matt R., 2011). Or a chant is just a short simple poem that is recited or sung along to a catchy melody. Chants not only help children enhance word or phrase practice but also communicative language practice. The children also express emotions and illustrate meaning when they are chanting through intonations and gestures. The workshop aims to provide participants with the value of chants compared to songs. Different chants will be demonstrated for different purposes. This can help the participants choose appropriate chants to motivate learning in their classes.

YL 08 — Play in primary English classes in Vietnam: A case study

30 Minute Paper — *Dr LE Pham Hoai Huong*

This paper reports a study on play activities used in primary English classes in a city in Vietnam. Data collection tools included video recording the English classes for young learners and interviewing the teachers. The findings show that various play activities such as bingo, miming, hangman, TPR (total physical response) activities and so on were employed in these classes. Through the play activities, students practised vocabulary and simple grammatical structures. They also practised language skills such as listening and speaking. In addition, the students learned to follow game rules, support team members and lead when necessary.

YL 09 — Task-based learning framework of materials design in English for young learners

30 Minute Paper — *Mr KRISTIAWAN Dana Yudha*

Children enjoy learning a new language through visualisation (e.g. pictures). This visualisation enables them to make sense or meaning of words in another language such as English. Though EYL has been implemented in primary schools in Indonesia since 1994, no interactive tasks such as listing and ordering tasks and comparing tasks are implemented in classrooms. To fill this need, the presenter will talk about how these tasks can be explored in the EYL classroom. Drawing on the concept of visualisation, the presenter will discuss how it informs the proposed learning tasks. Then he will discuss some sample materials which language teachers can adopt or adapt. Lastly, he will spell out some tips for implementing the proposed tasks in the classroom. The presenter contends that visualisation in EYL material design provides a supportive learning environment and facilitates meaningful learning for young learners.

YL 10 — Teaching young learners: Optimising children's linguistics intelligence in foreign language learning

30 Minute Paper — *Dr TEDJO Gunawan and Miss KUDING Upit Sarimanah*

This paper presents a study into the use of Montessori method in optimising children's acquisition of foreign language. The aim of the study is to search Montessori method in foreign language learning and to optimise children's foreign language learning. The study applied a descriptive research which allows data to be collected in two ways: library and field research. Results show that acquisition of language with Montessori method boosts the children's ability in oral communication to compose simple sentences, to express needs and to ask questions related to their wants. Thus, the school and home environment encourage the children to learn by themselves in the way they learn in their own play time.

YL 11 — Techniques in teaching dialogues in English lessons to young learners

30 Minute Workshop — *Miss HONG Thi Thanh Truc, Miss LE DO Thanh Hien and Ms TRAN Thi Chau Pha*

Every child possesses different types of intelligence. Some are talented in activities that involve physical movements. Others are good at things related to music and rhythm. Therefore, using a wide variety of techniques to teach dialogues in English classes is significantly beneficial for young learners in language learning, especially second language acquisition. Diverse techniques obviously motivate children, especially young ones, and inspire their different talents through a range of activities. This workshop aims to provide teachers of English and those who are interested in teaching children dialogues with different classroom techniques in English lessons.

To: **Gunawan Suryoputro Tedjo**
Presenter
9th Annual CamTESOL Conference on
English Language Teaching
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Subject: *Recognition of Presenter*

This letter serves as recognition that you presented at the
9th Annual CamTESOL Conference on English Language Teaching, held in
Phnom Penh, Cambodia on 23-24 February 2013.

Details of your presentation are recorded below:

Name of Presenter: Gunawan Suryoputro Tedjo

Title of Presentation: Teaching young learners: Optimising children's linguistics intelligence in foreign language learning

Mode of Presentation: Paper

An initiative of IDP Education, the CamTESOL conference series commenced in 2005. The aims of the conference are:

- to provide a forum for the exchange of ideas and dissemination of information on good practices within English Language Teaching
- to strengthen and broaden the network of English Language teachers and all those involved in the English Language Teaching (ELT) sector in Cambodia
- to increase the links between the ELT community in Cambodia and the international ELT community
- to showcase research in the field of language and language education.

Attendance at this conference averages 1400-1600 delegates. International registrations exceed 500, with delegates coming from approximately 30 countries. Details of this conference series may be found on the conference website: www.camtesol.org

This letter is provided by way of official recognition of your presentation at the above conference.

Jeremy Lindeck
Conference Convenor,
CamTESOL Conference Series

Sreng Mao
Country Director,
IDP Education (Cambodia)

Helping Students to Study Abroad

OPTIMIZING EFL CHILDREN'S LINGUISTICS INTELLIGENCE

THROUGH TASK-BASED LANGUAGE TEACHING

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Abstract

The study investigates the use of Task-based Language Teaching in optimizing children's language acquisition of EFL in speaking skill. The aim of study is to search the TBLT in foreign language learning, and proof that this approach is one of good way in language learning . The study applied descriptive explorative and pre-experimental research which allow the writer to collect the data in three ways: library, observation, and field research. The result of the study shows that TBLT is affective to boost children's ability in oral communication in simple utterances: instructing, requesting, and warning. Thus they composed simple utterances to express need, it is encouraged the child himself has inner motivation to learn by themselves in the way at their time playing by learning.

Keywords: speaking skill, linguistic intelligence, foreign language, TBLT, teaching language.

EFL students at elementary school in Indonesia, English subject setts as the local subject curriculum, it is not as the main subject. So, elementary school applies English teaching learning only about two hours a week to fulfill the local subject or additional subject. For all, children has rarely practice in their foreign language learning.

Language begun to use social chit-chat, small talk of everyday life, keep in touch via talking. Language also used for persuading and influencing others, communicating feeling or purely aesthetics reason (poetry writing) that can manipulate word in many feelings). (Jean Aitchison, 2008: 23)

If the school has time limitation in practicing EFL, how can students starts to have a real communication in practicing their English. The reality shows that students will tend to speak L1 in the classroom, let alone at home. No exposure caused the environment (home and school) directs students to be passively practice. In this case, many EFL students at elementary school in Indonesia are having problems: a) multilingual family background, b) they are lacking of exposure, and c) they are having discouraging teaching method.

Based on these problems, this paper will convey a brief explanation about optimizing EFL children's linguistics in speaking skill (simple utterances) through TBLT. Is TBLT effective to improve elementary students speaking (simple utterances)?. So, the writer tries to solve this problem.

Literature Review

Linguistic Intelligence

Today, the term of intelligence expand to propose and encompass many capacities that had been considered outside its scope. Clapared and Stern functionally define intelligence is mentally self equivalence to the new environment. (as cited in Sarlito W. Sarwono:33). According to Oxpord (Advanceed Learner's Dictionary) the meaning of linguistics is" the scientific study of language", and the meaning of intelligence is" the power of learning, understanding, and reasoning, mental ability". Sternberg added that intelligence is the way to use our modality in learning to be useful in societies. (as cited in Bob Samples: 144).

Pluralizing the term of intelligence, indeed a whole (it brief). "Multiple Intelligence" , It is more explained seven separated human intelligence (frame of mind): linguistic intelligence, logical mathematical intelligence, musical intelligence, bodily kinesthetic intelligence, intra personal intelligence and visual spatial intelligence. Gardner explained that linguistics intelligence is a single intellectual competences "language" which involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goal. Lawyers, speakers, poets, are among the people with high linguistics intelligence. The one is linguistic intelligence as intellectual intelligence that seen most widely and democratically share across the human species is the prominent instant of human intelligence starting learning many things. Linguistic intelligence is the base for communicating to others in one environment. Linguistics intelligence as the intellectual competence in language which is showing the ability in using language skill (speaking, reading, listening, writing). Those are integrated competence as the base for communicating to others in one environment. For young learner, linguistics intelligence is the basic knowledge to start learning many things to fit their base potential in the great ease. The further creation of these skill are like: journalism, poems, story telling, debate, oration, literary, etc. (Howard Gardner, 1993:41)

At elementary school, integrated learning are taught to stimulate students communication. In this study, the writer limits the linguistics intelligence focus on the speaking skill simple utterances in : instructing, requesting, and warning.

The character of linguistics intelligence

Linda Campbell, Bruce Campbell, Dee Dickins (2002: 12) explained that the people who have high linguistics intelligence usually show their characters like: a)Respond and listen every sound, rhyme, color, and words structure. b)Imitated sound, language (reading, writing, speaking, listening) from other person). c)Learning by concentration. d)Discussion and understand –explain-interpret than memorize. e)Reading effectively, knowing the way to interpret then express simply. f)Fluently speaking, persuasive, and have high motivation in every time. g)Writing effectively and practice English structure rule effectively. h)Showing the ability to study other languages. i)Using language skill in communication and creating new intellectual skill. j)Always try to use of own language. k)Show the intention in journalism, poem, story telling, debate, speaking, and writing setting. l)Creating new language or original manuscript an orally communication.

How is Language Acquired

According to G. Morrison (320, 327-328), there two factors of how language acquired: 1)**Innate Ability.** One proponent of the theory that we are born with the ability to acquire is Noam Chomsky. The Hypothesizes that children possess a structure of mechanism called language acquisition device which enable them to acquire language. The LAD of the young child uses all the language sounds she hears to process many grammatical sentences, even sentences she never heard before. The child hears a particular language and process it to form grammatical rules without formal instruction. 2) **Environment Factors.** A Leading proponent of the environmental theory of language development in B.F. Skinner, he believes language learning is mainly a process of the child's behavior being reinforced in certain sounds and sounds pattern and not in others. The child's parents reinforce, and or reward the child when the sound he makes area a part of a language, and do not reinforce sound pattern not in the language. In this way, the child learns the language must train their ears to hear new language sound. They cannot hear many of sounds in the new language because these sound were not reinforce in them when they were children. Vocabulary is acquired from an environment which includes other people as model for language. Therefore development depends on talk between children and adult and children and children.

The time when the children grow physically and know everything surround is the equivalent with their intelligence automatically. Dr. Denis's research added that children's intelligence can be changed become increase or decrease because of stimulation, the stimulation is needed at least four times in early day of the school life. A retarded child becomes normally smart; also depends on early childhood education that we prepared (Joan Beck, 2000: 14).

Montessori believed that there is a sensitive period to stimulate basic intelligence. It is the time can be optimized by knowing the critical learning phase when learning occurs early in life during the period of rapid intellectual growth. From three to six years, the conscious absorbent mind selects sensory impressions from the environment and further develops the sense. Child in unconscious stage merely see and absorb an array colors without making distinction among them; However, from three on he or she develops their ability to distinguish, match, and grade colors. Children distinguish things, by what marvelous means does he come to learn the language in all minutes details without a teacher but merely by living simple, joyfully and without fatigue, whereas an adult in constant need of assistance to orient himself in new environment to learn a new language; which he finds tedious and which he will never master with the same perfection which a child acquire his own mother tongue. (George as. Morisson, 1984: 70)

Acquisition process and language learning

The process of learning language begins at birth, and continuous through out one's lifetime; however, the period for most rapid language growth occurs before that age of eight. Most children, by the time they enter first grade can communicate with their peers. The ease and level of communication differs for every child, however and include a broad range of ability for speaking, including size of vocabulary and quality of speech.

A child begin to make sounds from the moment of birth from his first cry, the child makes a combination of sounds area strange to us, which is not surprising, since the child makes sounds he will probably never use again because they are not part of the sound structure of the language he is destined to learn from parents and reproduction of sounds. The child

generally produce his first word somewhere between twelve and eighteen months; at eighteen month, he begins to put words into sample, two words sentences. The period for most rapid language growth begins at about two and a half years and continuous until about eight years (early childhood). During the first year of life, the child learn to use only those sounds he will need to speak his native language. Also, usually between ten and twelve months, the child engages in process of language acquisition called "echolalia" the echoing or imitation of one's own to other sound. The first words usually stand for many things and can be equivalents of a whole sentences, in this way; the speech of young child is holophrastic. (George as Morrison; 1984).

The readiness can be learn with greater ease. So, the curriculum should be decided base on; Child development, the need of society, priority of the local district. If the child lives in the a community where there is a heavy on basic skills than readiness for the skill should be part of the curriculum (Elizabeth G. Hind stock, 2002: 61)

In order that the children are helped in their vocabularies, the basic direction for teacher or parents are: (Elizabeth G. Hainstocck, 2002): a) speaking early to the children avoiding speaking childish. b) each the children about names, things correctly. c) give them reading story. c) give them book, picture. d)listening them when they are speaking much. e) let them to listen many things. f) encourage them to speak to adult. g) when they are learning material, teach them the comparisons. h) three steps for teaching (recognizing, identify, recognition of contrast, discriminating between similar objects).

SPEAKING SKILL

According to Harcout Brace J. (1977), speaking is fundamentally an instrumental act. Speaker talk in order to have some effect on their listener, thing assert to change knowledge state of knowledge, ask question to get information, request to do something, promise, bet, warn, an exclaim to affect them in still other ways. This is the nature of the speech act should play in a center role of speech production.

Speech production in elementary school, take a part of oral language development in the school years. According to Erika Hoff (2009: 330-331) children at school age more about 5 have essentially master their phonology then up to the age 15 they continue to master increase ability to use knowledge of phonetic pattern of the language, in addition to semantic and grammatical knowledge, in order to identify word in less-than-clear signal (as cited from Vihman, 1988b; see also Grunwell, 1986).

In speaking skill children will grow to words formation process and in the ability to learn new words from context, more words are build more vocabulary size, quality, and use will be (2009, p. 333). More vocabularies will help children speaking skill.

Reason for teaching speaking

There are three main reasons for getting students speak in the classroom: 1) speaking activities provide rehearsal opportunities-chance to practice real life speaking in the safety of the classroom. 2) speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. 3) more have more opportunity to activate the various elements of language they have stored in their brain, make   a

students to be autonomous language user who will be able use words and phrase fluently without very much conscious thought. (Jeremy Harmer, 2007:123).

TASK-BASED LANGUAGE TEACHING

TBLL is an approach in foreign language learning which communications is the target of the L2 learning. (Ellis, 2003: 9).

Pedagogically, TBLT has strengthened principles and practice . they are: a) A need- based approach to content selection. b) An emphasis on learning to communicate through interaction in the target language. c) Using authentic text into learning situation. d) Not only focus on language but also the learning process. e) enhancements students personal experience. f) Classroom language as the instruction on daily spoken language. (David Nunan, 2007:1)

Defining task

Task means "activity which requires learners to use language, with emphasis on meaning" (Bygate et al, 2001: 11). a mode of eliciting more oral language and a way of giving students opportunities to produce oral output in the classroom (Winnefeld, 2009: 73)

Pedagogical task is:

> *A task is a work plan that requires learners to process languages pragmatically in order to achieve an outcome that can be evaluated in terms of weather the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use their own linguistics resources , although the design of the task may predispose them to choose particular form. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engaged productive or receptive, and oral or written skills and also various cognitive process.* (Ellis, 2003: 16).

From the explanation above, TBLT tends to teach students not only focus on form and meaning, but more to give language learning experience in their real world by using more tasks in order to stimulate communicative interaction to produce oral output in the classroom. So, teaching elementary students with various task will be refer to the knowledge of form, meaning, and communicatively in spoken language as the oral out put of the language. In this practice, teacher should prepare to design the appropriate approach to syllabus design in simple speaking utterances with integrated teaching listening, speaking, reading, and writing.

A Frame work for task-based language teaching of pedagogical task: rehearsal rationale and activation rationale. Rehearsal is transform the real-world task into pedagogical task, bring the students to the example of the real situation out side classroom, airport, parking area, etc. Activation rationale, in this real world by giving kinds of task in language function including making suggestion, agreeing, disagreeing, talk about quantity, how much, how many, wh question, etc. (David Nunan, 2007:20-21).

METHODOLOGY OF RESEARCH

The method used by writer in this research is quantitative research. That analyze of data which obtained from the result is to get the data use two researches are: 1) **Library research**, a method of collecting data based on the literature of reading some books relate to this term. It is a bout Montessori method and verbal linguistics. 2) **Field research**, a writer enters the field of the research involves directly at the classroom, taking pre-test, planning the lesson, teaching, and do the assessment as the post-test of the treatment.

Participants
The writer has carried out at Madrasah Pembangunan 2nd grade Elementary School with 20 students (12 females and 8 males in their age more about 7 and 8).

Procedures
The writer recorded pre-test and post-test from 20 students one by one. 2 meetings spent for pre-test and two meeting spent for post-test. The writer did the treatment teaching by using TBLT for six meeting (6 x 60 minutes for each meeting). The first time, the classroom condition is more using L1 than L2, rarely classroom language used as the main instruction. The school environment is not supported to use English environment. But, the writer tries to use L2 as the classroom instruction supported TBLT practices.

Treatment
Teachers' guide:
   a. Practice phonic .
   b. Building word (by cut-out letter , including introduced grammar code for parts of speech) as many as practice.
   c. Building simple utterances.

The examples of Task practice (using Card)

GOAL: Communicative (speaking skill)
AIM : Producing simple utterances

LANGUAGE USE: (Instructing, requesting, and warning)
   Instructing : draw a picture, read comic, watch movie, etc . . .
   Requesting: open the door, closed the door, turn on the lamp, and etc
   Warning : be quietly, be carefully, be friendly, etc … .
MATERIALS: Picture/object, Card package of noun, adjective, and verb, grammar color code, card package of parts of speech.
Procedure:
   a. Introduce the symbol.
   b. Show the card/object one by one then pronounce it well.
   c. Ask students to put symbol and cards together.
   d. Matching: picture and its name.
   e. Conversational exchange: Demonstrate (Instructing, requesting, and warning).
   f. Practice more than three times
Notes: Students are encourage to produce oral language when practice teaching learning.
   Try to exposure classroom language to produce oral communication opportunity to students.

Data Collection
The writer took the recorded pre-test and post-test by oral assessment picture-cued elicitation (H. Douglas Brown, 2004, p. 152), the test takers see the picture, and hear (while test administrator shows and points to the picture in succession) "what is this?"), then the test taker respond. 20 students are be taught as the teaching practice through Montessori EFL learning for six meetings about: a) noun (my book-things around the classroom, using utensils, and furniture). b) verb (doing). c) adjective (color).

Data Analysis
The students' sample activities and oral assessment are recorded by the researcher. All the score analyses were done with SPSS 16.0. The independent t-test was employed to detect indicated the factors that were of statistical significance the chosen α level was 0.05.

THE RESULT OF THE STUDY

To determine the reality significant between students verbal linguistics (oral spoken language) by Montessori method as follows:

Table 1

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Oral assesment	45.70	20	19.874	4.444
	Posttest oral assesment of TBLT	78.00	20	19.531	4.367

Table 2

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest Oral assesment - Posttest oral assesment of TBLT	-32.300	9.895	2.213	-36.931	-27.669	-14.599	19	.000

Table 2 show that the alpha level for all statistical analysis was set at 0.05. For the oral test score, the observed t-test was -14.599, with degrees of freedom equal to 19, and the p-value is 0.000 < alpha 0.05. So, the result for the critical value approach explain that t-test

-14.599 > t α 0.05 = -1.729. It means that there is a significant improvement in EFL students ' verbal linguistics (speaking skill) after practicing TBLT.

Discussion

After analyzing the recorded post test of 20 students, the writer were satisfied of the result, elementary students enjoy learning with various task from TBLT. Beside the students are promoted to communicate in oral language they can interact with the language form of L2. They learn form anxiously. By using cards in most practical task and the symbol of grammatical form, students enjoy learning by playing. The students learn simple utterances from the basic learn of phonics, word, and build a phrase or chunk. After that teacher do rehearsal and activation rationale to the real word (David Nunan, 2007:20-21). This practice has positive effect in improving their speaking skill.

In the research question two, TBLL can improve students speaking skill 'simple utterances caused when they enjoy learning and materials of task are encouraged to give opportunity to practice oral language. So, the exposure will be continuously happen and the student always have opportunity to produce oral language while performing tasks. This result is congruent with the present study (Collin J Thomson & Neil T Millington, 2012) that described how the task was used to facilitate interaction and use of specific grammar form, (Jana Winnefelt, 2012) that TBLL at the classroom foster language production and the use of communication strategy like negotiation of meaning, both being facilitate for L2 acquisition.

Conclusions

RQ1: Does TBLL affect on EFL Elementary Ss' simple utterances/ speaking skills?
        Positive→ TBLL improved EFL elementary Ss' simple utterances.
Based on the problem, hypothesis, theoretical analysis and data collected by the writer, it is reasonable if the writer concludes this research that the average score (mean) of students from 45.70 raise into 78.00. It means TBLT has better contribution. TBLT effected in improving the students speaking simple utterances.

RQ2 : Why does TBLL improve EFL Ss' simple utterance /speaking skills?
  a) students   feel enjoyable learning since they learn by playing.
  b) Materials are designed to use for encourage students to   practice oral   language.
  c) Promoting the development of speaking skills because students produce oral
     language when performing a task.

In line with the conclusion above, I would like to suggest the following notes:
The greater ease for English environment is very important to support spoken language even at school or home, and the teacher try to motivate children to include in fun language learning activities.

Obstacles
-It is hard to organize big classes, teachers need to have peers teaching/assistant.
-Need more complete Materials in order to make students have various task to explore.
-It needs a great effort of EFL teachers to create English environment in the class.

Author Note

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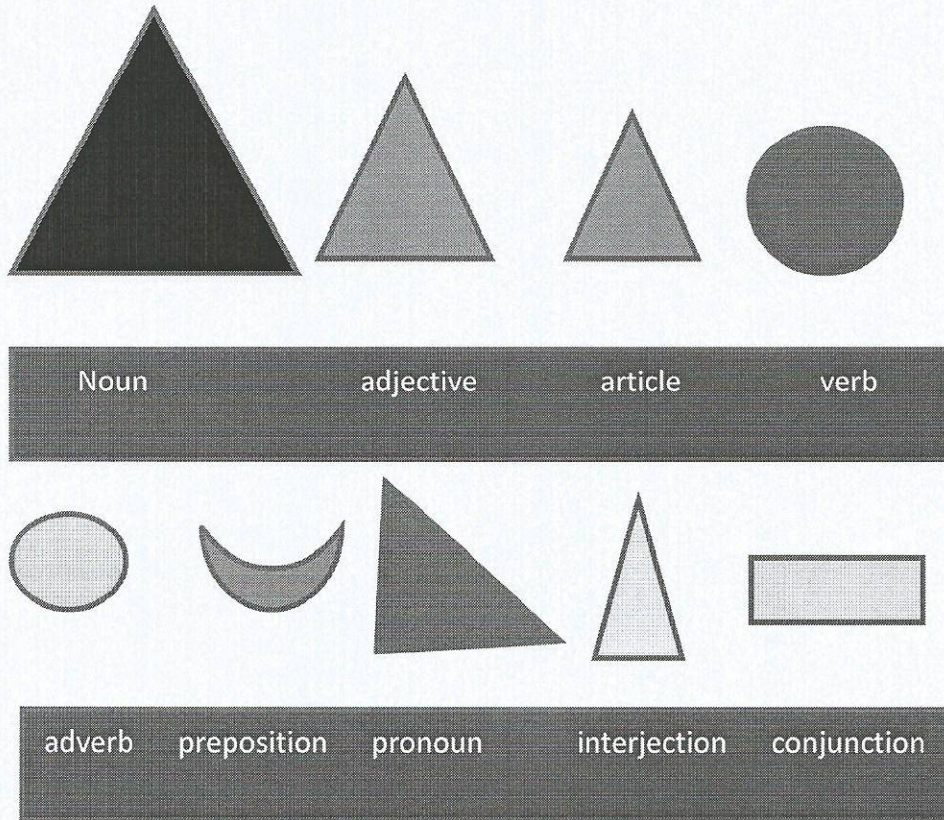
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Morphemes/ words Symbol in learning language

| Noun | adjective | article | verb |

| adverb | preposition | pronoun | interjection | conjunction |

Appendix

The examples of Task practice (using Card)

GOAL: Communicative (speaking skill)
AIM : Producing simple utterances

LANGUAGE USE: (Instructing, requesting, and warning)
        Instructing : draw a picture, read comic, watch movie, etc . . .
        Requesting: open the door, closed the door, turn on the lamp, and etc
        Warning   : be quietly, be carefully, be friendly, etc … .
MATERIALS: Picture/object, Card package of noun, adjective, and verb, grammar color code, card package of parts of speech.
Procedure:
    a. Introduce the symbol.
    b. Show the card/object one by one then pronounce it well.
    c. Ask students to put symbol and cards together.
    d. Matching: picture and its name.
    e. Conversational exchange: Demonstrate (Instructing, requesting, and warning).
    f. Practice more than three times
Notes: Students are encourage to produce oral language when practice teaching learning. Try to exposure classroom language to produce oral communication opportunity to students.