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**UNIVERSITY OF CANBERRA  
FACULTY OF EDUCATION**

**THAI STUDENTS' OPINIONS ON ADDING COMMUNICATIVE  
TASKS TO GRAMMAR-BASED ENGLISH CLASSES**

**By**

**MS TIKAMPORN WUTTIPORNPONG**

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requirements for the Degree of Master of Arts (TESOL) at the  
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## ABSTRACT

This study explores opinions of university Thai EFL students, who have been subject to a conventional teaching approach for years, on adding communicative tasks in grammar-based classes drawing from relevant literature and previous studies. The results of the study suggest that Thai students want to have communicative tasks in grammar learning, but only with formal instruction prior to the tasks. The study also shows how communicative tasks may be integrated into conventional language pedagogy from Thai students in the study's perspectives and relevant literature.

As expected, the results indicated that Thai students were reluctant to complete tasks in English because of shyness, particularly when conversing with peers, a lack of competence in language skills, and fear over losing face. The interviews conducted with students revealed instructional techniques that they themselves believed would be beneficial in encouraging greater participation in tasks without inhibitions.

Finally, the study concludes that Thai EFL students are ready to be trained in communicative tasks and that instruction in Thai EFL classes should shift from substantially form-based to more communication-based instruction.

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## ABBREVIATIONS

CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELICOS	English Language Intensive Course for Overseas Students
ESL	English as a Second Language
FL	Foreign Language
L2	Second Language
SL	Second Language
TL	Target Language

## ERRATUM

Owing to an oversight, “technique of discourse analysis was adopted to analyze the sorted data” was mistakenly included in the text on page 34. The sentence should read “After that the data categorization was employed to sort out the raw data from interviews and the questionnaire, and the sorted data were discussed”.