

Abstract

The study aimed at: 1) developing the task-based activity frames applicable as communicative tasks for the Improvement of English Listening and Speaking Skills According to Learners' Needs surveyed; and 2) investigating the comparison of pretest and posttest scores derived before and after being treated. Samples in the study consisted of 30 employees working in different departments of Mae Fah Luang University in Chiang Rai Province.

Sets of tool applicable for the purposes were put into three categories. The first set of tool was a learners' need surveying questionnaire; the data derived implied their needs of task-based activities that help them learn and develop their communicative language skills. Eventually, the data led to the selection and development of task-based activity frames for the learners to learn and improve their communicative language skills. The second set of tool was a proficiency test for the learners while the third set of tool was the efficiency checklist applicable for those activity frames.

The researcher came up with the first set of tool with the application of basic information provided by the learners; the development of task-based activity frames was made with objectives as well as contents and activity outlines that were in accordance with the learners' needs. The number of 10 task-based activity frames was made.

As for the second set of tool, the Proficiency Test adopted from the standard test of Oxford University Press, it contained 50 items which were in accordance with those ten main functional topics in the study.

The third set of tool was the Activity Frame's Efficiency Verification. The verifying criteria was based upon five major components of task-based activity: 1) Goal; 2) Input; 3) Activity; 4) The Learners' and the Instructor's roles; 5) Setting.

The results derived after the training session conducted with 30 participants showed that all activity frames were good; the 30 participants' opinions on the activity efficiency were

averagely quoted at 2.5. This implied that: 1) The goals were clearly quoted for the participants regarding the task-based activities assigned; 2) The input, being applicable as a part of the task-based activity frame, was quite authentic and could be put into practice well by the participants when they joined in the activity in order to gradually develop their language skills; 3) The activities enlisted in each activity frame of each particular task assigned to the participants could urge them equally maximize their language skills when act according to the task assigned; and 5) The setting provided for them could support and urge them to make most use of their language skills when participating in group activities.

The difference of pretest and posttest scores of the participants was found; the posttest scores means was insignificantly higher than that of the pretest scores means. ($P < 0.01$)