

THE DEVELOPMENT OF ENGLISH SPEAKING ABILITY USING COMMUNICATIVE TASKS OF UNDERGRADUATE STUDENTS AT KALASIN UNIVERSITY

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Abstract

The purposes of the effective goal which aim of study English speaking to encourage and improve learners speak fluency and accurate of this research were: 1) to study and compare scores testing by the English speaking ability tests before and after studying through Communicative Tasks of undergraduate students using three communicative tasks at Kalasin University in Kalasin, Thailand, classified by high, medium, and low, according to their abilities of English speaking ability level and 2) to study the students' feeling learning English speaking attitudes towards teaching English speaking using Communicative Tasks. The sample consisted of 9 first-year undergraduate students at Kalasin University, Kalasin Province, Thailand in the second semester of the academic year 2017 classified by high, medium, and low proficiency level according to their abilities. The research was a one group pretest-posttest design. The research instruments included 12 lesson plans with English speaking using Communicative Tasks, an English speaking ability test consist of quizzes and an attitude questionnaire. The instrument employed were percentage that concern with scores of speaking English test focus on pretest and posttest, Mean, Standard Deviation, and t-test for Dependent Samples that examines toward English speaking test of the similar between a pretest and posttest. The findings for this research of the students' leaning speaking English using Communicative Tasks were as follows: 1) the students' pretest were 35.22 or 32.02 percent and increased English speaking skill toward posttest mean score on English speaking ability test were 94.56 or 85.96 percent respectively. The posttest score of the students' leaning speaking using Communicative Tasks was significantly higher than that of the pretest. 2) The students' feeling learning English using attitude towards teaching English speaking ability using Communicative Tasks was at a very good level ($X = 4.90$).

Keywords: English Speaking Ability, Communicative Tasks, attitude

1. INTRODUCTION

English is major tool of effective dealing for communicative functions around the world. Teaching and learning English have the main aims of focusing students so that they are able to speak in everyday real life situations and create good relationship in diversity cultures. Therefore in learning and teaching English

language for communication, speaking skill is only one of the four language skills which become imperative increasing in value to use for human beings in communicating. The yearly report of English speaking ability among first year students of Kalasin University (KSU) in Thailand is lower than 60% in average. The results of the students' speaking process that they complete lack of success, self-confidence, interest, motivation, comprehension, disappearance while communicating with native English speakers or foreigners, fulfillment to authentic English language environments and reach real situations that allow them to use English language for communication and free expression. According to traditional style in a way of teaching method that Education are not the most efficient means of improving the nation's economy is emphasized grammar translated and organized teaching in the traditional teacher-centered classroom no more interesting activity or an challenge speaking English so in the procedure of teaching and learning the language, the four language skills (listening, speaking, reading, and writing) are concurrently performed. Normally, the students in an EFL context do not use the language in authentic real situations. The students are difficultly with speaking, especially organizing their ideas or thought in suitable way, presenting an oral report in front of the language class and speaking naturally. They are inefficiency in communicating English language appropriately, fluently and correctly. Furthermore, the students are not illustrates the point to the diversity cultures of the native English speakers.

Speaking skill is the key and essential skill. Reference (Ur, p. 1998) stated that among the four English language skills including listening, speaking, reading and writing. Speaking skill get to be the most important strongly since it indicates that a person has known that language concisely. In Addition (Bueno, Madrid & McLaren, 2006, p. 321) state that speaking is one of the most difficult skills language learners have to face. Speaking is a skill that needs to be practiced and developed of the other skills curriculum for the students.

Communicative language teaching of the research conducted by (Hymes, 1979,p.4) stated that communicative language teaching is an approach to teaching of the second and foreign language that emphasizes interaction as both the means and the ultimate goal of learning a language. According to (Harmer, 2005,p. 43-44)stated that communicative language teaching focuses on two main factors: grammar and function. Learners need to consider how into language used what its objective is and how to use it appropriately. Communicative language teaching promoted the approach covers the four language skills and the use of authentic materials through speaking in the language class. It's focus on linguistic knowledge, language skills, and communicative abilities.

Communication task types Reference (Ur, 1998) stated are designed to motivate the students to interact and work by speaking English together, interaction prerequisite, successful the goal of orientation and the outcome choice, the potential effect of the good opportunities for students and including coherent curriculum design that emphasis vary for particular skills, speaking, listening, writing, reading and pronunciation are characterized as language processes. In addition, the lectures should create interesting activities for teaching and learning process. Communication task types are the appropriate technique of teaching speaking ability that stimulate the students in different contexts for language study, provide drills and give students an good opportunity to practice natural communicating in real situations.

(Pica, Kanagy&Falodun, 1993) defines the model of the communicative tasks: jigsaw tasks, information-gap tasks and problem solving tasks. First of all, in using jigsaw tasks are the ability to organize English speaking successfully, speaking implement in the language classroom. The students are divided in pairs or groups to do jigsaw tasks. (Doughty &Pica, 1986) present doing tasks in pair or group works more negotiate than in whole language class communicating situations. They get different parts of information and they must negotiate to get completed information (stories, chart or cards) from partner. The students use language for communication to share or express ides, tell, and talk. In addition, the students give and receive information that the tasks finished supply of completing with two way communication. The outstanding research conducted by (Harmer & Surguine, 1987) that jigsaw tasks is particularly representative that the students are to enable speaking ability and regularly asked to work in groups and pairs completing the particular charts, pictures, maps or stories with different information that each student has. Moreover, during the students learning English that jigsaw tasks is set the students to increase strongly the students' confidence to naturally practice communication, successfully learners completed jigsaw tasks and then the lecture gives feedback for the students to reflect exactly on their own performance. Next, information-gap tasks are English activities that the students are required to get and exchange information by asking and answering to each other to competed the tasks. The students are set in pairs and then ask the students to find differences between individually held information to perform their acting in communication. Information-gap tasks firmly support the students in their effectiveness to reach speaking ability. Information-gap tasks were promoted the goal of speaking in real situations. According to (Pica, Kang, & Sauro, 2006) concern that information gap tasks that a general methodology is presented that the same task to be used as both an authentic classroom activity in promoting teaching and learning that a reliable instrument for data collection on the

learning process. Last, problem solving tasks support English speaking ability to the students by expressing their ideas or views, sharing information, discussing among the group or pair members, answering the questions and solving the problem.

All several theories and research studies considered how three communicative tasks designed to stimulate the students' speaking ability. Communicative tasks are outstanding process and succeeding appeal for learner's to learn English speaking as well. Three communicative tasks: jigsaw tasks, information-gap tasks and problem solving tasks were designed appropriately to develop the effectiveness of English speaking ability for pedagogical tasks in EFL classes that the students negotiate in communication fluently and effectively in our real nowadays life and use language in cultural diversity.

In doing this, the researcher would like to study and compare whether the students' learning English speaking ability posttest getting scores were higher than the pretest ones or not, and at what level the students' attitudes towards teaching English speaking using the communicative tasks: jigsaw tasks, information-gap tasks and problem solving tasks were.

2. LITERATURE REVIEW

2.1 Communicative Language Teaching

2.1.2 Linguistic Competence

(Chomsky, 1965, p. 3) states that Linguistic theory is concerned primarily with an

Ideal speaker-hearer, in a completely homogenous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. Chomsky's theory challenged through linguistic performance and sociolinguistics academics.

2.2 The Stages of Teaching Communication Skills

(Byrne, 1987, p. 20-30) proposes teaching speaking skill into 3 steps in communicative language teaching

2.2.1 Presentation

The lecturer needs to choose the content of lessons in order that

The students can understand and memorize. The students need to study and comprehend the lessons: structure, vocabulary and social communication. The most outstanding method is conversation because it provides opportunities for co-operative learning which most resembles the real-life situations. The students can use the language in actual communication.

2.2.2 Practice

The lecturer organizes the speaking activities and lets the students practice speaking as much as possible. The English speaking activities can be performed in pairs, groups, or individually. The students play more roles in learning.

2.2.3 Production

The lecturer is only the counselor or advisor. The students are allowed to produce the language freely according to their requirements; they apply the knowledge from the classroom to use in real situations. In addition, they will have confidence and proficient in language learning and gain motivation to continue their speaking.

In summary, the students gain knowledge and more competences in developing or practicing English speaking abilities for the different contexts and real life communication.

2.3 Tasks in Language Teaching

According to (Pica, Kanagy&Falodun, 1993) the model of the communicative task types, presented to be clarify variety in their success as a means of offering learners with generally good opportunities to work together by pairs and groups that communicate toward gain experience, negotiating, getting knowledge, comprehending, giving feedback, and getting interlanguage.

2.3.1 Jigsaw Task

Learners have several different parts of communication tasks that were designed passage or picture of

information and then hold different pieces of information combining they have to form a whole story. Learners negotiate, interact, share ideas with the class, get critical thinking skills and exchange information using different part in passage or picture of the task to be successfully and completely performance for getting the whole story by naturally speaking in two-way information gap activity that investigate face to face communication of the students' self-expression skills.

2.3.2 Information-Gap Tasks

Learners were divided in pairs or groups communication practice each of them have different information. The tasks involve a transfer of given information from one learner to another and promote negotiate in which pairs or groups. They must change or negotiate to find out the other partner's information in order to complete the task. Learners were engaged in real world situation contexts and required them to use language for exchanging information by speaking. Information gap improved learner's interactions in smoothly speaking ability and accomplished the tasks.

2.3.3 Problem Solving Task

Teaching problem solving is one of the most significant aims of speaking abilities. Learners were assigned to pairs and groups. Learners were given a problem and set of information and they must find and solve complex the solution to the problem. Generally, only one solution of the outcome is expected. Problem solving was generated in a class by speaking that engaged learners in linguistic problem solving and produced effective work, are done by working in pairs and groups, and involve the results for a spoken text. In addition, (Hedge, 2007) states that problem solving tasks stimulate the students have interaction, reaction and challenge. The students practice speaking English and use of English language in the interrogation information to solve the explanation and giving the reason, drill different situations to communicate effectively and provide the students with speaking in real situations to be confident and positive thinking in speaking English.

Communicative tasks are activities that produce and create interaction in the language classroom. There are three communicative tasks: jigsaw, information-gap and problem solving are tasks that used in the EFL class for the aim of developing students speaking proficiency, abilities and skills.

3. OBJECTIVES OF THE STUDY

The significant objectives of the study research were as follows:

1. To study and compare the students' English speaking ability using communicative tasks before and after the instruction.
2. To investigate the students' attitude towards teaching English speaking ability using communicative tasks.

4. METHODOLOGY OF COMUNICATIVE TASKS

4.1 The Samples

The samples of the research were 9 first-year undergraduate students of Kalasin University in Kalasin Province, Thailand, using purposive sampling.

4.2 Research Instruments

There were 3 types of instruments:

1. 12 Lesson plans using communicative tasks
2. A pretest-posttest of English speaking ability; provided 2 parts of the test as 1) an oral test and 2) three communicative tasks: jigsaw, information-gap and problem solving test; based on the speaking criteria: pronunciation, grammar, vocabulary, fluency, and comprehension (Harris, 1996, p.84)
3. An attitude questionnaire

4.3 Data Collection

The Dependent Variable was teaching English speaking ability using communicative tasks, and the Independent Variables were student's English speaking ability and students' attitude towards teaching English speaking using communicative tasks.

4.4 Data Analysis Method

Data were collected and the study was administered in the normal English classroom. An English speaking

ability test was employed as the pretest. Twelve lesson plans using the communicative tasks were employed with 9 undergraduate students. After that the Speaking test was employed as the posttest, and the students' attitude questionnaire were used. The data were analyzed quantitatively from English speaking ability using communicative tasks test and the attitude questionnaire that the students' feeling though teaching English speaking ability using communicative tasks. The statistics employed were percentage that concern with scores of speaking English test focus on pretest and posttest, Mean, Standard Deviation, and t-test for Dependent Samples that examines toward English speaking test of the same between a pretest and posttest.

5. RESEARCH FINDINGS

The research findings were as follow

1. The pretest means score was 35.22 or 32.02 percent and the posttest one was 94.56 or 85.96percent.
2. The student's English speaking ability scores after using communicative tasks

Were significantly higher than the prior one. Also the students' attitude towards learning English speaking though communicative tasks affected the students' positive was rated at a very good level.

Figure 1: Pretest-Posttest Analysis

A comparison of English speaking ability scores prior to and after using communicative tasks of first-year undergraduate students in Kalasin University, Thailand

	n	Mean	Std. Deviation	t
Pretest	9	35.22	6.70	1.92
Posttest	9	94.56	3.64	

Figure 2: Mean and standard deviation for the students' attitude towards teaching English speaking ability using communicative tasks.

No.	Item	Mean	S.D.
1	Communicative tasks are the most attractive and interesting activities.	5.00	0.00
2	Communicative tasks help me a lot to feel confidence in English speaking and increase English knowledge about using vocabulary, grammar and the structure more correctly.	4.89	0.33
3	Language songs and games at pre-task are very pleasure and help me to remember dialogue for using conversation to speak.	4.89	0.33
4	I am very delightful and joyful by speaking English using communicative tasks.	4.89	0.33
5	I can speak English clearly, naturally, fluently and accurately after studying English by communicative tasks.	5.00	0.00
6	Communicative tasks are the best activity to practice and learn to speak English.	4.89	0.33
7	I use and applied communicative tasks for speaking in real life situations.	5.00	0.00
8	Communicative tasks are very interesting and exciting activity for speaking.	4.89	0.33
9	I speak English with complete confidence after studying communicative tasks.	4.89	0.33
10	Studying English speaking using communicative tasks enhance me to communicative in various real situations.	4.89	0.33
11	Studying English speaking using communicative tasks provide me enjoyment or pleasure while speaking English.	4.89	0.33
12	Create the situations are useful to practice speaking.	4.89	0.33
13	Studying English speaking using communicative tasks encourage me to express good ideas, information, inspiration and concepts.	5.00	0.00
14	Studying English speaking using communicative tasks improve the interaction of speaking with pairs or group work for swapping or sharing ideas, opinion or information.	5.00	0.00

No.	Item	Mean	S.D.
15	The steps for teaching English speaking are very clear and easy to understand.	5.00	0.00
16	Studying English speaking using communicative tasks are benefit in English classroom to interact and negotiate.	5.00	0.00
17	I think the steps for teaching and communicative tasks are more benefit and useful in developing speaking.	4.89	0.33
18	I feel very confident of speaking after studied English using communicative tasks.	4.89	0.33
19	I think my pronunciation and accent is better after studied English using communicative tasks.	5.00	0.00
20	Pretests and Posttests are relevant to the contents.	5.00	0.00
		4.90	0.15

6. DISCOUSSION

Teaching English speaking ability using communicative tasks

This study produced several main conclusions of results. These are discussed below.

The objectives of this goal of the research were to study and compare 9 first-year undergraduate students of Kalasin University learning English using communicative tasks.

The researcher divided the students into groups using spiral grouping technique (Slavin, p.1995) states that created groups of mixed ability students working together help them accomplish in the tasks. Each group consisted of the students from different language abilities high, medium and low performing the tasks of the learning language process. It is supported by Harmer, (2001: 116) he states that the students learn to share information by talking and such a classroom interaction pattern promotes working together which helps the classroom to be a more likeable place. The students work in pairs and groups work in the language class that is collaborative learning. The students in group work were divided three groups of language proficiency such as high, medium, and low levels. The students developed the way to a successful studying to increase higher English speaking ability or upper level that encouraged and supported them for working in pairs or groups that they get an opportunity to express their views and be confident, work together providing help to others while performing the activity and enjoy speaking English by using communicative tasks.

1. The findings from testing the effectiveness of three communicative tasks: jigsaw, information-gap and problem solving on students' English speaking ability revealed that these three communicative tasks had the highly effective in English speaking. To study and compare the proficiency of the students' learning English speaking ability using communicative tasks of the first-year undergraduate students, it was found that the students' increased English speaking skill toward posttest mean score was 35.22 or 32.02 percent and the pretest one was 94.56 or 85.96 percent. The posttest mean score increased that gained by the 9 first-year undergraduate students of Kalasin University who learned English speaking using communicative tasks were significantly higher scores of English speaking than that of the pretest one at the .01 level. It was in accordance with the experimental research confirmed the hypothesis that the students' speaking ability had been developed to the set up criteria at 70 percent.

The posttest mean score of the students' English speaking abilities was significantly higher than the pretest one after the employing the three communicative tasks such as jigsaw, information, and problem-solving. The ability of learning English by communicative tasks to speak well is a naturally acquired speaking skill and hence knowledge. Characteristics of the communicative tasks are actively encouraged beneficial the students to interact negotiate and use language in their English speaking abilities. Moreover, these are great chances and several opportunities for the students to improve or practice English language speaking abilities. The ability of learning English by communicative tasks to speak well is a naturally acquired speaking skill and hence knowledge. Characteristics of the communicative tasks are actively encouraged beneficial the students to interact negotiate and use language in their English speaking abilities. Moreover, these are great chances and several opportunities for the students to improve or practice English language speaking abilities. The lecturer arranged for language functions such as talking and describing about the important people in your life or introducing a person to someone else, asking and giving for directions, talking about traveling around the world. All activities in communicative tasks are motivated the

student to use appropriate language for real communication. Studying English speaking by using communicative tasks create challenges for the students to gain confidence, experience and knowledge in real life situation.

To develop speaking ability between the pretest and the posttest mean scores after teaching English speaking ability using communicative tasks of 9 first-year undergraduate students and the students got positive attitude for learning English speaking toward the teaching English speaking ability using communicative tasks. According to the previous findings, the discussions were presented as follows. They felt satisfied with their speaking English when using communicative tasks. The process of teaching and studying helped creating delight in speaking English. The feelings of effectiveness in learning to speak English through communicative tasks establish their stimulation to study speaking English language.

(Pica, Kanagy&Falodun, 1993) divided three different task types that were employed including 1) jigsaw, 2) information-gap, 3) problem-solving, 4) decision-making, and 5) opinion-exchange. However, the researcher chose three different task types: 1) jigsaw, 2) information-gap and 3) problem-solving for the students to improve their speaking ability.

Jigsaw tasks each set containing different varieties kinds of information. The stories are composite whole. Firstly of all, (Pica, Kanagy&Falodun, 1987: 17) defines jigsaw task is analyzed by following certain characteristics: 1) The process of jigsaw task is concerned about each learner carries a special part of information that must be exchanged the information by speaking that try to deal or manage in order to achieve successfully the task outcome.2) The learners are required to ask, share, discuss and enhance the information to each other for exchanging and getting information to completed the task together. 3) Both of the learners are the same aims or goals. 4) Only one satisfied result is able to be realistic sort of the learners for seeking or working together face to face the target. Secondly,

Information-gap tasks are an activity that students are asked to know they are in real situations express ideas and act feeling.(Harmer, 2012, p. 114) sates that the greatest feature is information gap that gives a purpose and desire to communicate. Task is to find information that is missing, thus there is no choice but talk to each other. Lastly, Problem solving tasks is activity to promote the students practice their speaking and problem solving, seek for the answer and require the students to find information to get to the conclusion and a solution to a problem solving with argument to improve the students learn English language and the challenge to show understanding and getting of English speaking following by (Pica, 1993) who states that problem-solving tasks are suitable to create a speaking and motivate the students to speak English. The students are able to imagine they are someone else act and solve that part in the variety of situations when practicing speaking English using problem-solving tasks. The students learnt language to communicate with their pairs or among groups more efficiently and confidently. The students acted out the language they created and the gestures, emotion or feeling to that role and language functions that could be close to the students' real life or daily life. Significantly, this allowed them to relatively practice speaking, improve their English speaking ability and gain knowledge.

In conclusion, teaching speaking skill can be developed through communicative tasks which included jigsaw tasks, information-gap task and problem solving task that these gave students opportunities for speaking which could be useful to the students to be successfully of develop speaking ability. Communicative tasks: jigsaw, information-gap and problem solving are activities to promote speaking proficiency. Moreover, (Scrivener, 1994) states that communication activities are not simple grammar practice activities. Lecturers offer grammar or vocabulary before the activity, the major aim for the students is achieving successful communication. The processes of three communicative tasks are designed to stimulate a chance to practice communicating. Teaching by communicative tasks guide the students through introducing the context of the language to gain knowledge because it stimulated prior knowledge and socio-culture which helped the students comprehend the language more easily.

In summary, Teaching English speaking skills by using three communicative tasks: jigsaw, information-gap and problem solving are the method focusing on the students reached a point of speaking complexity used intense conversation to require or encourage speaking the student to speak English for getting information, sharing ideas, asking, answering the questions and discussing to complete the tasks. Teaching English through communicative tasks helps the students to gain knowledge and improve English ability. They have a good opportunity to interact or negotiate language and culture, exchange ideas, express themselves successfully while speaking in pairs or groups, discuss topic completed the tasks by talking and work in pairs or groups together letting the students speak to others while performing the activity. Moreover, communicative tasks have great appeal for the students and make them more confidence in English speaking. In addition, studying speaking English by communicative tasks provide the students with several situations to speak that lead to self monitoring and enjoyment to participate more in studying.

All in all, from the results, the results of this study supported the success in developing English speaking ability using communicative tasks for the sample consisted of 9 first-year undergraduate students at Kalasin University, Kalasin Province, Thailand in the second semester of the academic year 2017. The students' English speaking ability was significantly higher and the students' intensive interaction was proficient in developing speaking English efficiency that provide them good opportunities to generate the real use of language.

2. Studying students' attitude towards teaching English speaking ability using communicative tasks, it was found that learning English speaking towards communicative tasks were at a very good level. This revealed that the students enjoyed performing

Communicative tasks and gained more confidence in speaking English after the instruction.

The students got positive attitude though the teaching English speaking ability using communicative tasks. This was consistent with the suggestions proposed by (Dulay, Burt & Krashen, 1982) who study in attitudes and feelings which are the major factors to help learners succeed in second language learning. Moreover, (Gardner, 1985) supported this idea in that a positive attitude was the key factor to reach the goal of language learning. Teaching English speaking ability using communicative tasks make the students enjoyable that learning more satisfy and meaningful.

Over all, from the results, using communicative tasks were able to enhance and develop students' English speaking ability. The students obtain lots of knowledge on real daily-life language functions and confidence. They integrated practiced language expressions and confidence to produce appropriate use of the target language efficiently, confidently and positively. The students' are very good attitude or feeling by using communicative tasks helped them to increase their naturally speaking ability and achieve the goal for real daily life communication.

7. RECOMMENDATIONS

1. Communicative tasks create good relationship that leads to the lecturers and the students. The students decrease their anxiety and build up their confidence for speaking English.
2. To develop speaking ability, lectures should employ various activities in different situations that provide opportunities to students to speak English and to motivate them to learn.
3. The significant factors in using communicative tasks are the series or sequence of these topics should be recognized.
4. To develop speaking ability, lecturers should teach a variation of English speaking communicative tasks which motivate the students to speak English.
5. The students should change their partners in communication.

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