

DIGITAL VIDEO RECORDED SPEECH TASK BASED PROJECTS TO ENHANCE EFL STUDENTS' SELF-CONFIDENCE

Ahmad Qomaruddin

Digital Edu Indonesia, Menteng, Jakarta Pusat 10340

Corresponding Author Email: ahmadqomaruddin039@gmail.com

ABSTRACT

This study was intended to improve students' self-confidence in speaking at one of Islamic secondary school based in Banyuwangi, East Java, Indonesia by applying digital video recording task based projects. This classroom action research was conducted in one cycle. Each cycle comprised four meetings. In this cycle consisted of planning, implementing, observing and reflecting (Kemmis and McTaggart, 1999). The participants of this study were 34 students of ninth grade. There were three data collection tools of this study. They were teaching scenario, test and field note. The data were analyzed by using descriptive statistics to know the mean and standard deviation. The result of this study showed that the students' self-confidence improve when they were taught using digital video recording task based projects. It was indicated by the improvement that 82.35% students are confident that it was initially only 47.05% students. The use of digital video recording task based project in teaching speaking could make the teaching and learning process run interactively and the result suggest that the use of digital video recording task based projects are effective to improve the students' self-confidence. Based on the findings of the study, the English teacher are suggested to use digital video recording task based projects in teaching speaking in order to make the students interested to practice speaking English.

Keywords: Digital video, speaking, self-confidence

INTRODUCTION

Speaking is one way to express ideas with others. To enable student express ideas, we need to apply the language in real communication. Rickheit and Strohner (2008) mention that speaking is statements or speech with the aim of having intention to be acknowledged by speakers and the receivers process the speakers' explanation so that acknowledge their intentions. Speaking is the first mode in which children acquire language, it is obtained from people at everyday life in the surrounding environment in language activities, and it is the prime motor of language change. Brown and Yule (1999) state that speaking is depending on the intricacy of the information to be transferred; however, the speaker sometimes finds it difficult to explain what they want to say.

According to Göktürk (2016) Speaking is a vital, yet difficult, skill to be acquired in a language class as it poses a great number of challenges to second language students for a few reasons, they are anxiety and self-confident. In addition to the anxiety and self-confident, another challenge with speaking is that the fact where English is taught as a foreign language (EFL) and learners have a limited number of opportunity to use language outside of the class or maybe not any at all. Thus, language educators need to find ways to expand the practice to

speak of a class to expose their students to the target language more, rather than just relying on classroom activities (O'Malley & Pierce, 1996).

Based on the preliminary study in class, as language students have learned English exhaustively, the students should be able to interact orally with other. But in fact, there are many students in 9 grade of Islamic junior high school find difficulties to express what they want to say and they are ashamed when the teacher asks them to speak, so they did not perform English in their language conversation. They prefer to use Indonesian to English as a medium of communication.

In this digital era, many people upload their own digital videos on their social media such as Youtube, Facebook, Instagram, Twitter, etc and it needs special attention. Digital video is a representation of moving visual images in the form of encoded digital data. This is in contrast to analog video, which represents moving visual images with analog signals. Digital video recording is a media that is used by teacher to students to record their own digital video related the material. It aims to make students' self-evaluation and self-reflection through video.

In result of Castañeda and Rodríguez-González (2011) explains that the effect of self-evaluation through video portfolios on Spanish oral performance of nine undergraduate learners in an intermediate speaking class. The learners were asked to submit multiple drafts of digital video recordings on a given topic and to reflect on their individual speaking performances using a retrospective self-evaluation form. Based on the emerged common themes in the self-evaluation forms, a training intervention was administered to the learners. The findings drawn from the self-evaluations and the questionnaires indicated that the use of video portfolio could improve the learners' perceived speaking abilities and their motivation.

Cheng and Chau (2009) also investigate the potentials of digital video for fostering self-reflection in an e-portfolio mediated learning environment. The results showed that learners found creating digital video for reflection relevant to their learning needs, particularly for cultivating their listening and speaking skills. As such, they participated in video-based reflection willingly over a 14-week semester though it did not contribute to their grades in the course.

Though several studies have been conducted on the utilization of digital video recording in foreign language speaking classes, the majority of these studies, albeit explanatory, have focused not on the actual improvement of oral proficiency as a result of the digital video recording, but the learners' perceptions of the incorporation of digital video recording into speaking classes. Furthermore, few attempts have been taken on researching the impact of digital video recordings on learners' oral performance in an EFL speaking class. In light of these reasons, this study aims to investigate the digital video recordings in EFL learners' self-confidence in oral performance. By relying on in-depth analyses of the actual performance discourse and scores assigned to the learners' performances through analytic rating, this study will offer implications for the use of digital video recordings in EFL speaking classes.

Project-based learning has been defined as “the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes” (NYC Department of Education, 2000, p.8). According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

Global School Net (2000) reports the AutoDesk Foundation's research on the characteristics of Project Based Learning. The results of the study mentioned that Project Based Learning is a learning approach that has characteristics as follow:

- a. Learners make decisions about a framework,
- b. The existence of problems or challenges posed to learners,
- c. Learners design a process to determine the solution to the problem or challenge posed,
- d. Learners are collaboratively responsible for accessing and managing information to solve problems,
- e. Evaluation process run continuously,
- f. Learners regularly reflect on activities that have been run,
- g. The final product of the learning activity will be evaluated qualitatively,
- h. The learning situation is very tolerant of mistakes and changes

(*Global SchoolNet*, 2000).

Self-confidence is the extent to which a belief in judgment of the ability to succeed. Ignoffo (1999) simply defines self-confidence as having self-belief. Lauster (1978) states that self-confidence is an attitude or feeling confident in the ability of self that the person concerned is not too anxious in his actions, can feel free to do the things he likes and responsible for his actions, warm and polite in Interact with others, be able to accept and appreciate others, have the impulse to excel and be familiar with the advantages and disadvantages.

There are several Aspects of self-confidence. According to Lauster (1978) aspects of self-confidence are:

1. The belief in one's self-esteem is one's positive attitude about himself that really understands what will be done.
2. Optimistic is the positive attitude of someone who always has a good view in facing all things about self, hope and ability.
3. The objective is that the confident person views the problem or everything according to the rightness, not according to personal truth or according to himself.
4. Responsible is the willingness of a person to bear everything that has become the consequence.
5. Rational or realistic is the analysis of the problem, something, something incidence using the ideas accepted by reasonable and in accordance with reality.

As stated by Lauster (1978) states that the characteristics of people who have self-confidence is not selfish, tolerant, ambitious enough, need not support others, not excessive, optimistic, able to work effectively, responsible for work, and feel happy. People who have self-confidence are those who are able to work effectively, be able to carry out their duties properly and responsibly and have plans for the future.

It can be concluded that people who are self-confidence that have a calm attitude and be positive in dealing with various problems and not easily give up, have good socialization skills, believe in their own ability, dare to express opinions, selflessly perform tasks well and responsible and have plans for the future. With these abilities, the individual has the possibility to be more successful in living life when compared with the less or less confident or low self-confidence.

Speech or speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Jack and Renandya, 2001; 204). According to Richards and Renandya (2012; 210) that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition (Brown, 1980; 210).

As a human being, we always need communication to express our idea to do everything, what's more as a students or learners they have to speak with their teacher as long as in learning process to express their idea (Jack and Renandya, 2002; 208). Therefore, in formal environment between teachers and students have to always interact to make communication. Because in fact, most of our daily communication remain interactional. It can interact in language is essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using interaction as the key to teach language for communication because communication derives essentially from interaction.

In other view, speaking is fundamental and instrumental act (Clark, 1977; 223). Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. They select and utter a sentence they will bring just this affect.

The goal of teaching speaking is to improve students communicative skill. there are many factor to considered in teaching and learning speaking such as : Richards and Renandya (2002:12) principles of language teaching, Brown (2004:141-142) type of classroom speaking performance.

Richards and Renandya (2002:12) add that there are principles of language teaching such as: (1) Automaticity , (2) meaningful learning, (3) the anticipation of reward, (4) intrinsic motivation, (5) strategic investment, (6) language ego, (7) self-confidence, (8) risk taking, (9) the language-culture connection, (10) the native language effect, (11) interlanguage, (12) communicative competence.

In other hand, there are six type of classroom speaking performance. It is useful in guiding teacher in planning speaking instruction Brown (2004:141-142) state as follow:

1. *Imitative*

Learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. *Intensive*

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. *Responsive*

A good deal of the students speech in the classroom is responsive : short replies to teacher or student-initiated question or comment.

4. *Transactional (dialogue)*

Dialogue conducted for the purpose for the purpose of information exchange such as information-gathering interview, role play or debate.

5. *Interpersonal (dialogue)*

Dialogue to establish or maintain social relationships, such as personal interview or casual conversation role play.

6. *Extensive (monologue)*

Extended Monologue such as oral reports, oral summarize, or perhaps short speeches.

From the explanation above, the researcher conclude that the aim of language teaching is learner ability to communicate in the target language. So, the teacher must attention principles in teaching speaking and select method and technique in teaching

speaking. And in this research, the researcher uses digital videorecording in teaching speaking. To guide the present study, the single question was formulated: how can digital video recording task based projects improve EFL students' self-confidence?

METHOD

Research Design

This research used descriptive qualitative research method. To answer the research question, the researcher used classroom action research (CAR) design. The data was analyzed by using percentages. The procedures of this research of CAR were in one cycle. In this cycle consisted of planning, implementing, observing and reflecting (Kemmis and McTaggart, 1999). In a planning stage, the researcher prepared the activities that were conducted before doing the actions. Those activities were:

1. Designing the lesson plan and learning materials for each meeting.
2. Preparing the observation instruments.
3. Designing speaking test.
4. Deciding criteria of success.

In the implementation stage, researcher conducted teaching and learning based on the lesson plan made. The researcher implemented the teaching of speaking by using digital video recordings task based project. In the pre-activity, the teacher began the class by greeting and checking attendance list of students. Then, the teacher gave leading questions related with the materials. After that, the teacher explained the step of learning. In the main activity, the teacher explained the material about the genre of the text. Then, the teacher showed samples of digital video recordings to teach speaking in the class. The next step, the teacher gave a project of digital video recordings. In the post activity where the teacher closed the learning process, the teacher reviewed the students' understanding about the material, motivated the students to study more, and gave them an assignment.

In observation stage, the researcher observed their teaching by paying attention to behavior and events in the teaching learning process. This observation was done by the researcher in every meeting when the teacher showed students' digital video recordings task based project in front of the class. The observation focused on positive and negative attitudes of the students towards the teaching and learning process using digital video recording task based projects.

The final stage is reflection that was conducted to reflect the results of the actions that are collected from the class observation and speaking test in each cycle. It aimed to know whether the action was successful or not. If the research target in the first cycle is fulfilled, the action would be stopped. However, if the target was not successful yet, the action would precede to next cycles until the target of the research was achieved.

Participants

The participants of this study were 34 students of ninth grade at one of Islamic secondary school based in Banyuwangi, East Java, Indonesia. There were 16 males and 18 females. Based on the result of the preliminary study, the students had weaknesses in speaking and they still have difficulties in speaking.

Data Collection Tools

In this study, some instruments were used to do the research. There were three data collection tools of this study. They were teaching scenario, test and field note. Teaching scenario was developed by the teacher to guide the instruction. In this study, the researcher made lesson plans to manage the classroom situation while the action was implemented. Teaching scenario was the same as lesson plan, but the instruction in teaching scenario more

detail than the lesson plan. There were three phases in the teaching scenario. They were pre-activity, while activity, and post-activity. In the pre-activity, the teacher prepared the material and decided what the topic. Then, the teacher explained the step of learning that would be given. Furthermore, in the while-activity, the teacher explained the material about recount text. Then, the teacher instructed students to make topic about unpleasant experiences they have had, situations in which they have been treated unfairly, a tight spot they have gotten into and had hard time getting out of, or simply instances that drove them up the wall on the past. The teacher gave some examples of the situations on the past. After that, students made a group that consist of three or four and asked them to tell their experiences to group with way conversation method. Teacher asked students about the difficulties they faced when giving verbal account of what happened before. The purpose was to invite a class discussion on strategies to face such challenges. Next, the teacher asked to the student to tell their stories in front of class before the class continue on the next step, but that they were not allowed to read off of their writings. The last lesson, representative of each group told their story about their bitter, unpleasant, hate-filled event of their past in front of class. In the post activity where the teacher closed the learning process, the teacher reviewed the students' understanding about the material and gave them an assignment.

Another data collection tool used in this study is test. The researcher used the orally test in this study. The test was constructed based on the syllabus. The form of the oral test employed was verbal test based on the topics being taught in oral test or speaking. The participants were asked to speak at least three minutes. The test was done by giving a test in the form of an oral performance. In this case, the students were required to speak in their own digital video recording. Then, they had to upload the video in Facebook like the instruction of the test. The researcher chose Facebook because the popularity of Facebook is increasing in Indonesia and all students have it. Next, the video of the students from Facebook would be shown in front of the class in next meeting. The test of the video had to be submitted a day before the next meeting. Then researcher and the collaborator evaluated them. It was based on the lesson plan of ninth grade.

The components of the scoring criteria referred to delivery of public speaking rubric. It was combined by the researcher from some creators of public speaking rubrics such as OIT Communication Department and Assessment Commission (2009), Read Write Think (2004), KIPP King Collegiate High School (2011). The components were poise and appearance, body language, eye contact, voice, pacing. Those components would be evaluated by the criteria of the weighting table in appendix 4c. After evaluating, total students' score would be in 5 qualifications. The qualifications were adopted by the researcher from Dedi (2012). The qualifications of the score level can be seen below.

Table 1. The score interval

Interval	Qualification		
85-100	Excellent	=	Very Confident
71-84	Very Good	=	Confident
60-70	Good	=	a Bit Confident
40-59	Low	=	Nervous
0-39	Failed	=	Very Nervous

Based on the table above, the researcher uses excellent category for very confident category, very good for confident, good for a bit confident, low for nervous and failed for very nervous category.

The field note was also used by the researcher to fulfill the form of evaluation. Fieldnote was a brief discription about attitude of the students. It was used to observe the

implementation of digital video recordings task based project. The researcher focused on the students' attitudes shown in the lesson. As we know that in the class identified two types of student attitudes, namely positive and negative attitude. Positive attitude of students could be seen when students showed interest in learning english and followed the instruction when digital video recording was being applied, and negative attitudes could be seen when students showed disinterest in learning. Fieldnote was important to add a date of the research. In addition, fieldnote could help the teacher to find a solution for students who had negative attitude.

Data Analysis

In this case, the researcher analyzed the data by using descriptive statistics to know the mean and standard deviation. Firstly, researcher collected individual score of students at the end of cycles by giving task based project to the students. And then, researcher counted the students score into percentages by following students' score interval.

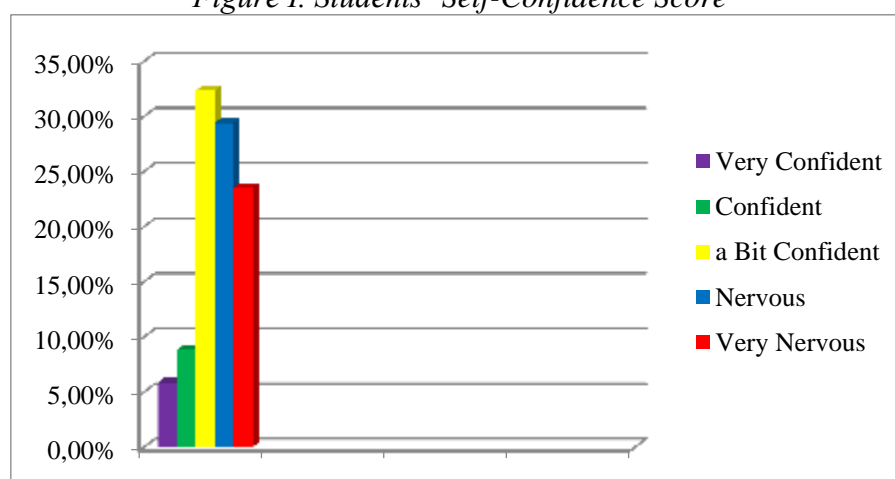
FINDINGS AND DISCUSSION

Findings

Based on the implementation of the action in meeting 1, the researcher saw that most of students were shy when speaking in front of their friends. That is why, the researcher and collaborator think that it is important to overcome the problems in order that their shyness can be reduced and they can be more confident to reach the indicators of success. The findings in meeting 2, researcher found that most of students had known about what is digital video recording. It made easier for the researcher to do in the next action.

In the third meeting, the researcher showed students' project in front of class and gave feedback and then gave the next project to them. The score of students' self-confidence from the digital video recording task based project can be seen below.

Figure I. Students' Self-Confidence Score



As it is seen in the table above the students' score is into percentages. The percentages can be seen from the following table:

Table 2. The Distribution of Students' Self-Confidence

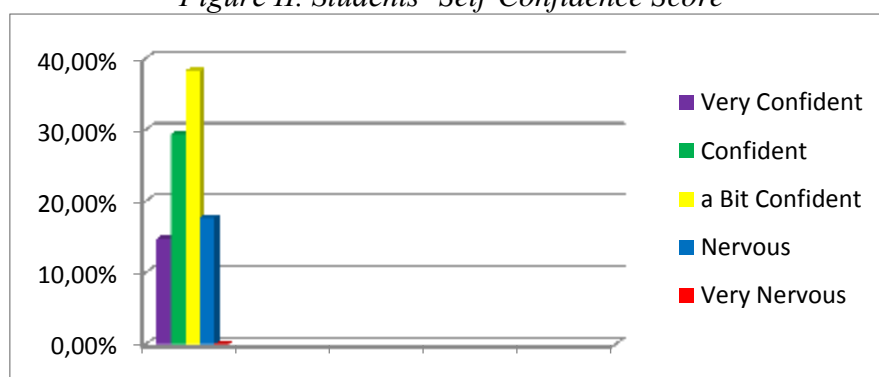
Interval	Qualification	Number of Students	Percentages
85-100	Very Confident	2	5.88%
71-84	Confident	3	8.82%
60-70	a Bit Confident	11	32.35%

40-59	Nervous	10	29.41%
0-39	Very Nervous	8	23.53%

Based on the table above, it can be seen that 47.05% of students are confident. The data show that 5.88% of students are in very confident categories, 8.82% is confident, 32.35% is a bit confident categories, 29.41% is nervous and 23.53% is very nervous category.

Based on the evaluation and reflection, the researcher and the collaborator concluded that 47.05% of students are confident. However, the researcher feels that it is important to increase students' confidence because indicator of success has not been reached yet. Some students still had problems such as their lack of vocabularies, feeling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unable to speak well that cause difficulties in expressing their ideas. Therefore, the researcher and the collaborator need to do action again. The researcher and collaborator guide students intensively by training their self confidence, vocabulary, and speaking skill. The score of students' self-confidence from the project can be seen below.

Figure II. Students' Self-Confidence Score



The figure above shows that the researcher collects the students' self-confidence score into percentages. The percentages can be seen from the following table:

Table 3: The Distribution of Students' Self-Confidence

Interval	Qualification	Number of Students	Percentages
85-100	Very Confident	5	14.71%
71-84	Confident	10	29.41%
60-70	a Bit Confident	13	38.24%
40-59	Nervous	6	17.65%
0-39	Very Nervous	0	0%

From table above, it can be concluded that there were progresses on students' self-confidence. It shows that 14.71% students who are very confident categories, 29.41% is confident, 38.24% is a bit confident, 17.65% is nervous and 0% is very nervous category.

Based on the result above, the researcher and the collaborator concluded that the indicator of teaching and learning has been reached. Therefore, the researcher decided to stop the action.

Discussion

This study aims at knowing the implementation of digital video recording task based projects to enhance EFL students' self-confidence in speaking. In order to make this study easy to understand, the result of this study is discussed as follows.

The implementation of digital video recording task based projects had been conducted by using classroom action research. This research followed the process of the research propose by Kemmis and Taggart (1999) namely planning, acting and observing, reflecting. The research applied only one cycles in this research. The problems are found in the first test and it had been solved in the second test.

Project-based learning (PBL) is typically considered an approach to teaching in which students respond to real-world questions or challenges through an extended inquiry process (Latimer and Riordan, 2011). Task is an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome (Willis, 1996; 23). Task-Based Learning is an approach based on the use of task as the core unit of planning and instruction in language teaching (Richards and Rogers, 2001; 223). The task is as the central of planning and teaching (Harmer, 2007; 71).

To measure the students' improvement in speaking skill the writer conducted a test. After the each test done, the teacher always gives feedback. The result of the test shows that the highest score in first test is 87.5, while the lowest score is 25. Highest scorer in second test is 92.5, while the lowest score is 40. There are five aspects that determined whether or not digital video recording task based projects can improve the EFL students' self-confidence in speaking skill. The aspects cover poise& appearance, bodylanguage, eyecontact, voice and pacing. The students' improvement in self-confidence in speaking skill also can be seen in the average result of first test and second test.

Considering the explanation above, the researcher concluded that the action is successful and can improve the students' self-confidence in speaking skill. The improvement of students' self-confidence in speaking skill can be seen in the improvement of the students score. The result of the first test and the second test showed the significant improvement.

Based on the results of this research, we could see that most students are interested in learning English speaking through digital video recording task based projects. They have a good self-confidence to express their ideas in speaking activity inside the classroom, most of students could minimize their fears and shy to speak, and frequency and percentage of students' confidence were good in the cycle.

Another aspect that found by the researcher in this study that digital video recording task based projects could motivate students and minimize students' speaking problems in speaking English such as low motivation to speak, lack of vocabularies to express their ideas, feeling shy when they speak in front of their friends, still rigid to express their ideas through oral communication, unable to speak well that causes difficulties in expressing their ideas, etc. during teaching and learning process in the classroom.

CONCLUSION

Digital video recordingis one of important things that must be applied during teaching and learning process in order the purpose of teaching can be reached. It can be appliedin teaching English speaking because by applying the media teaching speaking can be more effective, and it can improve students' self-confidence.

Based on the result of the speaking ability project and observation field note, it can be concluded that use of digital video recording task based project could improve students' confidence. The improvement could be seen from the speaking ability Project result. In first project, there were 47.05% or 16 students are confident. In the second project, there were 82.35% or 28 students are confident. It means that students' self-confidence can be improved by using digital video recording task based project.

REFERENCES

- Brown, G. and Yule, G. (1999). *Teaching the spoken Language*. Cambridge: Cambridge University Press.
- Brown, H. Douglas (1980). *Principle of Language Learning And Teaching*. New York : Prentice Hall.
- Brown, H. Douglas (2004). *Language Assessment Principles and Classroom Practices*. New York: Longman.
- Castañeda, M., & Rodríguez-González, E. (2011). L2 speaking self-ability perceptions through multiple video speech drafts. *Hispania*, 94(3), 483-501.
- Cheng, G., & Chau, J. (2009). Digital video for fostering self-reflection in an ePortfolio environment. *Learning, Media and Technology*, 34(4), 337-350, DOI:10.1080/17439880903338614.
- Edutopia (2011). Resources and Downloads for Teaching Critical Thinking [Internet]. San Lorenzo, CA: KIPP King Collegiate High School.[Accessed 7 April 2017]; Available from: <https://www.edutopia.org/stw-kipp-critical-thinking-resources-downloads>
- Efrizal, D. (2012). Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *Humanities and social science*, 12(2).
- Global SchoolNet.(2000). *Introduction to Networked Project-Based Learning*. [Accessed 7 Juny 2017]; Available from: <http://www.gsn.org/web/pbl/whatis.htm>
- Göktürk, N. (2016). Examining the effectiveness of digital video recordings on oral performance of EFL learners. *Teaching English with Technology*, 16(2), 71-96
- Harmer, J. (2007). *The Practice of English Language Teaching (Fourth Edition)*. London: Pearson Education Limited.
- Clark, H and Eve H. Clark,. (1997). *Psychology And Language*. New York: Harcourt Brace Javanovich inc.
- Hughes, R. (2006). *Spoken English, TESOL, and applied Linguistics: Challenges for Theory and Practice*. Chippenham: CPI Antony Rowe.
- Ignoffo, M. (1999). *Everything you need to know about self-confidence* (Rev. Ed.). New York: The Rosen Publishing Group, Inc.
- Jack C. Richards, Theodore S. Rodgers (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Jack Richards C. and Willy A. Renandya,. (2002). *Methodology in Language Teaching*, New York: Cambridge University Press.
- Jones, B. F., Rasmussen, C. M., & Moffitt, M. C. (1997). Real-life problem solving.: A collaborative approach to interdisciplinary learning. Washington, DC: American Psychological Association
- Kemmis, Stephen, McTaggart, Robin. (1999). *The Action Research Planner*, Victoria: Deakin University.
- Latimer H. and Riordan R. (2011). Project-Based Learning Engages Students in Meaningful Work. *Engaging and Motivating Young Adolescent Learners*, 11(2), 18-23
- Lauster, P. (1978). *The Personality Test* (2nd.Ed). London: Bantam Books, Ltd.
- O'Malley, J. M., & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. New York, NY: Addison-Wesley.
- Read Write Think International Literacy Association (2004). Oral Presentation Rubric [Internet]. [Accessed 7 April 2017]; Available from: <http://www.readwritethink.org/classroom-resources/printouts/oral-presentation-rubric-30700.html>
- Rickheit, G., & Strohner, H. (Eds.). (2008). *Handbook of communication competence* (Vol. 1). Walter de Gruyter.

- The Executive Committee of the Assessment Commission. (2011). Assessment of communication Institutional Student Learning Outcome #1 Report to the Campus 2010-11.
- Thomas, J. W. & Mergendoller, J. R. (2000). Managing project-based learning: Principles from the field. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- UK Essays. Task Based Approach To Language Learning Education Essay [Internet]. November 2013. [Accessed 7 August 2017]; Available from: <https://www.ukessays.com/essays/education/task-based-approach-to-language-learning-education-essay.php?cref=1>.
- Willis, J (1996). A Framework for Task-based Learning. London: Longman