



**STUDENTS' ATTITUDES TO THE ROLES OF TEACHERS
IN TASK BASED LEARNING METHOD THROUGH
WEB-ASSISTED PRACTICES**

Ulaş Koçak

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DEPARTMENT OF FOREIGN LANGUAGE TEACHING

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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren(.....) ay sonra tezden fotokopi çekilebilir.

YAZARIN

Adı: Ulaş

Soyadı: Koçak

Bölümü: İngiliz Dili Eğitimi

İmza:

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Yazar Adı Soyadı: Ulaş Koçak

İmza:.....

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Danışman: Doç. Dr. Semra Saraçoğlu
(İngiliz Dili Eğitimi, Gazi Üniversitesi)



Başkan: (Prof. Dr. Gülsev PAKKAN)
(İngilizce Mütercim Tercümanlık, Başkent Ü.)



Üye: Prof. Dr. Paşa TEVFIK CEPHE
(İngiliz Dili Eğitimi, Gazi Üniversitesi)



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to my wife

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ABSTRACT

Technology alone does not improve education but it provides new tools for learning and teaching. Its integration into teaching is evolving the nature of education; so, the roles of schools, teachers and learners are changing. Schools are not places where both teachers and learners go into a classroom and use a single textbook to follow a syllabus strictly anymore; instead, they are now places where learners and teachers come together for cooperation to achieve their goals. Likewise, teachers are not the leader of the classroom anymore but they are the guides and facilitators. Students taking their own responsibility for their learning outcomes become more independent and active and are not just consumers. Concurrently, active engagement, group participations and continual interaction between learners and teachers are the key qualities of teaching. These qualities call collaborative learning into mind; concordantly, Task Based Language Teaching as an expansion of communicative learning offers opportunities to fulfill these requirements and needs. In recent years, effects of task based practices on student motivation or their impacts on different language skills have been investigated generally in limited settings; mostly in prep schools of universities. However, what students think of roles of teachers integrating task based language teaching (TBLT) and web assisted practices in different settings has been overlooked. Therefore, this study aims to give an insight to how freshman students

comprehend the roles of teachers. To be able to do this, a mixed-method design were employed. A questionnaire with two different sections was administered to the participants as a quantitative measure and participants were interviewed in terms of gathering qualitative data on the comprehension of the participants. The results revealed that students require to be ‘heard’ by their teachers; they believe that communications should take place whenever possible. Participants expect their teachers to share affective traits as counselors: patience and flexibility, openness to new ideas, and awareness of individual differences. Although they do not think that teachers should be the authority making decisions on their own, they want them to keep their eyes open to identify participation problems in group works and to take concrete steps to chivvy unwilling individuals into taking responsibility.

Key Words: roles of teachers, task based language teaching, web assisted practices, technology

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İNTERNET DESTEKLİ UYGULANAN GÖREV TEMELLİ ÖĞRENİM METODUNDA ÖĞRENCİLERİN ÖĞRETMENİN GÖREV VE SORUMLULUKLARINA İLİŞKİN TUTUMLARI

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ÖZ

Tek başına teknoloji eğitimin geliştirilmesi için yeterli değildir ancak teknoloji hem öğrenim hem de öğretim için yeni kaynaklar sunmaktadır. Teknolojinin eğitimi entegre olması eğitimin doğasını değiştirmektedir; dolayısıyla okulların, öğretmenlerin ve öğrenenlerin de rolleri değişmektedir. Okullar artık öğrenenlerin ve öğretmenlerin bir sınıf içinde bir araya geldiği yerler olmaktan ve tek bir ders kaynağının kullanılıp, bir müfredatın sıkı sıkıya takip edildiği yerler olmaktan çıkmış; öğrenenlerin ve öğretmenlerin belirledikleri hedefleri başarmak için toplandıkları yerler haline gelmiştir. Bununla beraber, öğretmenler artık sınıftaki tek lider olmaktan çıkmış ve öğrenmeyi kolaylaştıran ve rehberlik eden aktörler haline dönüşmüşlerdir. Öğrenciler de kendi öğrenme sorumluluklarını almak suretiyle daha bağımsız ve aktif hale gelmişler ve o pasif tüketici rolünü terk etmeye başlamışlardır. Artık aktif katılım, grup çalışmalarına dahil olma, ve öğrenen-öğretmen arasındaki sürekli iletişim becerileri günümüzün kilit becerileri haline gelmiştir. Tüm bu beceriler işbirlikçi eğitimi akla getirmektedir ve bu bağlamda, iletişimsel öğrenmenin uzantısı olan, Görev Temelli Öğrenme (GTÖ) tüm bu gereksinimleri ve ihtiyaçları karşılayan imkânlar sunmaktadır. Son yıllarda, GTÖ' nün öğrenenin motivasyonuna etkileri ve farklı dil becerilerindeki yarattığı farklılıklar farklı çalışma ortamlarında, genellikle üniversitelerin hazırlık sınıflarında, çalışılmıştır. Ancak, GTÖ'de web uygulamalarını, hazırlık sınıfları dışında da, kullanan öğretmenlerin görev ve

sorumluluklarının öğrenciler tarafından nasıl algılandığına dair çalışmalar yapılmamıştır. Bu bağlamda, bu çalışma lisans birinci sınıf öğrencilerinin rolleri algılayışlarına bir bakış açısı getirmeyi hedeflemektedir. Bu bakış açısını getirebilmek adına, karma yöntemli bir çalışma gerçekleştirilmiştir. Nicel veriler elde edebilmek adına iki bölümden oluşan bir anket uygulanmış, sonrasında da, bir nitel veri toplama aracı olarak, katılımcılarla görüşmeler yapılmıştır. Sonuçlar bu tür uygulama yapılan sınıflarda öğrencilerin öğretmenler tarafından dikkatle dinleniyor ve seslerine kulak veriliyor olmalarını talep ettikleri; mümkün olan her zaman diliminde öğrenen-öğretmen ilişkisinin kurulması gerektiğini düşündükleri ortaya koymuştur. Öğrenciler öğretmenlerinin, ‘danışılan/rehber’ kişi olarak sabır, esneklik, yeni fikirlere açık olma ve kişisel farklılıkların farkında olma gibi üstün özellikler göstermelerini beklemektedirler. Ayrıca karar verme konusunda tek aktör olmalarını istemeseler de öğretmenlerinin grup çalışmalarındaki bireysel performansların takip edilmesi ve katılımı isteksiz davranan/çalışmaya katkı vermeyen öğrencileri bu süreçte dahil etme hususunda etkili ve kararlı adımlar atmalarını beklemektedirler.

Anahtar Kelimeler: Öğretmen rolleri, Görev Temelli Öğrenme, web uygulamaları, teknoloji

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LIST OF ABBREVIATIONS

AC	Asynchronous Communication
CALL	Computer Assisted Language Learning
CBI	Content Based Instruction
CLT	Communicative Language Teaching
DM	Direct Method
FL	Foreign Language
GTM	Grammar Translation Method
iNACOL	International Association for Online Learning
L2	Second Language
SC	Synchronous Communication
SREB	The Southern Regional Educational Board
TBLT	Task Based Language Teaching
WALL	Web Assisted Language Learning

CHAPTER I

INTRODUCTION

This chapter aims at describing the general background of the study, the problem, the aim, and the scope and the limitations of the study are stated.

General Background of the Study

English is used for many reasons and purposes around the world. It tends to be the language of communication in this century; and, as one might expect, how to teach it has always become a question to be answered. In the educational history, many stages have been passed through and the data have been gathered from the experiences; and to respond the needs of the age, education and its methods have always been in a change. When this change is considered in the frame of language teaching, a progression may be observed from the traditional approaches through the educational technology. Although there are a lot of ‘traditional’ methods in education, in today’s world, it is claimed that the best method is the one that makes the students wonder, do research, discuss, write report and negotiate to reach the aimed goal. In such a method, teachers also should revise their positions in education by trying to be open to the innovations in the field and to be well-equipped to answer their students’ needs.

Technology has dramatically changed every aspect of our lives recently; and, it has also transformed the education. The internet has played the major role in this transformation as it has improved communication possibilities, enabled access to information, and varied educational options. The internet is an exciting resource for teachers and students where teachers can publish portfolios of their works and accomplishments. Students also can do their publications and take their responsibility for writing, reading and others skills and

may become critical thinkers for it since they are the consumers of web sites. As can be clearly understood from this description, the internet, by giving learners more freedom and responsibility in their works, changes the flow of information which was formerly from the teacher to learners. Learners are no longer accepted as passive receivers; instead, they use their own skills and background knowledge to get the information they need; and to do this and more, the internet provides its users opportunities to reach limitless original materials, to share their ideas entering the discussion sites and to develop international relations. Internet resources such as electronic mails, forums, blogs and web sites can be listed as the devices of teaching and learning used both by students and teachers.

All these changes mentioned above have created a need to revise how we teach or learn; and what we should expect from the education. In an increasingly globalized world, communication is gaining importance and so is language learning. In language learning, while traditional methods that assume structure superior than meaning and communication lose popularity, alternative approaches take to the stage. In this sense, task based language teaching (TBLT) and web assisted language learning (WALL) come to prominence as they put emphasis on practical/functional use of language and learner-centered education.

Student centered learning is described as an approach taking the interests, skills and needs into consideration, letting students be free in the process of learning, presenting them various opportunities, making student learn in his own pace (Sparrow and Sparrow, Swan, 2000; in Gelişli, 2009, p.470). Web-based or web-assisted/enhanced education means a real change in the way of learning, from teacher centered paradigm to the student centered philosophy. It allows learners to pace their own learning, affords flexibility, makes them explore their learning features, and aims at making students learn how to learn (Aydın,2007; Gelişli, 2009; Saban 2004; Thomson, 2010).

Task based language teaching (TBLT), which is respected as an alternative to the traditional teaching methods where the teacher is always at the heart of teaching, is a part of a methodology that aims to use communicative language skills. During the last decade, TBLT has gained importance in language teaching and started to be used widely in language classrooms all around the world. TBLT requires students to get into a natural communication to be able to accomplish the task being given to them. By this effort, students are claimed to focus on the task they are assigned and they unintentionally develop their language skills. TBLT is also assumed as learner-centered since it motivates learners by giving them control of their learning, fosters interaction and collaboration.

Hişmanoğlu (2011, p.47), referring to a number of studies, calls TBLT as learner-centered because it views language as a communicative tool, and it presents tasks to engage learners to use functional language.

On the other hand, the teacher in TBLT should not be thought completely passive; contrarily, although they act as a counselor or observer, they may present the language in pre-task which is one of the three phases of TBLT.

No doubt that parallel to all these radical changes in the field of education, the role of teachers is also redefined. This study, classifying teachers' roles into seven: content facilitator, researcher, advisor/counselor, process facilitator, technologist, designer and manager/administrator, aims to gain an insight on how the participants perceive the teacher's presence and role in their learning process where they have completed their task using web assisted practices.

Problem of the Study

Although there is a growing number of studies on task based language learning, most of them focus on the effectiveness of group work (Uraiwan,2010); perceptions of students or instructors towards these courses (Alkan,2017; Kamalı,2014; Kırtas, 2016); its effects on students' motivation (Akyüz 2012; Page, 2016); or its impacts on different skills (Demirtaş, 2015; Rahman, 2016; Tuna 2009). Yet, roles of teachers using web assisted practices in their teaching have been a neglected research topic. Additionally, while existing studies in Turkey were generally carried out at high school grades or at preparatory classes of universities where students meet their teachers almost every day so that they could establish face-to-face communication, this study has been conducted with freshmen where students and the instructor could come together only once a week which naturally brings a restriction of communication. This study aims to understand what students think teachers should do to meet this gap of communication.

In classroom settings where students are generally assumed as passive 'receivers' teachers should be the most active agent; but in the technology integrated classes, the roles of the students and teachers have changed; they both are now required to be multi-task performers and computer literate. Thus, this study also seeks to find out if students' perceptions on teachers' roles differ greatly in this context.

In Turkey, the number of classrooms that have internet connection is increasing day by day and web assisted courses are introduced to the universities in Turkey. However, there are not many studies that reflect what students think of the roles of their teachers using web assisted task based practices. Therefore, this study aims to identify the roles and responsibilities of teachers setting off the problems that students might encounter in task based learning method through web assisted practices.

Aim of the Study

The aim of this study is to understand the ESL learners' perceptions of the internet as a teaching tool as well as the role of teachers in TBLT method through web environment.

The study addresses the following research questions:

1. How do students comprehend the roles of teachers in TBLT?
2. How do students, who learn English as a foreign language, comprehend the use of the internet as a supplementary teaching tool?

The Scope of the Study

In this research, a questionnaire was administered to the 52 first-grade students whose proficiency level were assumed to be similar (B1) as they all had to take and pass the same proficiency exam. After the administration of the questionnaire, sixteen randomly selected students, who were thought to represent the universe well enough, were interviewed in the English classes at the faculty of Medicine at Bülent Ecevit University.

After collecting the data, the researcher analyzed the results so as to reveal the current situation.

Method

The data were collected by; 1) the questionnaire prepared by the researcher the reliability of which is a Cronbach α value of 0.86; and 2) the semi-structured interviews. First, the questionnaire was prepared to reveal students' comprehension on the roles of teachers. Second, it was carried out before the actual administration of the questionnaire to a small group to get their ideas and to clarify the problematic items that may cause ambiguity.

Third, sixteen randomly selected students were invited to the interview to get their insight. Then, the results of the participants were evaluated and shown on tables.

The Hypotheses of the Study

The present study hypothesizes that:

1. The results of the study will contribute to the perception of the changing roles and responsibilities of the teachers.
2. At the end of the application, students will express their views on the roles and responsibilities of teachers.
3. Students answering the questions will reflect their thoughts sincerely.

Limitations

There may be some limitations to this study:

1. The results are only limited to the items of the instruments used and to the analysis of the interviews.
2. The results might not be generalized to whole context and settings as limited number of students were involved in the study.
3. The study was implemented within 2 hours per week due to pre-defined teaching schedule.

Definition of Terms

Task Based Language Teaching (TBLT): An approach based on the use of tasks as the core unit of planning and instruction in the language teaching (Richards& Rodgers, 2001, p.223).

Web Assisted Language Learning (WALL): It refers to the science that aims to study the use of the World Wide Web in the learning and teaching of second languages (Beatty, 2003, p.10)

Computer Assisted Language Learning (CALL): A term covering language learning which is supported with computer technology.

English as a Second Language (ESL): Learning English in an English-speaking country with learners that have different language background

English as a Foreign Language (EFL): Learning English in a foreign country where the native language is not English

L2: A new language someone is learning/ has learnt

CHAPTER II

REVIEW OF LITERATURE

In the first part of this chapter, an overview of language teaching methods and approaches is given. TBLT is focused on with its principles. Three phases of it are introduced and the roles of teachers and students are mentioned. In the second part, terms peripheral to CALL is provided; the use of the internet technology as a teaching and learning tool is introduced and some additional information on the integration of computers into the foreign language teaching and changing roles of teachers are also mentioned.

An Overview of Language Teaching

What is the most effective way of teaching second or foreign languages? The history of language teaching has been framed in the search of an answer to this question. For more than a century, debate and discussion being held have often centered on the same issues: the role of grammar in the language curriculum; the development of accuracy and fluency in teaching; the choice of syllabus frameworks in the course design; the role of vocabulary in language learning; teaching productive and receptive skills; learning theories and their application in teaching; memorization and learning; motivating learners; effective learning strategies; techniques for teaching four skills; and the role of materials and technology (Richards&Rodgers, 2001, p.8).

As these questions are clarified, teaching profession is ceaselessly exploring new options for addressing these and other basic issues and effectiveness of different instructional strategies and methods in the classroom. The teaching methods or approaches are usually derived from the results of analysis of the application of teaching and learning principles drawn from theory research and theory in educational psychology. And these approaches and methods are very important parts of language teaching history.

Language teaching has a historical background. In this part, a brief history of language teaching and theories leading to Task Based Language Teaching will be reviewed.

The history of languages is generally a story of incline and decline in popularity; while some languages gain widespread popularity because of periodic reasons, some others lose it. It is hard to mention all the reasons why English is so popular today but it is assumed that its chronological evolution is a long process. Hundreds of years ago, Latin was the most widely studied foreign language; and it was heavily used in all areas of life. But in the 16th century, this situation changed, and English, French and Italian gained importance in Europe. Until the eighteenth century, a strict introduction to Latin grammar through repetition of grammar rules was given. By the nineteenth century, this approach had become the accepted way of teaching languages in schools. Each grammar structure was given in a list, its use was explained deductively, and sample sentences were used to clarify these uses. Oral work was reduced to minimum. This approach is the Grammar Translation Method (GTM). In this method, students were given instruction in their own language; there is little use of the target language for communication; the main focus is on grammar; and, sentence translation both from and to the target language is the typical exercise to practice the language taught. (Murcia, 2001, p.6)

Toward the mid-nineteenth century, increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages. This contributed to a questioning and rejection of the GTM. The way that GTM offered to teach modern languages was criticized for being ineffective. And, the education provided by public schools was seen unsatisfying in terms of language teaching. In Europe, new approaches to language teaching were developed by scholars some of whom did not achieve any lasting impact. Gouin had been a pioneer of nineteenth-century reformers building a methodology around observation of child language learning, referred to as the advocates of 'natural' method. With this method, it was argued that a foreign language could be taught without translation or the use of the learner's native language, known words could be used to teach new vocabulary and speaking began with systematic attention to pronunciation. These natural language learning principles provided the foundation for the Direct Method (DM). Direct Method (DM) is a radical change from GTM as the target language was considered very important in instruction and communication; first language and translation were overlooked. It led to the development of new techniques of language, such as demonstrations of objects and pictures, the emphasis on questions and answer, and

dictation etc. But, DM lost its population in a short time as two questions arose about it: it is not clear how to abstain from misunderstanding- especially abstract ideas- without referring to the first language; and how to implement this method beyond elementary level of language learning. (Liu,& Shi, 2007, p.70).

The controversy over DM was the first of many debates over how second and foreign languages should be taught. The history of language teaching throughout much of the twentieth century witnessed the rise and fall of a variety of language teaching approaches and methods. As behaviourism started to show its effects on language learning, the DM morphed into the Audiolingual Method (ALM) in the 1960s. In this method, the target language was used as the only language in the classroom. It used stimulus-response-reinforcement model to engender good habits in language learners. A premium was placed on accuracy and did its best to banish mistakes completely at the sentence level; the purpose was habit-formation through repetition of correct utterances (Harmer, 2015, p.57). However, it soon started to be widely criticized as learners could not perfectly transfer the skills they developed through ALM to real world situations and for its procedures which were assumed as being deprived of theoretical background.

In the 1970s, all these traditional teaching approaches began to be attacked and as a result, alternative methods which had no connection with mainstream language teaching appeared. These are Total Physical Response, the Silent Way and Community Language Learning. Although they grabbed some attention at first, they have not stood the test of the time. *Total Physical Response* (TPR), developed by James Asher, was based on language and physical movement coordination. Students are expected to respond to commands given by the teacher. Although most of the class time is allocated to listening, lessons are planned around grammar.

The Silent Way (SW) is named after a method devised by Caleb Gattegno. In this method, teachers are extensively quiet and students are encouraged to be active discoverers of language; Color charts and the colored Cuisenaire rods are the elements of the Silent Way. *Community Language Learning* (CLL), developed by Charles A. Curran, is based on the Counseling Learning theory. In CLL, teachers are assumed as counselors and learners are clients. Teachers are expected to respond to the clients' problems in a supportive way. Learning occurs through interaction in the community. It has no syllabus or textbook. Learners are to apprehend the sound system of the language and the basic grammar of the target language.

Since 1980s, these methods have fallen out of fashion. The mainstream language teaching is never out of fashion as it always emphasizes contemporary theories of language and second language acquisition as the fundamentals of teaching proposals. Communicative Language Teaching, the Natural Approach, Content-Based Teaching and Task-Based Teaching are in the current communicative approaches.

The communicative approach is learner centered. It is based on the idea that the aim of learning a second language is to gain communicative competency. It gives the learner not only grammatical competence but also a social skill as to what to say. In this approach, apart from fluency, accuracy and appropriateness are equally important (Patel&Praveen 2008:94). According to Widdowson (1990, p.159), Communicative Approach focuses on concepts or notions rather than forms, words and sentence patterns which help learners carry out various kinds of communicative acts (in Sreehari, 2012, p.88).

In 1977, a new philosophy of language teaching was attempted to be developed that included 'naturalistic' principles of second language acquisition by Tracy Terrell and Stephen Krashen. It was called Natural Approach (NA) in which the learners are given input to maximize their emotional readiness and attention and the willingness to listening, writing and other materials which comprise above mentioned inputs of language. Krashen and Terrell regard language as the means of communication so they do not give much importance to the theory of language. Language is viewed as a vehicle for communicating meanings and messages and the importance of the vocabulary is stressed (Richards&Rodgers, 2014, p.261). As learner roles, there is a basic assumption in NA that learners should not try to learn a language in the usual sense. To Krashen and Terrell, in NA, learning is acquired when learners are absorbed in activities with meaningful communication more, their acquisition and fluency will improve. In this process, the role of the teacher is the main source of comprehensible input creating a good repertoire and providing positive atmosphere with a variable classroom activities.

Communicative Language Teaching (CLT) is another method based on the communicative approach. It puts an emphasis on what language is used for rather than how it is formed. The concern is with spoken functions and ideas of how to use the language appropriately in certain situations. To do this, learners are involved in real or realistic communication through activities (Harmer, 2015, p.57). Littlewood divides these activities into two different categories: functional communication activities and social interaction activities (in Richards &Rodgers, 2001, p.166). Functional communication activities include tasks

like comparing sets of pictures and noting differences and similarities; discovering missing features in a map or picture; solving problems from shared clues where social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations and debates. This distinction has helped to form a link with Task Based Language Teaching which will be dealt in the following section.

Content-Based Instruction (CBI) refers to an approach in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Krahne (1987, p.65) defines it as follows: 'It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught'. CBI just like CLT focuses on communication that may occur in real life situations which is the content and the subject matter of the language rather than grammar or functions. Content topics should be chosen by taking the learners' needs and interests into consideration and so as to improve their second language competence to the utmost. In this approach, learners are expected to be autonomous who are able to conceive their own learning process and take the responsibility from the start. CBI also requires a change in the role of typical roles of language teachers who must have knowledge in the subject matter and be competent to elicit that knowledge from their students (Richards & Rodgers, 2001, p.214).

Since the last quarter of 1900s, task-based language teaching (TBLT) has appealed to the global attention of researchers, program developers, institutions, educationalists, teacher trainers and language teachers worldwide (Van den Branden, 2006, p.1). However, they have differed considerably in the use they have made of them. Some methodologists have simply incorporated tasks into traditional language-based approaches to teaching. Others have treated tasks as units of teaching in their own right and have designed whole courses around them. These two ways of using tasks can be referred to respectively as *task-supported language teaching* and as *task-based language teaching*. In both cases, tasks have been employed to make language teaching more communicative. Tasks, an important feature of CLT, are included in the classroom activities. The activities, as mentioned in the previous section, are distinguished as functional communication activities and social interaction activities in CLT; and, this distinction forms a link with TBLT.

TBLT has been assumed to be a recent expansion of CLT. TBLT proposes the use of tasks as a central component in the language classroom because they provide better contexts for activating learner acquisition processes and promoting L2 learning. TBLT is thus based on

a theory of language learning rather than a theory of language structure (Shehadeh, 2005, p.16). Richard and Rodgers (2001, p.228) suggest that this is because 'tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning.'

The core unit of TBLT is a task. The definition of this term has been made by various linguists and methodologists in different perspectives. The following part introduces a summary of these definitions.

Definitions of 'Task'

The term *task* can mean different things to different people. In literature various definitions have been offered while there is no consensus on the components of it. The term 'task' in TBLT does not refer to grammar exercises, practice activities and role plays as is used as a label for diverse activities in some books. Tasks are meaning focused. In other words, learners are free to use whatever language they want in order to convey their intended meaning. In this part a number of definitions are provided.

According to Prabhu (1987, p.24), one of the preliminary advocates of TBL, a task is 'an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process'.

Long (1985, p.89) defines a task as 'a piece of work undertaken for oneself or for others, freely or for some reward; and by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between.'

Nunan (1989, p.10) considers a task as 'a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form'. The task, standing alone as a communicative act in its own right, should also have a sense of completeness with a beginning, middle and an end.

Willis's (1996, p.53) definition is: 'a task is goal-oriented activity in which learners use language to achieve a real outcome like solving a problem, doing a puzzle and sharing experiences.' A task, to be a communicative one, should involve an achieving result and make a final outcome to be approved by others.

According to Krahne (1987, p.57) the defining characteristic of task-based content is that it uses activities that the learners have to do for non-instructional purposes outside the classroom as opportunities for language learning. Tasks are distinct from other activities to the degree that they have non-instructional purposes.

Another definition cited in Ellis (2003, p.4) runs as follows:

A task is 1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; 2) a language learning endeavor that requires learners to comprehend, manipulate, and /or produce the target language as they perform some set of work plans.

Breen offers another definition: ‘a task is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entitled in a new language and its use during communication’. (Breen, 1989; in Ellis, 2003, p.4)

Skehan (1998) proposes five parameters of a task:

- meaning is essential
- the assessment of the task is in terms of outcome
- learners are not given other people’s meanings to regurgitate
- task completion has some priority
- there is some sort of relationship to comparable real-world activities (in Nunan 2004, p.3).

Willis and Willis (2007, p.12) suggest that it might be a good way to ask the following questions to determine if an activity is a task:

- Does the activity engage learners’ interest?
- Is there a primary focus on meaning?
- Is there an outcome?
- Is success judged in terms of outcome?
- Is completion a priority?
- Does the activity relate to real world activities?

They also mention that all questions also introduce an additional feature: notion of engagement. An activity should engage learners’ interest; otherwise, there can be no focus on meaning or outcome.

Tasks are an important part of TBLT; they provide an opportunity facilitating learning processes and encouraging L2 learning.

The Components of a Task

In this section, the elements making up a task which are mainly task goals, input data, learner procedures, learner roles and support by the teacher, as well as the settings in which tasks are undertaken will be presented.

Based on their list of task components, Shavelson and Stern (1981) express their conception of TBLT concerning education in general as follows:

- Content: what is to be taught
 - Materials: what learners can observe/manipulate
 - Activities: the things that learners and teachers will be doing
 - Goals: the teachers' general aims for the task
 - Students: their abilities, needs and interests are important
 - Social community: the class as a whole and its sense of 'groupness'.
- (Shavelson and Stern, 1981; in Thompson, 2014, p.7)

Candlin (1987) provides a similar list suggesting that tasks should contain input, roles, settings, actions, monitoring, outcomes, and feedback. Similarly, Wright (1987, in Nunan 2004, p.41) suggests that two basic components of a task are input data, which may be provided by materials, teachers or learners and conscious-raising question, which guides learners for dealing with the data.

Drawing on these conceptualizations, Nunan (2004) proposes that a task should basically include goals, input and procedures which will be supported by roles and settings. The descriptions of the components are given here: 'Goals' are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum. Goals may relate to a range of general outcomes (communicative, affective or cognitive) or may directly describe teacher or learner behavior. (p.42) 'Input' refers to the spoken, written and visual data that the learner works in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves (p.47). 'Procedures' refer to the ways of how learners deal with the input, which is the main step of a learning task. 'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between learners and the teachers.(p.64) 'Settings' refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.(p.70) Nunan argues that all these components are required in selecting, modifying, creating communicative tasks.

In task creating from any content, Lochana and Deb (2006, p.151) gives a list of the points that should be kept in mind as follows: tasks must; have clear objectives; be appropriate for learners; be flexible, interesting and motivating; and, prepare learners to apply the language learnt into new situations.

Variety of Tasks

There exists a number of task types some of which are as given here: problem-solving (Pica, Kanagy & Falodun, 1993; Willis & Willis, 2007, p.93); decision-making; opinion exchange and information-gap (Pica et al., 1993; in Richards & Rodgers 2014, p.234); sharing personal experiences and project and creative tasks (Willis & Willis 2007, p.103); and topic based tasks such as listing, comparing, ordering and sorting, matching (Willis & Willis, 2007, p.99); real-world tasks and pedagogic tasks (Nunan, 2001, p.4).

Nunan (2001, p.4) asserts that there are two different types of tasks: real-world tasks and pedagogic tasks. A real-world task is a communicative task which is achieved through language out of the classroom. On the other hand, pedagogical act is a classroom activity involving students comprehending, manipulating and producing through language focusing their attention on meaning rather than form. Nunan divides pedagogical tasks into two further groups as rehearsal task and activation task. In rehearsal task, during the class time students rehearse the language they can use out-of-class and in task activation. In activation tasks, a fictional situation is given to the students and they are expected to create or manipulate language that is not given in coursebooks.

Willis and Willis (2007, p.67), on the other hand, propose seven task types as follows:

Listing

The simplest that's why the most frequently used type of task is listing. Linguistic challenge may vary according to what students are expected to list. These tasks create a lot of talks as learners try to explain their ideas. With the topic 'transports', for example, learners might list the kinds of transport available at the elementary level or make a quite complex lists with recommendations for improving the transport system at an advanced level. The processes involved are: *brainstorming* and *fact-finding*. *Brainstorming* involves shy learners in topics and encourages richer task interaction. *Fact-finding* involves asking learners to search for specific facts in different sources like in books or leaflets or on the

internet. Then they use these facts in English. The outcome of a listing task is lists which can be compared with others' or turned into a guessing game or quiz.

Ordering and Sorting

Various cognitive processes are involved in this type of task:

Sequencing; this may be putting items, actions or events in a logical or chronological order like arranging a series of jumbled pictures to make a story or describing in sequence the steps of a particular process. *Ranking*; learners could list potential holiday destinations and rank in order of popularity with the class based on a specified criteria. And, in *classifying*; learners classify items in different ways allotting them in a list to categories already given.

Matching

This task is suitable for all learners no matter what their levels are. These tasks can be adapted to incorporate reading, writing and listening. Students listen to and watch the teacher talking about a range of objects or read an adapted text; they then start to identify which picture or object relates to what they hear and read; match captions, descriptions and things. One big advantage of using tasks involving matching is that learners gain a very rich exposure to language within the security of a tight and well-defined framework. (Willis& Willis, 2007, p.87)

Comparing

These tasks involve comparing information learners have or get from different sources to find out similarities and/or differences. The topics might be personal or impersonal such as favorite holiday places or topics of languages and culture, specific social customs. Going further afield, learners using the web may compare campus facilities in different countries. Options are endless.

Problem Solving

As these tasks require learners' intellectual and reasoning power, they are challenging and also satisfying to solve. Problem solving tasks encourage students to give advice and recommendations for problems concerning general issues such as global warming and

specific issues such as the things to do on the condition that it starts to rain during a wedding party. These tasks can stimulate wide-ranging discussion and also offer scope for a variety of writing activities, including note-taking, drafting and finalizing proposals for solutions (Willis& Willis, 2007, p.93).

Sharing Personal Experiences

These tasks give chance to learners to talk freely about themselves and share their experiences with the others in class. As they practice, they may feel comfortable talking about their own experiences or embarking on a story in social interactions with speakers of English. As stories are told, learners take notes to ask speakers questions, set memory quizzes or retell the story.

Creative Tasks

These tasks are often called projects and involve pairs or groups of learners. Projects are normally done on a collaborative basis but also can be done by individuals. They are spread over a longer time-span than task sequences. In case of an out of class research, additional time might be needed for the preparation of each step. Each project culminates in a specified end-product that can be shown to the others, displayed, or made public in some way for the others to appreciate.

Nunan (1999, p.53) offers that seven task types above can be grouped into two types according to the outcome and what is expected from learners: closed tasks and open tasks. He indicates that a closed task is the one in which only one option or alternatively a limited number of options are accepted as the correct answer. Closed tasks are highly structured and have specific goals such as finding differences between a set of pictures. The instruction is definite and the information is limited and the answers are known by the teacher. There is only one possible outcome and one way to reach that. On the other hand, open-tasks are the ones that are not strictly structured, with a less specific outcome. Willis (1996, p.28) asserts that ‘open tasks are ones that are more loosely structured, with a less specific goal, for example, comparing memories of childhood journeys, or exchanging anecdotes on a theme’. These tasks do not have a correct answer. The answers can change from learner to learner.

Pica, Kanagy and Falodun (1993, in Richards& Rodgers, 2001) proposed five basic task types, each of which is unique in terms of the ways in which the features combined. In *jigsaw tasks*, students work in pairs or small groups. They each have different piece of information and in order to achieve an outcome they have to put the information together. In *information-gap tasks* one learner has the information and the other member of the pair or members of the group must complete the missing part of information asking questions. In some cases, one student has all the information (a one-way task); in others, each student has his/her information (a two-way task). In *problem-solving tasks*, students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome. In *decision-making tasks*, students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion. And in *opinion exchange tasks*, learners engage in discussion and exchange of ideas. In this type of task, the goal is not making them reach an agreement but leading them to express their ideas using target language.

Task-Based Language Teaching

TBLT owes its development to the dissatisfaction with the former language teaching methods such as, grammar translation method, direct method, audiolingualism. A traditional model for the organization of language lessons, both in the classroom and in course-books, has long been the PPP approach (presentation, practice, production). With this model individual language items (for example, the past continuous) are presented by the teacher, then practiced in the form of spoken and written exercises (often pattern drills), and then used by the learners in less controlled speaking or writing activities. Although the grammar point presented at the beginning of this procedure may well fit neatly into a grammatical syllabus, a frequent criticism of this approach is the apparent arbitrariness of the selected grammar point, which may or may not meet the linguistic needs of the learners, and the fact that the production stage is often based on a rather inauthentic emphasis on the chosen structure (Chen-jun, 2006, p.26).

Reacting to these disadvantages of approaches which focus on form in English language learning, researchers began to look at alternatives that enhance classroom interactions that could promote language learning most productively. As an answer to this attempt, Communicative Approach, where teaching is done entirely through communicative tasks, was derived and it then led to a more specifically designed approach.

As an alternative to PPP, TBLT, also known as task-based language learning (TBLL) or task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. There is no set grammar syllabus. Task outcome, rather than accuracy of language forms, is primarily assessed. This makes TBLT popular as it develops target language fluency and student confidence.

TBLT underpins several significant research agendas, and it has influenced educational policy-making in both ESL and EFL settings. Pedagogically, it has intensified the following principles and practices:

- A need-based approach to content selection
- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside the classroom. (Nunan 2004:1)

Definition of Task-Based Language Teaching

Task Based Approach has been defined by various educators. One of the definitions of the term belongs to Willis (1996, p.1). According to her, ‘task-based learning combines the best insights from communicative language teaching with an organized focus on language form’

According to Krashen (1987, p.57) ‘TBLT uses activities that the learners have to do for non-instructional purposes outside of the classroom as opportunities for language learning’

Richards and Rodgers (2001, p.223) offer this definition “TBLT refers to an approach based on the use of tasks as the core unit of planning and instruction in the language teaching”

Rahimpour (2008, p.47) states that TBLT has become popular as it provides a better understanding of a language learning process and that it focuses on the ability to perform a task or activity without explicit teaching of grammatical structure.

The key assumptions of task-based instruction are summarized by Feez (1998, in Richards & Rodgers, 2014, p.176) as:

- Process is given more importance than product.
- Communication and meaning emphasizing tasks are basic elements
- Activities and tasks help learners learn language through communicative and purposeful interaction
- Activities and tasks can be either: those that learners might need to achieve in real life; those that have a pedagogical purpose specific to the classroom.
- Activities and tasks are sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, and the language required to undertake the task.

General Features and Main Characteristics of Task-Based Learning

Over the last 25 years, the communicative task has evolved as an important component within curriculum planning, implementation and evaluation. In TBLT, communicative tasks which learners will need to engage in outside the classroom and which will facilitate language acquisition are selected. Nunan (2004, p.35) makes a list of seven principles for TBLT; namely, *scaffolding*, *task dependency*, *recycling*, *active learning*, *integration*, *reproduction to creation* and *reflection*. *Scaffolding* refers to the requirement that the selected lessons and materials ensure that learning can take place. *Task dependency*, in a broader sense, means each task should build upon the previous one so that all the tasks may constitute a ‘pedagogical story’ together. *Recycling* is students’ repetitive use of target language items through various tasks similar to real-life contexts. *Active learning*, as the name implies, is related to students’ hands-on participation in tasks design to ensure learning. That linguistic form, communicative function and semantic meaning are blended into learning process is called *integration*. *Reproduction to creation* states that learners need to reproduce the forms or language they receive from other sources like teachers, texts and recordings in order to create more than they were presented with. *Reflection* is concerned with the necessity of opportunities provided to learners to consider about what they have learned and their current success of acquiring language abilities.

Although there is no consensus of views among the advocates of TBLT on core principles, Swan (2005; in Hişmanoğlu, 2011, p.48) states that commonly shared characteristics of this method are as follows:

- Instructed language learning should mainly contain natural or naturalistic language use
- Instruction should support learner-centeredness
- Engagement is essential to promote the internalization of formal linguistic elements and can be realized best by offering opportunities for focus on the form

- Communicative tasks are especially suitable devices for such an approach.
- More formal pre- or post-task language study may make contribution to internalization by leading or maximizing familiarity.

Task-based Methodology Framework

Phases of the Task-based Framework

A basic design of a task-based lesson includes elements and stages which focus on a task as the main component. Even though varied designs have been proposed in the literature, Willis's design (1996, p.155) is the most commonly used one since it is considerably straightforward and provides practicality. The model comprises of three essential phases, which are sequentially pre-task, during task and post-task. To this end, in the pre-task phase, various activities are used in order to raise students' awareness before focusing on the task itself in the during-task stage. The main focus in this phase is the task itself but some instructional options are also provided. The final phase is *post-task* and involves procedures for following up on the task performance. Only the during-task phase is obligatory in task-based teaching. Non-obligatory options in pre-task or post-task phases can have a significant role for maximal effectiveness of the task performance in terms of language development (Ellis 2003, p.243).

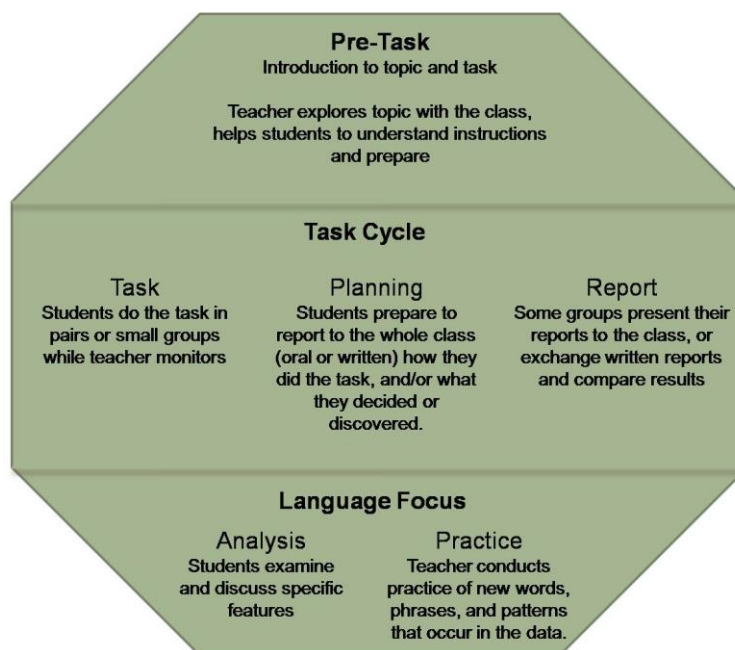


Figure 1. The Willis framework for TBLT, Willis J. & D. Willis (Eds) (1996), *Challenge and Change in Language Teaching*, Oxford: OUP

The Pre-task Phase

The aim of this stage is to help students engage in the task by promoting their language acquisition. According to Shehadeh (2005, p.26) this phase provides the necessary background, knowledge and procedure, introduces students to the topic and the task to be performed. It is the shortest stage in the framework. Willis (1996, p.42) gives the steps needed to set up a task successfully first of which is introducing the topic. Lee (2000, in Ellis 2003, p.145) describes the importance of ‘framing’ the task to be performed and signifies that an advance organizer is needed to determine the requirements of steps to do and what outcome students will achieve at the end.

After framing the task, the second step aims to get students to be familiar with the words and phrases that will be beneficial for performing the task or the real life language use.

During this step, teachers could provide a number of important words and phrases which are topic-related and probably unknown by the students. Usually these are introduced and illustrated in textbooks, but not taught explicitly. The point of the introductory focus on topic and language is not to teach large amounts of new language, but to boost students’ confidence in handling the task (Willis, 1996, p.43).

The third and the most important step in the pre-task phase is to make sure that all learners conceive the content, the goals and the required outcome of the task. The learners should be informed about the implementation of the task, the roles of group participants, time allowed and the outcome.

The During-task Phase

The during-task phase has three components: *the task stage*, the *planning stage* and the *report stage*.

Task phase involves meaning-focused activities which are carried out with the use of both target and previously acquired language structures. In this sense, the structures used by the students may differ in accuracy and complexity as long as the task is adequately achieved. Yet students tend to focus on the use of the language forms which are provided to them. The teacher stops teaching, acts as monitor and lets the learners to get on with the task on their own. Willis (1996, p.53) sees this stage as a crucial chance for all learners to use whatever language they can produce, working simultaneously as a member of a group to meet the objectives of the task. In the planning stage, learners prepare to report to the class

how they did the task and what they decided or discovered. They rehearse what they will say to the class. As they report their findings publicly, they will want to be accurate. Therefore, teacher's role is to be an adviser as they assist learners to comprehend the meanings of the words and produce them accurately, thus, encouraging learner independence.

In the *report stage*, the students present their spoken reports to the class, or display their written reports. The other pairs or groups compare findings with their own and ask questions. The teacher acts as a director starting the process of presentation, determining a goal for learners to listen, the order of groups to talk about their presentations and making the closure at the end summing up the main points. Feedback is the final step of the stage; they are to be tactful and positive.

In short, the task stage enables students to gain fluency and confidence in themselves as communicators. Because meaning is paramount, there is often little concern for the grammatical accuracy. The planning stage gives learners the time and support they need to prepare for the linguistic challenge of speaking in front of the class. They have time to experiment with the language and check on grammar. The report stage fosters students to upgrade and improve their language. It encourages them to think about form, meaning, accuracy and fluency (Willis 1996:64).

The Post-task Phase.

The last phase consists of two components: analysis and practice. The aim of the analysis is to get students to find out and consider the specific elements of language form and language use in their own time and at their own level. A certain amount of form-focused practice, integrated with analysis activities, also may help students pronounce and memorize useful phrases and common patterns and also give them confidence to try out new combinations and to generate some of their own (Willis, 1996, p.102).

According to Ellis (2003, p.258) the post-task phase provides a number of options. These have three pedagogical goals: (1) to provide an opportunity for a repeat performance of the task; (2) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task; and (3) to encourage reflection on how the task is performed.

Repeat performance refers to positive effects of repeating. Task repetition helps learners improve their production in a number of ways, for example, the learners use more complex language, express prepositions more clearly, and become more fluent.

‘Reflection on the task’ provides teachers opportunities to decide on the usefulness of the task through using similar tasks or changing the task type. To do this, teachers are recommended to ask students to present a report on the outcome of the task they have done. Encouraging students to assess their performance help them use metacognitive strategies of planning, monitoring, and evaluating more effectively which are considered valuable in language learning.

When the task is processed thoroughly, students are urged to focus on forms. The response to the question that may arise as to which forms are to be dealt with is obvious that the teacher has already sorted out ‘useful’ or ‘natural’ forms the students fail to use while performing the task.

Teacher Roles

Nunan (2004, p.64) asserts that *role* refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

Teachers are given many different roles in the task-based classroom settings (Willis& Willis, 2007; Ellis, 2003; Nunan, 2004; Richards& Rodgers, 2001). In the Willis & Willis’s (2007, p.148) list, the roles fulfilled by the teacher are as follows:

- *leader and organizer of discussion* s/he conducts discussions and then offers learners opportunity to share their views with the class;
- *manager of pair/group work* s/he organizes pair or group works to get the best out of students;
- *facilitator* s/he needs to find a balance between setting a task and making sure that learners can manage the task;
- *motivator* s/he gives learners all the encouragement being as positive as reasonably s/he can be and highlighting progress to enhance motivation ;
- *language ‘knower’ and adviser* s/he helps learners with the meanings;

- *language teacher* s/he adopts traditional teaching role, explaining, demonstrating, and eliciting appropriate language forms.

Richards and Rodgers (2001, p.236) assume the teacher roles as a selector and sequencer of tasks; preparer learners for tasks; and consciousness-raiser.

- *Selector and sequencer of tasks*: A central role of the teacher is in selecting, adapting, and/or creating the tasks themselves and then forming these in keeping with learner needs, interests, and language skill level.
- *Preparing learners for task*: Not to let students go into new tasks 'cold', teachers provide activities like topic introduction, clarifying task instructions, helping students learn or recall useful words and phrases. Such warm-up activities reduce the difficulties students may face and enhance their learning.
- *Consciousness raiser*: Teachers adopt a variety of form-focusing techniques including attention-focusing pre-task activities, text exploration, guided exposure to parallel tasks to help students notice critical features of the language.

Ellis (2003, p.271) notes a number of possible roles for the teacher; modeling collaboration, observing and monitoring the students' performance, and intervening when a group is experiencing obvious difficulty.

Learner Roles

The construction of knowledge leading to communicative competence in a foreign language is hard. For this construction to take place, students must be willing to learn, to invest time and effort. The framework envisages students taking as active a role as possible in as many of the stages as possible in order to create this involvement and motivation.

Learners are active in all phases; they are speakers, listeners, performers, negotiators, manipulators and group members. They find their own ways, organize information about language, use their linguistic knowledge, use different styles of speech and writing and are creative (Nunan 2004, p.66).

Primary roles of learners that are assumed in current communicative proposals for task based instruction are listed by Richards and Rodgers (2001, p.235) as follows:

Group participant: As learners are required to team together to complete tasks, they are basically assumed as a member of a group or a pair. The figure below, which has been

adapted from Willis and Willis (2007, p.165), is given to illustrate learners' possible participant roles:



Figure 2: Roles of Learners, Willis, D. & Willis (2007), *Doing Task-based Teaching*, Great Clarendon Street, Oxford: OUP

Monitor: In TBLT, tasks are not conducted for the purpose of just doing but of giving learners opportunity to get how language is used in communication. Learners themselves need to “attend” to be able to better understand the function and the form of the language practised through task.

Risk-taker/innovator: The main point of many tasks is said to require learners to create and interpret messages for which they lack full linguistic resources and prior experience. Hence, restating, paraphrasing, guessing from linguistic and contextual clues, asking for clarification and consulting with other members will often be needed.

Nunan (2004, p.14) asserts that learner-centeredness, which has been a crucial concept in language pedagogy for many years, is closely connected to the communicative language. Breen (in Nunan, 2004) has emphasized the benefits of connecting learner-centeredness with learning task and offers that it should be possible for learners to make choices about what to do and how to do it. This may let learners be aware of their own learning process by planning and monitoring their own learning.

Benefits and Challenges of Task Based Language Teaching

Advantages

There are numerous lists of advantages of task based teaching and learning. But, the most widely cited lists are Willis's and Ellis's.

Willis's (1996, p.147) list of the main advantages is as follows:

- The main purpose of Task based framework is to encourage students at all levels with different abilities to the use of language and supply them with a variety of learning opportunities.
- The function of the tasks is to help the students to stimulate and perform the language they have already acquired.
- The tasks prepared out of the texts and recordings of spoken language present learners with rich samples of spoken and written language in use.
- The language focus components give the students the opportunity to test the spoken and written language presented and devise their knowledge of language structure.

The advantages of TBLT that Ellis (2009; in Hişmanoğlu, 2011, p.49) mentioned are as follows:

- TBLT creates the “natural” learning environment (in the class) for the students
- It underlines the importance of meaning over form; but, it can pinpoint learning form as well.
- It supplies students with rich input of target language.
- It is essentially motivating.
- It complies with learner centered educational philosophy; however, it enables the teacher provide information and guidance too.
- It supports the development of communicative fluency without neglecting accuracy
- It can be practiced together with a more traditional approach.

Disadvantages

Ellis (2003, p.328) summarizes theoretical objections to task-based teaching in three categories: (1) The restricted nature of task-based communication; (2) the cultural relativity of task-based teaching; and (3) the impossibility of teaching language as communication. The first criticism does not dismiss task-based teaching but points to its inherent limitations. It argues that task-based teaching restricts the way in which language is used, causing learners to miss out experiences that may be crucially important for successful language learning. The second theoretical criticism is sociopolitical in nature. From this perspective, task-based teaching is created by Anglo-Americans and it should be

considered by finding out its social and cultural effects on consumers specifically in non-Western context and the answer to the question whether the language practices are transformative or not. The final criticism rejects task-based teaching as implausible. It attacks the central premise on which it is based, namely, that tasks serve to create communicative contexts that foster language acquisition.

According to Hatip (2005; in Hişmanoğlu, 2011, p.50), some challenges of task-based approach are as follows:

- The disadvantages of task based learning don't primarily arise from the possible strength of this kind of instructional content but on problems of performing the instruction.
- Task based learning requires the teacher to be highly creative and dynamic. If the teachers are confined with factors like more traditional roles, enough time and resources to do task based teaching; this kind of teaching may not be practicable.
- Task based learning depends on resources more than the textbooks and relevant materials that are already used in foreign language classroom.
- Initially the students may reject or oppose task based language learning as this instruction method is not the kind they hope or wish to find in a language class.
- Some learners use their mother tongue when they experience a difficulty or when their mistakes aren't tolerated.
- Some individuals improve remarkable communication strategies like miming and gestures, but they subsist by using just uncommon words and phrases and let others maintain more complex language they require. This may lead to the fossilization of the individuals who can't improve the syntax of the target language.
- Some learners get so much involved in finding the suitable word that they do not pay attention to how it is used in the discourse.
- There is a risk that the more learners get fluent the less accurate they get.

Lastly, it is argued that most of research on TBLT has generally focused on adults whose levels are intermediate. However, there is little interest in the research of young learners or in EFL/FL contexts; and it might not be so good to apply the idea to connect learning with real life in language learning.

Web and Language Teaching

Historically the use personal computers in educational institutions coincided with the emergence of TBLT. Although research carried out over last thirty years reveals that Computer Assisted Language Learning (CALL) and TBLT have a lot in common, they rarely crossed until the second half of 1990s. At the same time as CALL has developed

over last three decades, TBLT has emerged as one of the most important methodologies in second and foreign language learning (Thomas et al., 2012, p.343).

TBLT proponents affirm the use of authentic-material-supported tasks as much as possible. Popular media obviously provide rich resources for such materials. Newspapers, television and most popularly the Internet are some of these media products. In the following part, a brief introduction of computer, the Internet and language integration will be reviewed.

A Brief History of Technology and Language Teaching

It is beneficial and important to vary the learning activities in language instruction. A semester is a long time, and it might become heavy and cumbersome if the entire time is spent following the course books and study books as a routine. There are also activities that can be done by using technology which might prove to be effective for collaborative work; and that might enable instructors to be more creative and to reinvent themselves rather than just repeating the same activities in classes. The incorporation of computers and the Internet into language classes has given chance to vary tasks that learners can more easily slip into, enjoy and benefit.

Over the past forty years, teaching of foreign languages has flourished with the introduction of new methods and the integration of technology into classrooms. This integration has made possible to create new ways of assignments and assessment of learning performances of students.

In the 1960s, as the term computer assisted teaching was introduced, the language education profession was mostly interested in language learning and did not include about language acquisition and assumed that the computer's primary contribution to second language acquisition was programs based on traditional language learning (Jarvis& Krashen, 2014, p.1). But the following years have brought dramatic changes to this conception. Jarvis and Krashen summarize these changes in a more practical way than Warschauer and Kern do. According to them, first, the superiority of language acquisition over conscious learning has been apprehended and computers have evolved into more practical tools supplying a large number types of visual, aural, and written input and they ,thanks to the Internet, have been an alternative way of social interaction, and 'information' (ibid, p.2).

Warschauer and Kern (2000, p.1), on the other hand, mention these changes taking the ways that languages are taught into consideration. To them, the focus of instruction has changed. Fostering of communicative ability, rather than teaching structures of language, has gained importance; students' expressing themselves productively has come to be valued over repetition of memorized conversations; negotiation of meaning has taken primacy over structural drill practice; providing comprehensible input has become a common pedagogical imperative. But the biggest innovation in language education is CALL.

Computer-assisted language learning (CALL) is defined as an approach to teaching and learning in which the computer and computer-based resources such as the Internet are used to present, reinforce and assess material to be learned [1]. Beatty (2003, p.7), in a simpler way, defines CALL as any process in which a learner uses a computer and, as a result, improves his or her language.

An Overview of Computer Use in L2

Computers were not first used in the field of education; but, since large mainframe computers were developed for cryptography and missile guidance, they were all along involved in language processes. Language learners could not make use of the great convenience computers provide now and work interactively until the invention of microcomputers. Before that, they had to wait for the program to process data for the results. Despite limitations, simple CALL programs appeared as early as the 1950s and a number of pioneer CALL projects existed by the 1960s (Fotos& Browne 2004, p.4).

As time passes, the liaison between computers and language has grown stronger and become indispensable today. The chronological relationship between them is divided into three phases: behavioristic, communicative and integrative CALL.

The first phase of CALL has been termed *behavioristic CALL*. As repetition and imitation techniques were given priority, CALL consisted of drill-and-practice programs and was regarded as supplementary to the in-class instruction (ibid, p.4).

Communicative CALL sticks to the principles of the communication approach that became popular in the late 1970s and 1980s and gave more attention to communicative use of the language rather than mastery of isolated forms (ibid, p.5).

The present phase of CALL, *integrative CALL*, comes out in the mid-1990s after the development of powerful desktop computers supporting rapid use of the Internet, local area networks (LANs) and multimedia. (Warschauer, 1996 in Fotos& Browne, 2004, p.1). With integrative CALL, language-learning software and CD-ROMs evolved into Web-based activities that allow learners flexible, self-paced access to information (ibid, p.6). Warschauer and Healey (1998, p.2) list task-based, project-based, and content-based approaches as integrative as they seek to integrate learners in authentic environments and the various skills of language learning and use.

Table 1

Warschauer's Three Stages of CALL

Stage	1970s–1980s: Structural CALL	1980s–1990s: Communicative CALL	21st Century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English-teaching paradigm	Grammar-translation and audio-lingual	Communicative language teaching	Content-Based, ESP/EAP
View of language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Principal use of computers	Drill and practice	Communicative exercises	Authentic discourse
Principal objective	Accuracy	And fluency	And agency

Bax S. (2003) *CALL - past, present and future*, System 31 13-28

A shift has taken place in education and in the use of technology; and, in the third phase in which the use of information technology is intensified; the learner-centered system gets an edge over teacher-centered classroom and technology influences education more heavily. Teachers who use technology in their classes are believed to replace with the ones who do not use it. They therefore must find ways to utilize CALL based activities.

CALL Activities

Fotos and Browne (2004, p.9) summarize seven types of CALL activities as follows:

One of the most important is *writing* including word processing, text analysis, and desktop publishing; a second type of CALL is *communicating* which includes email exchanges,

teacher and student discussions and real-time chat; another CALL activity is *use of multimedia*. This includes courseware presented on CD-ROM or online for study of specific skills; *the Internet* is another type of activity involving web searches for information and student construction of home pages; an additional use of CALL is *concordancing and referencing*, or using a corpus to examine the range of usages for grammar and vocabulary items; another significant use of CALL is *distance learning* which is very popular in today's world giving college professors opportunity to lecture their courses online; the last one is *test taking*. Computer-based tests are practical for those who want to build language skills as they give instant feedback and let you access to online or software dictionaries in a very simple way, and to other supplementary sources like grammar notes, and a lot of authentic video and audio materials. They also respond to learners' choices by presenting subsequent items at varying levels of difficulty.

Terms Peripheral to CALL

CALL is related to other terms given below, some of which mainly cover similar concepts and some of which differ. In literature, there are several terms which are peculiar to learning and teaching via computer assistance. These terms are related to CALL and while some of which refer to similar concepts, some tend to refer to different situations and programs.

Beatty (2003, p.10) makes a list of these terms and briefly gives their definitions. Some widely used are extracted below:

Table 2

Terms Peripheral to CALL

CAI <i>Computer-aided Instruction</i> refers to learning at the computer, but not necessarily with a language focus. The term <i>instructon</i> suggests a teacher-centered approach.
CAL <i>Computer-assisted Learning</i> similarly to CAI, CAL may refer to the learning of any subject (including language learning) using a computer. In contrast to CAI, CAL emphasizes the learner.
CALT <i>Computer-assisted Language Teaching</i> , CALL but with emphasis on the teacher.
CALT <i>Computer-assisted Language Testing</i> or <i>Computer Adaptive Learning Testing</i> . Computer adaptive testing refers specifically to situations in which the computer assesses the answer to each question and raises or lowers the level of difficulty accordingly.
CAT <i>Computer-assisted Teaching</i> refers to learning at the computer, but not necessarily with a language focus.
CBT <i>Computer-based Training</i> tends to refer to programs used for corporate training with narrow and short-term instructional goals but may refer more generally to any kind of training.
CMC <i>Computer-mediated Communication</i> refers to a situation in which computer-based discussion may take place but without necessarily involving learning.
TELL <i>Technology Enhanced Language Learning</i> refers to any technology used in the classroom such as video, tape recorders or even entire listening labs.
WELL <i>Web Enhanced Language Learning</i> refers to CALL that focuses on the WWW as the medium for instruction.
WALL <i>Web Assisted Language Learning</i> refers to the science that aims to study the use of the World Wide Web in the learning and teaching of second languages.

Beatty, K. (2003) *Teaching and Researching Computer Assisted Language Learning*. New York: Routledge.

As mentioned above, CALL is a term covering language learning which is supported with computer technology and the technologies used in CALL instruction generally are generally divided into two categories, software and Internet-based activities. In the following sections, the term and the use of the Internet in education are emphasized.

What is the Internet?

The internet, like the telephone, microchip and many other grand inventions, has been the one that changed the course of history. Throughout the world, World Wide Web not only alters how we do things but also enables us to do things we were not able to do previously. It has caused a great change on how we access information as well; for one previous generation, it was impossible to enable networks of interest and communities of practice to flourish across physical distance (Brenton, 2009, p.85).

August (1995; in Kuo, 2008, p.2) defines internet as worldwide collection of networks which is a means of establishing global information exchange. The internet is not just a simple network of computer and hardware devices around the world but a web consisting of millions of individualized networks through which information can be transferred. Thanks to it, people all around the world can exchange information and communicate with others instantly.

The Internet as a Teaching and Learning Tool

The internet has revolutionized and enriched people's lives bringing improvements to technology and communication. It also provides practical solutions to universal and specific educational problems; hence, the importance of the internet cannot be ignored. Universally, thanks to the internet, learners are able to get education from overseas colleges and universities; they can enhance their knowledge using the educational literature and freely accessible databases; educational institutions and learners get closer conducting collaborative projects. Speaking of in-class opportunities, the Internet provides a great number of materials and sources to practice the basic communicative skills: speaking, writing, reading and listening. There are numerous text-based materials for reading practice; or it is also possible for learners to listen to the news or songs from a country speaking target language online and to watch the videos or video clips which may attract their attention.

The use of Internet technology in language learning is generally reported to improve self-concept and mastery of basic skills, more student-centered learning, and engagement in the learning process, more active processing resulting in higher-order thinking skills and better recall, gaining confidence in directing their own learning. Additionally, EFL instructors

may exploit the Internet for the sake of materials design, assessment, interactivity, authenticity, learner autonomy, and collaboration (Çelik 2012, p.469).

Shin and Son (2007, p.2), referring to various studies, summarize the uses of the Internet in a learning environment: the Internet has piqued the interest of teachers since it supports diversity in learning methods and multimedia materials useful for language learners; they can personalize and individualize their classes; huge amount of data on the web is apparently quite precious for learners with an autonomous learning style. Each learner is allowed and encouraged 'to manage the learning process independently; it is also an important medium that provides the potential for purposeful and powerful use of online communication in language and writing classes; on the Internet, English as a second/foreign language (ESL/EFL) teachers can reinforce students to use the target language in an authentic setting; the Internet can also be a useful tool for collaboration among ESL/EFL learners locally, nationally, or globally; and, it can be used to acquire information from a large number of language resources for a variety of purposes.

The Internet can also offer an instructional tool. Ryder and Graves (1997; in *ibid*, p.3) argue that the Internet is a dynamic medium for teachers and students to access to tools and resources they need instantly. It also presents information which cannot be found effortlessly in textbooks, in meaningful contexts to scrutinize widely and specifically. Besides, the Internet's interactive and collaborative use can also be mentioned. Through email, and newsgroups, learners can exchange their experiences and ideas on certain issues or topics.

For teachers, it can provide a lot of possibilities as searching for authentic visuals, audio materials, and video recordings and converting them into activities and resources for on/offline use. They can also create their own Web pages.

Akinbode (2008, p.149) mentions the communicative activities which the Internet offers: communicating with individuals through email which is an up-to-date version pen-pals; communicating with groups: the services making their subscribers possible to send mails or messages to everyone in their discussion lists; and live communication: multi-user systems make real-time conversations possible.

Blogs, discussion lists, wikis and social networking are other social sharing options on the net. Through discussion lists, the members of a group can send emails to the ones having similar interests. They are also referred to as forums, notice boards and bulletin boards.

Blogs, different than discussion lists, take the form of a journal or a collection of an individual's or group's ideas and thoughts. A wiki is a collection of interlinked Web pages that can be updated and added to by a group of people or by an individual. For its users, social networking is a popular means of seeking other people with similar interests, discovering what is new on the issues they are interested in, and sharing information and resources.

Synchronicity in CMC

Synchronous communication (SC) refers to situations in which parties participating in the communication are online at the same time allowing real-time communication environment, while asynchronous communication (AC) refers to communication where parties are not necessarily online at the same time, and can take part in the communication in their own time. SC consists of tools like chat, multi-user object oriented domains (MOOs), audio conferencing and videoconferencing; on the other hand, AC can be achieved through email, bulletin board systems and blogs, and mailing lists (Stockwell, 2010, p.84).

Email as an AC Communication Medium

The use of the web and computers in learning and teaching has led various mediums for communication and email is one of the most popular them.

E-mail, a form of asynchronous computer-mediated communication (CMC), has been called the mother of all Internet application (Gonglewski, et al, 2001, p.1). It is also considered as the most widely used application of CMC. Because it is correct, detailed, arranged, and allows long expressions, it has long been seen as the most useful and preferred tool for communicating (Levy 1997; in Alzu'bi and Sabha, 2013, p.1).

Email can provide a wide variety of activities for language learners and teachers. Gonglewski et al. (2001) divide these activities into group and one-on-one email exchanges. In group email exchanges, either students or the teacher can set up a class email list. Activities can be planned for use within a class or between more classes. Instructors can design email assignments as pre-class, post-class and supplementary activities. Email exchanges between two individuals, on the other hand, can provide a very valuable language learning experience which is more personal (Gonglewski et al, 2001, p.7).

Web assisted language teaching tools, in this case, email exchanges offer an authentic environment for communication in the target language, and this authenticity, which has become a key concept in English Language Teaching with the communicative approach, can have profound impact on the learners' attitude towards the second language (Loukia, 2003, p.47).

Benefits of Email

Through e-mail a virtual community of learners can exchange ideas, knowledge and perspectives on certain issues or topics. As a result, the Internet can increase EFL learners' motivation to learn the English language (Rico & Vinagre, 2000; in Shin & Son, 2007, p.3).

Alzu'bi and Sabha (2013, p.178), referring to various studies (Belz, 2002; Cooper & Selfe, 1990; Hoffman, 1996; Levy, 1997; Newby, et al., 1996; Warschauer, 1996;), summarize the benefits of email for second language and foreign language learners: Email;

- provides learners with the opportunity to receive immediate feedback and learners may join discussions and communications directly, cheaply, quickly and reliably;
- can facilitate communication, reduce anxiety, facilitate social learning and improve writing skills;
- learners may get the chance to review messages sent by them or their peers so this could provide an environment suitable for reflective learning;
- also provides second language (L2)/ foreign language (FL) learners with a real audience with whom to communicate and interact. Thus, Email extends language learning time and space and provides input for real-world communication and immediate feedback;
- by bringing the real life and classroom context together, it helps learners draw significant connections between the language they are learning and its real-life use which becomes a motivating factor for learners;

In addition to these, it is beneficial because;

- students have more control over planning, composing, editing and delivering- which they would not be able to do better in face-to-face communication.

Another list has been made by Gonglewski et al. (ibid, p.1). They argue that emails are pedagogically beneficial: Email;

- extends language learning time and place by providing a venue for communication and meeting in out-of-class time;

- provides a context for real-world communication and authentic interaction as the language used in this interaction is much like spoken language because of its informal nature;
- expands topics beyond classroom-based ones giving learners an additional time for free communication;
- promotes student-centered language learning by allowing students to communicate in a less teacher-controlled context;
- encourages equal opportunity in participation;
- connects speakers quickly and cheaply without high cost of travelling.

Lastly, according to Stockwell (2010, p.101) email as an asynchronous communication has the potential to push learners outside of their safety zone to use more complex grammar in their output. Since learners are more likely to string together a series of sentences in a single message in AC rather than the typically shorter messages of SC, learners tend to write with more structure and cohesion that are associated with written communication such as essays. Another advantage of AC is that it may be easier to require learners to post or send messages when they feel that they have the time to plan and draft their messages in advance.

CHAPTER III

METHODOLOGY

Introduction

The current research study aimed to ascertain the participants' opinions and attitudes to the perceived roles of the teachers using web assisted practices in 'task based' activities being completed both in and out of classroom time. The study also examines students' perceptions of the use of the internet as a teaching tool. In this respect, it addresses the following research questions:

1. How do students comprehend the roles of teachers in TBLT?
2. How do students, who learn English as a foreign language, comprehend the use of the internet as a supplementary teaching tool?

Five main sections of the research methodology are presented in this chapter. These sections are: the setting and participants, the research design of the study, instruments, data collection procedure and data analysis, respectively. In the first section, the participants of the study and the setting in which the study was conducted are described. The second section explains the research design of the study. In the third section, the instruments used while carrying out the study are explained. Finally, the data collection and analysis procedures are described in detail.

Setting and Participants

The current research was conducted at Zonguldak Bülent Ecevit University, which is a state university in the Black Sea region of Turkey. This university provides different levels of higher education and degrees (master and PhD.) in its faculties, institutes and schools, one of which is Faculty of Medicine. The faculty has provided education in the field of Medicine since its foundation in 2010 and each year, approximately 650 students study at the faculty. The reasons for selecting this particular setting are eligibility and

convenience issues. In this aspect, most of the teaching crews are very interested in English as it is the most common used language in international medicine environment and some of them made invaluable contributions to the researcher by telling what topics might be introduced during the class time as they were aware of the importance of the use of English in their field of study. Furthermore, the content of the courses is generally based on various practical and interactive tasks, which are the core element of the current study. That the students were highly enthusiastic about the practice of using English in their field was also a reason for choosing this setting.

As for the participants of the study, they were 52 first-grade students at the aforementioned setting. These students obtain intensive language education at the School of Foreign Languages of the university for an academic year before they start to study at their own departments. Their language levels are determined by a proficiency test conducted at the end of the academic year and the students who obtain 60 points and above are able to continue their studies in their departments and get the basic skills and theoretical knowledge related to their field in the first-grade before they select their area of specialization. The students who fail the proficiency exam are required to repeat their language education at the same school for another academic year. Since the participants of the study were first-grade students who passed the proficiency exam with the score of 60 and above, their language proficiency levels were assumed to be similar. Additionally, the willingness of the students to take part in the study determined the choice of the classroom.

Research Design

The research design of this study is mixed method design in which quantitative and qualitative data are collected concurrently. In order to triangulate the findings which are obtained by quantitative data with qualitative data and to have a full understanding of the research problem, it is determined that mixed method research design is the most appropriate design model for this study. Using a combination of quantitative and qualitative data can give the researchers a better chance to improve data evaluation balancing the weaknesses of one with the strength of another. Hence, a questionnaire was used to collect data on the perception of the participants. Later on, for a better understanding of the results from quantitative data and assuming that there might be some points which cannot be anticipated, a semi-structured interview was conducted.

Data Collection Instruments

This research is designed as a mixed-method study where qualitative and quantitative methods were employed. A questionnaire with two different sections was administered to the participants as a quantitative measure and participants were interviewed in terms of gathering qualitative data on the comprehension of the participants.

Fraenkel& Wallen (2012, p.458) point out if a conclusion is supported by data collected from a number of different instruments, its validity is thereby enhanced. To that end, to be able to collect generalizable data, a questionnaire and a semi-structured interview (see Appendices) were used as data collection tools in this study.

The first section of the questionnaire, aiming at getting students' demographic information, involves eight questions. The second section of it, intending to find out opinions of students on the roles of teachers, has been designed as a 5-point Likert-type scale and involves 35 items.

The data gathered from the questionnaire aimed to answer the research question exploring students' perceptions of the roles of teachers after completing the tasks being assigned in the task-based treatment. The items of the questionnaire are based on the principles of TBLT and standards for quality online courses set by international councils of online teaching. The questionnaire was prepared in Turkish in order to avoid misunderstanding or misinterpretation of the items. Therefore, it is assumed the participants can understand the questions without having problems.

Two councils standards of which are drawn from are The Southern Regional Education Board (SREB) and International Association for Online Learning (iNACOL). SREB is a board working with states to improve public education at every level, from early childhood through doctoral education. iNACOL, on their web site, expresses their mission to advance the work of teachers, administrators and public policymakers in the field of online learning.

Reliability of the Questionnaire

The data obtained were analyzed by using SPSS 16. To determine the internal consistency (the reliability) of the questionnaire, a Cronbach's alpha was run and as is shown below, the scale was proven to be reliable with a Cronbach α value of 0.86.

The analysis of the data about the reliability of the questionnaire is shown in Table 3:

Table 3

The Reliability of the Questionnaire

Standardized Item Alpha	N of Items
.865	35

Assuming that some participants may not answer honestly, or even earnestly; or there is always a chance that some may not even read the questions, two reversely worded pairs were included in the questionnaire. Fortunately, there are indications from the results of the present study that the participants read each item carefully and responded in a manner that showed a high degree of internal consistency. The indicator is the mean scores for reversely worded items. Two such paired items, Questions 22 and 29; and 14 and 28, although not worded exactly in reverse, provided evidence that the respondents were replying in a reliable manner.

The semi-structured interview was the second instrument in the study. The interview was designed as semi-structured because the researcher would not get more than one chance to interview with the selected respondents and was in Turkish to let respondents express their views freely and as detailed as possible. The researcher also wanted to use some of its advantages: it allows explanations in case of misunderstanding of the questions; questions might be excluded or included; interviewer may explain the questions; and two-way communication is encouraged- interviewees can ask extra explanation. The interview was used for getting a deeper insight into possible points that might not be handled via the questionnaire, and for a better understanding on students' perceptions. Post treatment interviews, with sixteen randomly selected participants, were conducted in the following week the questionnaire was administered. All the respondents engaged in the interviews voluntarily. The interviews were conducted one-on-one, in a formal setting and the interviewer used an interview guide list to cover all the questions and topics. As the interview contained open-ended questions and discussions, they all were tape recorded and these tapes were transcribed for analysis.

Data Collection Procedure

After determining the research design, the researcher first requested written permission from the Faculty of Medicine at Bulent Ecevit University in order to carry out the study with first-year students. Once the required permission was granted, some faculty members were asked for their views on different task topics which could be used in the study as the researcher desired to relate the tasks which would be used in classes with the students' field of study.

All major details, including the schedule of the practice, the phases of task, ways of leading students to work in and between groups, finally the expected product, were planned beforehand.

In the first week of the class, all the students were informed about the study and in-class practices. They were also familiarized with the calendar. They were asked to form groups they wanted to work with and to give the names of the members to the teacher via email as it was the preferred way of communicating between students and students and teachers. During the following weeks; students were taught the ways of using search engines in detail by the instructor; they were assigned tasks to accomplish by working in groups; students got prepared for their topic to share it with the other groups exchanging group members; and finally, as each group got acquainted with their own and the other groups' topics, they were given enough time to prepare a poster presentation including all the information they got during phases mentioned above. And so, they accomplished their task. Within these task implementation period, except for teaching the ways of using search engines, all teacher interventions were intentionally excluded from the process as much as possible so that students could be aware of problems or difficulties they would have in case of not having a teacher's support or leading. The researcher, doing this, thought that this was the only way students could understand better the roles and responsibilities of a teacher implementing task based practices. And, this is the actual reason of the questionnaire administered.

After completing the task, students were asked to fill in the questionnaire on the roles of teachers. The purpose and the value of the questionnaire were communicated with the participants before it was administered. The importance of being earnest and honest in answering the items of the instrument was also mentioned. Despite this, some questionnaires could not have been used in the analysis as the same option for each item

was marked on them. As the questionnaire was implemented, they were statistically analyzed using SPSS software.

Another instrument of the study, semi-structured interviews, was conducted after the implementation of the questionnaire with sixteen, not with all because of time limitations, randomly selected participants. Interviews were held in Turkish so that interviewees would express themselves freely, confidently and clearly. At the beginning of each interview, an explanation of the goal of the interview was made; the respondent was informed about how long it would take and how many questions the interview consisted. In qualitative data, quotes of the participants were analyzed. Similarities or differences in their expressions were taken into consideration and the data were classified. Finally, the classified data were used to make transferable implications.

Procedure for Data Analysis

The data for the present study were derived from both qualitative and quantitative instruments. The quantitative data were collected administering a perception questionnaire and responses were statistically analyzed using version 16 of the Statistical Package for Social Sciences (SPSS). The qualitative data, on the other hand, were collected through semi-structured interviews conducted in a one-on-one setting with randomly selected participants.

The quantitative data instrument was used to address the research question that intends to investigate what students think of the roles of teachers implementing task based practices in their classes and taking advantages of web assisted instruments. In quantitative data analysis, in order to get a spread of the data, frequency distributions of the items were calculated and the results were interpreted.

The qualitative data, which were collected through interviews to fulfill the possible gaps which might not be covered by the quantitative data, were also analyzed using a qualitative content analysis approach. This process requires several steps. First, the data were transcribed with the help of the recordings and then these transcripts were read by the researcher carefully to classify data into relevant groups to provide a meaningful reading of content under scrutiny. Responses which the interviewees gave to the questions asked in the semi-structured interviews and also to the questions arose in the course of sessions also made contributions to the classification of the data. The transcribed and quoted extracts of

the interviews used in the present study were translated into English as all the interviews were originally conducted in Turkish taking the participants' preferences into consideration. In the analysis phase, these quotations were used to summarize, compare and exemplify the views of the interviewees on the relevant data.

This chapter has described the setting and participants, the research design of the study, instruments, data collection procedure and data analysis in detail. The next chapter will present the result of the quantitative and qualitative data analysis.

CHAPTER IV

FINDINGS and DISCUSSIONS

Introduction

This chapter presents the analysis of the data by providing graphs and their interpretations.

Findings

Demographic Data

Participants' demographic data describing gender, high school type, previous web-supported course experiences, computer knowledge level, and total time spent for studying for the course, student living arrangements, computer ownership, primary access place to the course are presented in the tables below. Fifty-two participants responded to the survey. The sample consists of 46 % male students (N=24) and 54 % female students (N=28). Nearly none of the students (92 %) have taken a web supported course before (N=48). 75 % of the participants have elementary computer knowledge level (N=39). More than half of the students were graduated from Anatolian or general high school (N=34). Table 4 shows the data regarding gender, previous online course experiences, computer knowledge level and high school type.

Table 4

Gender, Previous Online Course Experience, Computer Knowledge Level and High School Type

Variable	Frequency	Percentage
Gender		
Female	28	54
Male	24	46
Previous web supported course experience		
None	48	92
Have an online course	4	8
Computer Knowledge Level		
Novice	4	7.7
Elementary	39	75
Intermediate	8	15.3
Expert	1	2
High School Type		
General	3	5.7
Anatolian	31	59.7
Private	1	2
Vocational	-	-
Technical	-	-
Other	17(science high school)	32.6

Table 5

Total Time Spent for Studying the Course in a Week, Students' Living Arrangements, Computer Ownership and Access Place

Variable	Frequency	Percentage
Total time spent for the course		
Less than one hour	19	36.5
1-2 hours	25	48
3-5 hours	8	15.5
6-9 hours	-	-
10-12 hours	-	-
13 or more hours	-	-
Students' living arrangements		
Live with parents	8	15.5
Live in campus dormitory	25	28
Live off campus with roommates	19	36.5
Computer ownership		
Have a computer	51	98
Not having a computer	1	2
Access place		
Computer lab in the department	15	28.8
Computer lab in dormitories	1	2
In my room in dormitory	16	30.7
In my home/apartment	20	38.5

Total time spent to study the course, student living arrangements, computer ownership, and place primarily to access the course are also presented in Table 5. The total time spent on the course in a week, on average, is about 2 hours. Participants who are living off campus with roommates have a percentage of 48 % (N=25). Almost all of the participants (N=51) have a computer. Students access the Internet mostly in computer lab in dormitory or in the school (59.7 %) and their home or apartment (36.5 %).

The Analysis of the Students' Questionnaires

This questionnaire was used to collect data from the students in the study. The elements are classified into seven: *content facilitator, researcher, adviser/counselor, process facilitator, technologist, designer and manager/administrator*. Each element consists of five items in the questionnaire, 35 in total.

Content Facilitator

Competences associated with the **Content Facilitator** roles are: Teachers;

- point to relevant learning resources,
- construct appropriate learning tasks,
- maintain focus (refocus as necessary) on core content,
- summarize content of discussions
- structure content available to learners (provide scaffolding, signposting; weaving materials),
- model appropriate cognitive skills,
- monitor progress,
- provide feedback,
- advise.

The items related with the element 'Content facilitator' are 4, 9, 16, 17, 25. This part of the questionnaire consists of questions that focus on the students' perceptions as regards to their instructors' roles about facilitating the learners' growing understanding of the course content.

Table 6

Results of the Data Analysis of the sub-scale of 'Content Facilitator'

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	SD %	D%	N%	A%	SA%
4	0.0	5.8	17.3	51.9	25
9	0.0	0.0	19.2	42.3	38.5
16	0.0	0.0	3.8	42.3	53.8
17	0.0	3.8	9.6	34.6	51.9
25	1.9	7.7	30.8	50	9.6

Items Related with This Category

Q4.Teachers Should Use Different Strategies to Include All Students

Table7

Results of Data Analysis of Q4

	Frequency	Percentage
Disagree	3	5.8
Neutral	9	17.3
Strongly agree	13	25.0
Agree	27	51.9
Total	52	100.0

This qualification of the teachers is introduced under the title of 'Professional Development' in the guidelines of iNACOL. Changing world requires teachers to review and modify the ways, methods and tools or materials they use to teach.

The majority of the students marked 'agree' (51.9%) for this item. The frequency rate is followed by 'strongly agree' (25.0%) and 'neutral' (17.3%). The rate of the students who did not agree with this item is 5.8% in total. According to the rates identified by the students, teachers who have a lot of students with varied capabilities and interest should

know the strategies very well and apply those strategies in their teaching to integrate all of the students enrolled that class.

Q9. Teachers Should Provide a Lot of Resources to Increase the Achievement Level of the Classroom

Table 8

Results of the Data Analysis of Q9

	Frequency	Percentage
Neutral	10	19.2
Strongly agree	20	38.5
Agree	22	42.3
Total	52	100.0

Students ‘agree’ with the item (42.3%). 20 students (38.5%) marked ‘strongly agree’; and 10 of them (19.2%) marked ‘neutral’ which shows they do not have a positive or negative attitude for the item. Since students are not accustomed to the web assisted courses very much (92% of the students in this study marked that they have not had any web supported course experience before), teachers should be informed that their students may be unclear about the learning and practicing processes and they should provide different resources to facilitate their students’ integration and success. Teachers using web as a teaching tool need to have extra time to find the resources they can share with their students and to modify those resources for the needs of students.

Q16. Teachers Should Give the Students a Clear Statement of Course Requirements

Table 9

Results of the Data Analysis of Q16

	Frequency	Percentage
Neutral	2	3.8
Agree	22	42.3
Strongly agree	28	53.8
Total	52	100.0

It is important for students to receive prior information about the course requirements, which motivates students and prepare them for the course. This information should include all course requirements like how much time will be devoted, what computer skills are required by the course. A presentation of the practical difficulties students may encounter in group works and communication will also be needed. The information might be either written or verbal. Analysis of the item clearly shows that almost all participants are in agreement with the statement. 50 participants in total (96.2%) think that they should be informed about course requirements clearly. Only 2 participants (3.8%) marked 'neutral'. There are no participants marking negatively.

Q17. Getting All Information I Need about the Course Content Makes Me Successful

Table 10

Results of the Data Analysis of Q17

	Frequency	Percentage
Disagree	2	3.8
Neutral	5	9.6
Agree	18	34.6
Strongly agree	27	51.9
Total	52	100.0

The analysis of the item related to this point shows that a great majority of the students (76.3% for ‘agree’ and ‘strongly agree’ in total) need to know about course content in advance and believe that this will contribute to their success. Highly motivated students perform better; that is why, teachers should identify the goals and objectives of the course they will teach at the beginning of the learning period and explain to the students what is the point they want to reach at the end. An advance preparation in course syllable is required from the teachers of the class.

Q25. I Sometimes Needed Extra Explanation to Get into the Activity

Table 11

Results of the Data Analysis of Q25

	Frequency	Percentage
Strongly disagree	1	1.9
Disagree	4	7.7
Strongly agree	5	9.6
Neutral	16	30.8
Agree	26	50.0
Total	52	100.0

The analysis of the 25th item indicates that 59.6% of the students (50 % for ‘agree’ and 9.6% for ‘strongly agree’) had some problems in getting into the activity assigned.

30.8% of the students were neutral for this item. Since it cannot be expected for all students to get what they need to do from whole class instruction, teachers who assign tasks which will be completed using web should provide continuous and individualized explanations to the students. Teachers should be aware that giving extra explanations to the individuals who need them may require extra time; thus, they should schedule this in their out-of-class time (in their office hours etc.).

Researcher

Competences associated with the Researcher role: *Teachers*;

- evaluate the effectiveness of the programs and materials,

- analyze and reflect upon data, experiences, and records of on-line teaching to monitor and improve one's own performance,
- use on-line resources to collect information on on-line teaching and learning,
- conduct research on web related teaching and learning,
- induct on-line learners into community.

The element 'Researcher' includes the items 1, 2, 10, 14, 28. These items focus on the students' perceptions on the roles of teachers who are continuously in an effort to 'renew' their knowledge of the content they teach.

Table 12

Results of the Data Analysis of the Sub-scale of 'Researcher'

Item	SD %	D %	N %	A %	SA %
1	0.0	1.9	15.4	55.8	26.9
2	0.0	0.0	9.6	50	40.4
10	1.9	3.8	21.2	46.2	26.9
14	9.6	21.2	32.7	19.2	17.3
28	1.9	19.2	25	25	28.8

Items Related with This Category

Q1. Teachers Should Use Online Resources to Collect Information to Vary the Way They Teach

Table 13

Results of the Data Analysis of Q1

	Frequency	Percentage
Disagree	1	1.9
Neutral	8	15.4
Strongly agree	14	26.9
Agree	29	55.8
Total	52	100.0

The analysis of the item which focuses on one of ‘Researcher’ components of web practitioner teachers indicates that the great majority of the students (55.8% for ‘agree’; 26.9% for ‘strongly agree’, 82.7% in total) think that in the classes requiring web assistance to accomplish the tasks, teachers should research on the net to collect information to vary their ways of teaching and instruction. Since there are lots of ways to integrate the Internet and web into the teaching/learning process, teachers should always search for the new and alternative ways to apply in their instruction. Teachers should spend extra time to develop their web capacities.

Q2. Teachers Should Vary the Ways They Teach in Accordance with the Innovations in This Area

Table 14

Results of the Data Analysis of Q2

	Frequency	Percentage
Neutral	5	9.6
Strongly agree	21	40.4
Agree	26	50.0
Total	52	100.0

The answers of the students, born into a world of innovation, to the 2nd item indicate that nearly all of them (90.4% in total; 50 % for ‘agree’ and 40.4% for ‘strongly agree’) think that teachers should vary the ways they teach according to the innovations in ELT. Just 5 students (9.6%) marked ‘neutral. Varied instruction is not only desirable — it is a necessity. Varying instruction methods mean that teachers do not just stick to one way of teaching students the material; and is important because switching methods helps build interest in class.

***Q10. Teachers Should Know Very Well about the Sites That
Students May Need in Task Completion***

Table 15

Results of the Data Analysis of Q10

	Frequency	Percentage
Strongly disagree	1	1.9
Disagree	2	3.8
Neutral	11	21.2
Strongly agree	14	26.9
Agree	24	46.2
Total	52	100.0

The analysis of this item indicates that the frequencies for this item are 1 for ‘strongly disagree’ (1.9%), 2 for ‘disagree’ (3.8%), 11 for ‘neutral’ (21.2%), 14 for ‘strongly agree’ (26.9%), and 24 for ‘agree’ (46.2%). Although the students answered that they wanted to be free on deciding the web sites to surf to get the information they need (**Q28**), they also believe that teachers should be aware of the content of the web sites. So, teachers should research the web very well before assigning the task and have a list of the web sites that students can reach while searching for the information to complete the task they are assigned. Teachers knowing these web sites, no doubt, will have more control on students’ progress and they will give more assistance to them when needed.

***Q14. Teachers Should Give a List of the Web Sites Students Will
Need in Doing the Task***

Table 16

Results of the Data Analysis of Q14

	Frequency	Percentage
Strongly disagree	5	9.6
Strongly agree	9	17.3
Agree	10	19.2
Disagree	11	21.2
Neutral	17	32.7
Total	52	100.0

Students were asked if the web sites they can utilize to do the task assigned should be given as a list by teacher; and the answers of the students to the item indicate that 19 students in total (36.5%) find this option practical (10 marked ‘agree’ and 9 marked ‘strongly agree’). 16 students (30.8%) think that teachers do not need to give them a list. And, the rest of them, 17 students, marked ‘neutral’ which shows they do not have any clear attitude towards the statement.

Teachers may give this responsibility to the students gradually; since at the very beginning they, the students, mostly do not have such a class experience, teachers may take this responsibility. As the students get accustomed to the way of web assisted classes, decisions on web sites may be handed over.

Q28. Students Should Be Free on Deciding Which Sites They Want to Surf to Get the Information

Table 17

Results of the Data Analysis of Q28

	Frequency	Percentage
Strongly disagree	1	1.9
Disagree	10	19.2
Agree	13	25.0
Neutral	13	25.0
Strongly agree	15	28.8
Total	52	100.0

Although it seems this item does not directly ask for one of teachers' responsibilities, it is one of the items, reversely worded with the statement 14, intentionally inserted into the questionnaire to get to understand if students read and answer the questions reliably. Correlation between the rates for these statements can be seen in the table under the title of this category-*Researcher*.

As the table shows the most frequent answer of the item is 'strongly agree'. 15 students (28.8%) marked it. 13 students, one quarter of all, also agree with the statement. 11 students in total (1 for 'strongly disagree' and 10 for 'disagree') do not actually think students should be free. The other quarter of students does not either stand on the positive or negative side; they marked 'neutral'.

Advisor/ Counselor

The element 'Advisor/Counselor' includes the items 5, 11, 15, 19, 33. These items focus on the students' perceptions on the roles of their instructors offering advice or counseling to help them get the most out of their engagement in a course.

Table 18

Results of the Data Analysis of the sub-scale of 'Advisor/Counselor'

Item	SD %	D %	N %	A %	SA %
5	0.0	1.9	11.5	51.9	34.6
11	0.0	3.8	9.6	51.9	34.6
15	0.0	3.8	7.7	53.8	34.6
19	0.0	3.8	11.5	46.2	38.5
33	0.0	0.0	11.5	57.7	30.8

Items Related with This Category

Q5. Teachers Should Regularly Be Available For Consultation.

Table 19

Results of the Data Analysis of Q5

	Frequency	Percentage
Disagree	1	1.9
Neutral	6	11.5
Strongly agree	18	34.6
Agree	27	51.9
Total	52	100.0

To learn students' thoughts about communication opportunities the 1st question has been asked to the students and the analysis of the item shows that the majority of the students, 86.5% in total (34.6% for 'strongly agree' and 51.9% 'agree'), agreed with the statement. 6 participants (11.5%) marked 'neutral and 1 in total (1.9%) marked 'disagree'.

Since the students taking web assisted classes study out-of-class time, they may need some advice or help at any part of the day. Teachers to answer the needs of the students should maintain a regular communication with them. Students should reach their teachers especially via electronic communication tools. Teachers should arrange schedules to answer the questions out-of-school time.

Q11. Teachers Should Guide Students to Try Different Strategies to Be Able to Do the Task Properly

Table 20

Results of the Data Analysis of Q11

	Frequency	
Percentage		
Disagree	2	3.8
Neutral	5	9.6
Strongly agree	18	34.6
Agree	27	51.9
Total	52	100.0

The answers of the students to this item show that the 51.9% of the students marked ‘agree’; the other frequencies are 18 for ‘strongly agree’ (34.6%), 5 for ‘neutral’ (9.6%), and 2 for ‘disagree’ (3.8%). It can be understood from the frequencies that although the group of negative answers refers to 3.8%, most of the students (86.5%) think that teachers should help them in getting to know different strategies for different types of tasks.

Q15. Teachers Should Offer Specific Advice to Students Having Integration Problems to Promote Improvement

Table 21

Results of the Data Analysis of Q15

	Frequency	Percentage
Disagree	2	3.8
Neutral	4	7.7
Strongly agree	18	34.6
Agree	28	53.8
Total	52	100.0

In the standards set by different educational boards (iNACOL, SREB etc.), the role of teachers in advising to the students having problems in understanding the tasks/activities

and on the integration of the classroom is mentioned. The analysis of the item relying on this role shows that the majority of the participants ‘agreed’/‘strongly agreed’ for this statement. 88,4% in total (53.8% for ‘agree’ and 34.6% for ‘strongly agree’) believe that teachers offering specific advice make more contribution to the students’ improvement.

Teachers should be aware of the capacities of their students and should provide necessary advice in any phase of the tasks.

Q19. It is Good to Have an E-mail Connection with the Teacher

Table 22

Results of the Data Analysis of Q19

	Frequency	Percentage
Disagree	2	3.8
Neutral	6	11.5
Strongly agree	20	38.5
Agree	24	46.2
Total	52	100.0

According to the analysis of the item, the great majority of the participants have the same idea with the statement. Participant marked, 84.7% in total, for ‘agree’ and ‘strongly agree’, 11.5% for ‘neutral, and just 3.8% in total for ‘disagree’.

Teachers should be available for the students as much as possible both in the institution and in the electronic environment. This will give students chance to contact with the teacher about any questions or problems they might have in their out-of-class time and when they do group works.

***Q33. Wherever It is Feasible, Opportunities for Interaction
Between the Teacher and Student, or Among Students, Should Be Built***

Table 23

Results of the Data Analysis of Q33

	Frequency	Percentage
Neutral	6	11.5
Strongly agree	16	30.8
Agree	30	57.7
Total	52	100.0

The answers of the students to the item show that more than half of them (57.7%) agreed with the statement. Following frequencies are 16 for ‘strongly agree’ (30.8%), and 6 for ‘neutral’ (11.5%). None of the students either disagreed or strongly disagreed with the statement.

Teachers should be aware that interchange between the group members and groups are essential in task applications through web practices and should try to create opportunities to bring the students together to allow them see their progress.

Process Facilitator

The six main task areas of the *Process Facilitator* are given as follows:

1. Welcoming

- introducing
- ice-breaking
- helping learners articulate their expectations
- familiarizing learners with the environment and expected working practices
- demonstrating the value of online activity

2. Establishing ground rules

- maintaining rules
- creating community

- maintaining discourse

3. Creating community

- maintaining discourse
- creating community
- providing positive feedback
- ensuring safe environment
- allocating roles
- maintaining effective groups (sharing moderation)

4. Managing communication

- sharing
- listening
- showing enthusiasm
- establishing and maintaining motivation

5. Modeling social behavior

6. Establishing own identity

The element ‘Process Facilitator’ includes the items 8, 18, 20, 23, 34. These items focus on the students’ perceptions in regard to the roles of instructors facilitating the range of activities that are supportive of student learning.

Table 24

Results of the Data Analysis of the Sub-scale of ‘Process Facilitator’

Item	SD %	D %	N %	A %	SA %
8	3.8	5.8	21.2	32.7	36.5
18	5.8	13.5	44.2	26.9	9.6
20	0.0	0.0	9.6	46.2	44.2
23	1.9	7.7	7.7	46.2	36.5
34	0.0	7.7	23.1	42.3	26.9

Items Related with This Category

Q8. Teachers Should Allow Students to Do the Task as They Want

Table 25

Results of the Data Analysis of Q8

	Frequency	Percentage
Strongly disagree	2	3.8
Disagree	3	5.8
Neutral	11	21.2
Agree	17	32.7
Strongly agree	19	36.5
Total	52	100.0

The answers of the students to the item related with the teachers' flexibility show that 9.6% of the participants in total (3.8% for 'strongly disagree' and 5.8% for 'disagree') did not agree with the statement. But, on the other hand, the majority of the students (69.2% in total) think that they should be set free in the way they want to do the task.

As the majority of the students think, teachers should not be the total authority during the task completion process. They should be flexible and supportive to foster students' creativity.

Q18. Organizing Team Works is in The Teacher's Responsibility

Table 26

Results of the Data Analysis of Q18

	Frequency	Percentage
Strongly disagree	3	5.8
Strongly agree	5	9.6
Disagree	7	13.5
Agree	14	26.9
Neutral	23	44.2
Total	52	100.0

The analysis of this item shows that almost one fifth of the students do not think organizing team works is in teachers' responsibility with a percentage of 19.3. And almost half of them marked 'neutral' 44.2%; and 36.5% of the participants in total (19 students out of 52) marked 'agree' and 'strongly agree'.

Teachers should observe the group works and their efficiencies in the classrooms first if the group members do not ask for help in team work organizing; if team works are not successful enough for the task completion, they may need to intervene and help the students to organize taking the dynamics of the teams into consideration.

***Q20. Teachers Have an Important Role in Stimulating Interaction
Between the Teacher and Students***

Table 27

Results of the Data Analysis of Q20

	Frequency	Percentage
Neutral	5	9.6
Strongly agree	23	44.2
Agree	24	46.2
Total	52	100.0

The answers of the students to the item show that the great majority of the students accept the important role of the teachers in this issue with 90.4%. The frequency of students marking 'neutral' is 5 with 9.6%. No students marked 'disagree' or 'strongly disagree' for the item.

Teachers should be involved in every phase of task completion but more in interactions between group members and groups. They should help and stimulate the interaction and foster students to interact in and out of class time.

Q23- Engaging All the Students in Learning Process is Important for a Teacher

Table 28

Results of the Data Analysis of Q23

	Frequency	Percentage
Strongly disagree	1	1.9
Disagree	4	7.7
Neutral	4	7.7
Strongly agree	19	36.5
Agree	24	46.2
Total	52	100.0

As the table shows almost 90.4% of the students in total (36.5% for ‘strongly agree’, 46.2% for ‘agree’ and 7.7% for ‘neutral’) agree with the statement. The rate of the group of negative answer is 9.6% in total.

Since each individual needs to make a contribution to his/her group for a group work success and engagement of the students into group interactions are essential in web supported task practices, teachers should try to find ways to integrate the students into the process.

Q34- Close Personal Interaction Must Be Maintained Between the Teacher and Students

Table 29

Results of the Data Analysis of Q34

	Frequency	Percentage
Disagree	4	7.7
Neutral	12	23.1
Strongly agree	14	26.9
Agree	22	42.3
Total	52	100.0

As the table shows, just four of the students with a little percentage (7.7%) do not believe the necessity of a close personal interaction between teacher and students. But, 69.2% of the students in total (42.3% for 'agree' and 26.9% for 'strongly agree') think that a close personal interaction should be maintained. 23.1% of the students marked 'neutral' which shows they did not have any positive or negative attitude for the item.

Teachers should always be there for the students to be able to help them when they need. Since accomplishing a task is a long process, teachers should not forget that students may need their assistance and should give time to foster students' works.

Technologist

Competences associated with the Technologist roles: Teachers;

- possess adequate technical skills,
- use technology at an operational level,
- understand the capabilities and limitations of the available technologies/platform and infrastructure tools,
- assess what tools can be used for in learning,
- make appropriate use of tools and techniques,
- diagnose learners' technical issues and challenges,
- select appropriate media according to the intended learning outcomes,
- have knowledge about how to use different media influence, different types of tutor and student behavior,
- ability to edit and update distributed learning resources,
- respect the intellectual.

The element 'Technologist' includes the items 7, 13, 21, 26, 30. These items focus on the students' perceptions of roles of their instructors in connection with making technological choices that improve the environment available to learners.

Table 30

Results of the Data Analysis of the Sub-scale of 'Technologist'

Item	SD %	D %	N %	A %	SA %
7	0.0	1.9	9.6	44.2	44.2
13	0.0	1.9	17.3	50.0	30.8
21	0.0	1.9	13.5	44.2	40.4
26	0.0	5.8	11.5	51.9	30.8
30	0.0	9.6	25.0	34.6	30.8

*Items Related with This Category****Q7. Teachers Should Be Responsive To Students Having Technical Problems***

Table 31

Results of the Data Analysis of Q7

	Frequency	Percentage
Disagree	1	1.9
Neutral	5	9.6
Agree	23	44.2
Strongly agree	23	44.2
Total	52	100.0

Technical issues might disrupt the task process for the students and groups as well. As the frequencies show in the table, teachers preferring web as a teaching tool should be aware of their students' facts and should give any technical assistance students need to accomplish group tasks via web. The great majority of the students (88.4% of the participants in total) stated that they wanted to get teacher's help. 5 students marked 'neutral', and 1 marked 'disagree'.

Q13. Teacher Should Demonstrate Effective Use of Internet Browsers

Table 32

Results of the Data Analysis of Q13

	Frequency	Percentage
Disagree	1	1.9
Neutral	9	17.3
Strongly agree	16	30.8
Agree	26	50.0
Total	52	100.0

The analysis of this item shows that just one of the participants marked the negative group covering ‘strongly disagree’ and ‘disagree’. 17.3% of the students marked ‘neutral’ and 80.8% marked the positive group including ‘strongly agree’ and ‘agree’. Teachers being able to use the internet browsers effectively know the features the browsers provide better and thus may help the students use them to accomplish the task more easily and satisfactorily. If the students do not get lost in web tools, they will not feel any boredom in task phases.

Q21. When I Need Help about Technology, Teacher Should Give Assistance I Need

Table 33

Results of the Data Analysis of Q21

	Frequency	Percentage
Disagree	1	1.9
Neutral	7	13.5
Strongly agree	21	40.4
Agree	23	44.2
Total	52	100.0

The analysis of this item shows that students require help from teachers whenever they need. 44 out of 52 students believe that this is one of teacher’s responsibility marking

‘agree’ and ‘strongly agree’ with a high rate of percentage (84.6%). Using technology in language learning/teaching requires more sacrifice and gives teachers more responsibility which also brings more workload. Teachers should devote time to develop their knowledge of computer use and provide assistance to the students who need it. Teachers should also be alert to respond any assistance request, and to be able to give this assistance, they should stay current on what is new.

Q26. Teacher of This Course Needs to Have Good Technology Skills

Table 34

Results of the Data Analysis of Q26

	Frequency	Percentage
Disagree	3	5.8
Neutral	6	11.5
Strongly agree	16	30.8
Agree	27	51.9
Total	52	100.0

The answers of the students to the item show that 11.5% of the students did not have any positive or negative view about the item. 3 students disagreed with it and 43 students agreed or strongly agreed. Teachers having good technology skills can both help students get rid of the problems they might encounter and will demonstrate a leadership in technology use. Teachers should model and facilitate effective use of digital tools and use information resources to support learning.

Q30. Professionally Trained Teachers Should Teach Such Classes

Table 35

Results of the Data Analysis of Q30

Percentage	Frequency	
Disagree	5	9.6
Neutral	13	25.0
Strongly agree	16	30.8
Agree	18	34.6
Total	52	100.0

34 students with a percentage of 65.4 agreed with the statement. 5 students marked ‘disagree’ and 13 students marked ‘neutral’ for the item. It is clearly seen that students mostly think that teachers teaching such classes should have taken related courses and these classes should be taught by the instructors who have theoretical background. Trained teachers should demonstrate professional knowledge and skills and readiness to apply them. Teachers should also continue to update their academic knowledge and skills.

Designer

Competences associated with the Designer role: Teachers;

- specify activities to be performed by students
- establish relevance between the activity and the desired learning outcome,
- select appropriate media and modalities,
- provide for easy access to on-line resources,
- ensure that the learning activities are consistent with the technology constraints and capabilities,
- establish activities with appropriate pacing time scale,
- specify and create mechanisms or tools to monitor student progress,
- design appropriate assessment,

- define completion criteria.

The element ‘Designer’ includes the items 22, 24, 27, 29, 32. These items focus on the students’ perceptions as regards their instructors’ roles concerned with designing worthwhile learning tasks.

Table 36

Results of the Data Analysis of the Sub-scale of ‘Designer’

Item	SD %	D %	N %	A %	SA %
22	15.4	26.9	28.8	11.5	17.3
24	1.9	5.8	11.5	57.7	23.1
27	1.9	3.8	23.1	50.0	21.2
29	1.9	7.7	30.8	38.5	21.2
32	1.9	0.0	5.8	76.9	15.4

Items Related with This Category

Q22. Deciding on the Content of the Course is in Teacher’s Responsibility

Table 37

Results of the Data Analysis of Q22

	Frequency	Percentage
Agree	6	11.5
Strongly disagree	8	15.4
Strongly agree	9	17.3
Disagree	14	26.9
Neutral	15	28.8
Total	52	100.0

The participants were asked if the teacher is the only authority for deciding on the content of the course. 28.8% of the participants marked ‘neutral’; the other choices are: ‘disagree’ (26.9%), ‘strongly agree’ (17.3%), ‘strongly disagree’ (15.4%) and ‘agree’ (11.5%). The item can be easily commented that almost half of the participants (42.3%) think that the actor who determines the content of the course is not only the teacher. 15 participants

(28.8%) had no clear negative or positive views on the item. 15 participants in total (28.8%) agreed or strongly agreed with the item. Although the majority of the participants did not agree with the statement, there is a large number of those who thought deciding is in teacher's responsibility (15 in total). Teachers who want to integrate web into their teaching should accept that they need to ask their students' opinions not only about classroom management but also about course content and task topics.

Q24. Students' Background and Content Knowledge is Important in the Course Planning

Table 38

Results of the Data Analysis of Q24

	Frequency	Percentage
Strongly disagree	1	1.9
Disagree	3	5.8
Neutral	6	11.5
Strongly agree	12	23.1
Agree	30	57.7
Total	52	100.0

Background knowledge and achievement are strictly related. References to student interests, backgrounds, and knowledge can make the class seem more personal and the material more accessible. The analysis of the item related to this aspect shows that the majority of the students (23.1% for 'strongly agree' and 57.7% for 'agree') thought linearly with the item. 6 students (11.5%) were 'neutral', 3 students (5.8%) disagreed and 1 student strongly disagreed with it. Teachers should take students' background and content knowledge into consideration to modify instructional methods and the content and how to guide student learning as well.

Q27. Tasks Relevant with My Study of Field Should Be Inserted into the Course Content

Table 39

Results of the Data Analysis of Q27

	Frequency	Percentage
Strongly disagree	1	1.9
Disagree	2	3.8
Strongly agree	11	21.2
Neutral	12	23.1
Agree	26	50.0
Total	52	100.0

One way to arouse student interest and curiosity about course content is to have students do tasks related with their study of field (medicine, in this case). To understand what students think of embedding field related tasks into the course, the survey included an item and the analysis of it shows that half of the students (26) believe that this is a good idea. 11 students also open up to the idea. 37 students in total (71.2%) had positive attitude for the item. 3 students think that tasks are not to be field related (2 for ‘disagree’ and 1 for ‘strongly disagree’). And, 12 students marked ‘neutral’ for the item. Teachers should insert field-related tasks into the course content so that students get prepared for future studies and working life.

Q29. Students Should Be Involved in Deciding What to Teach in The Course

Table 40

Results of Data Analysis of Q29

	Frequency	Percentage
Strongly disagree	1	1.9
Disagree	4	7.7
Strongly agree	11	21.2
Neutral	16	30.8
Agree	20	38.5
Total	52	100.0

Participants were asked if the students should be involved in what-to-teach in the course decision and the top choice is ‘agree’ (38.5%) and is followed by ‘neutral’ (30.8%), ‘strongly agree’ (21.2%), ‘disagree’ (7.7%) and ‘strongly disagree’ (1.9%). The analysis of the item shows that participants mostly ‘agree or strongly agree’ with the item (59.7% in total). Almost one third of them (16 out of 52) marked ‘neutral’ and 5 participants did not agree or strongly disagreed.

Teachers should ask their students about their ideas of the course content. This is important because how relevant the course is with students’ interests, that much successful it is in students’ integration. Teachers should ask their opinions before deciding on the topics of tasks which will be assigned.

Q32. Lessons Should Be Designed to Allow Students Interact and Participate

Table 41

Results of the Data Analysis of Q32

	Frequency	Percentage
Strongly disagree	1	1.9
Neutral	3	5.8
Strongly agree	8	15.4
Agree	40	76.9
Total	52	100.0

The majority of the students (40) marked ‘agree’; the other frequencies are 8 for ‘strongly agree’, 3 for ‘neutral’ and only 1 for ‘strongly disagree’. As the numbers signify, the group of the positive answers (‘agree’ and ‘strongly agree’) refers to 92.3% while the group of negative answers (‘disagree’ and ‘strongly disagree’) refers to only 1.9%.

One of the most important responsibilities of teachers using tasks and the web is to create an environment that fosters students’ interaction. Because tasks are done with a group, via group works. Teachers should arrange enough time for students to share their ideas and to make a contribution to the team work.

Manager/ Administrator

Some of the competences associated with the Manager-Administrator role are as follows:
Teachers;

- coordinate with the institution (enrolling, assessment processes, evaluation, informing)
- help students with appropriate sources of support
- manage the time effectively
- are able to construct timetables or schedules for learning activity/courses

The element ‘Manager/Administrator’ includes the items 3, 6, 12, 31, 35. These items focus on the students’ perceptions of the roles of their instructors in scheduling the tasks, record keeping, and so on.

Table 42

The Results of the Data Analysis of Sub-scale of Manager/Administrator’

Item	SD %	D %	N %	A %	SA %
3	0.0	0.0	1.9	69.2	28.8
6	3.8	25.0	38.5	19.2	13.5
12	0.0	3.8	11.5	51.9	32.7
31	1.9	19.2	34.6	30.8	13.5
35	0.0	3.8	5.8	51.9	38.5

Items Related with This Category

Q3.Teachers Should Collaborate with Each Other to Get Rid of the Problems Encountered

Table 43

Results of Data Analysis of Q3

	Frequency	Percentage
Neutral	1	1.9
Strongly agree	15	28.8
Agree	36	69.2
Total	52	100.0

Language teachers planning to use field related tasks in their course should collaborate with faculty members or field teachers to decide what content to include in their teaching, what to do when problems are encountered and to employ solutions. Asking/collaborating a team of teachers in a course content area on content analyses and on problems encountered will strengthen the course and the knowledge of the teacher. The analysis of the item on teacher collaboration shows that almost all of the participants think teachers should collaborate with each other. 51 participants marked for ‘agree’ and ‘strongly agree’

and 1 for ‘neutral’. Successful collaborative teaching allows students and institutions to benefit from the healthy exchange of ideas in a setting defined by a shared interest in a topic.

Q6. Teachers Should Be Flexible in Time Limitations Set for Task Completions

Table 44

Results of Data Analysis of Q6

	Frequency	Percentage
Strongly disagree	2	3.8
Strongly agree	7	13.5
Agree	10	19.2
Disagree	13	25.0
Neutral	20	38.5
Total	52	100.0

Setting deadline is essential to productivity. Deadlines are effective because they make large projects or goals more manageable. Students were asked if teachers should be flexible in task scheduling and 20 of them marked that they are ‘neutral’; 17 students in total, 32.7%, marked ‘agree’ or ‘strongly agree’; the rest of them, 15 students with a percentage of 28.8%, stated they disagreed or strongly disagreed with the item. Time-management skills are important, not only for the teachers but also for students. The lack of these skills is a major reason why students fall behind the schedule. That is why, teachers should set reasonable goals, break big tasks down so that they will not increase students’ anxiety and stress which actually result in procrastination.

Q12. Teachers Should Help Students Keep Their Project on Schedule

Table 45

Results of Data Analysis of Q12

	Frequency	Percentage
Disagree	2	3.8
Neutral	6	11.5
Strongly agree	17	32.7
Agree	27	51.9
Total	52	100.0

To understand how much students are ready to get help in their project/work scheduling from the teachers, they were asked if teachers should help them keep their project on schedule. Only 2 students, 3.8%, reported that they would not be in agreement with the statement. 6 students marked 'neutral' and the other students, 44 out of 52, thought they could get help from the teacher. As it can be concluded, teachers should help students efficiently organize or break down long term activities. And to do this, they could provide students with a written schedule of daily and weekly deadlines. Assigning long-term projects step by step, and checking students' progress before moving them on to the next step might work well.

Q31. A Deadline for Projects Should Be Set by the Teacher

Table 46

Results of the Data Analysis of Q31

	Frequency	Percentage
Strongly disagree	1	1.9
Strongly agree	7	13.5
Disagree	10	19.2
Agree	16	30.8
Neutral	18	34.6
Total	52	100.0

To get an insight about who students think the actor setting a deadline for projects should be- teacher or students-, the survey included this item. And the choices show that students did not have an agreement on the item. 11 students, 21.2% in total, were not in a similar tendency with the item; 10 of them marked ‘disagree’ and 1 marked ‘strongly disagree’. On the other hand, 23 students, 44.3% in total, agreed or strongly agreed with it. One third of the students, 34.6%, marked ‘neutral’, and this is the largest frequency rate. Teachers should help students the importance of schedule in long-term projects and teach them how to follow it both at home and at school. Scheduling activities with students may be a good idea.

Q35. Constructing Timetables and Schedules for Tasks is a Required Ability for a Teacher

Table 47

Results of the Data Analysis of Q35

	Frequency	Percentage
Disagree	2	3.8
Neutral	3	5.8
Strongly agree	20	38.5
Agree	27	51.9
Total	52	100.0

As the table shows almost all of the participants think that constructing timetables and schedules for tasks is a required professional ability for a teacher. Only 2 participants disagreed with the item which represents 3.8% of sum total. 3 participants (5.8%) marked ‘neutral’ and 47 in total (27 for ‘agree’ and 20 for ‘strongly agree’) agreed with the statement.

Since teachers are responsible to be able to do their best for the course, they should plan and program their classes. And, to do this, they should know the capacity of students and regulate the classes in accordance with their pacing level.

Analysis of the Interviews

The analysis of the data is presented under subsections with specific titles which were determined through categorizing similar thoughts or expressions of the interviewees.

The participants were asked to rate how important they thought teachers were in such classes on a scale of 1 to 10, with 1 representing 'not important' and 10 representing 'very important'. Almost all of them gave a rating of 7; just one participant gave a rating of 5, expressing his opinion of teacher as a coordinator:

'The teacher and the students are equally important. That is why, I gave a rating of 5. The teacher was just a coordinator giving instructions and we followed those instructions...'

Participants rating 7 and above expressed the basic roles of the teacher as a leader, a communication builder, a supporter, and an adviser. Some of the quotations from the participants' reflections are given as follows:

'The teacher supports students on the task they need to do by showing them how to fulfill it and controls the phases to keep them engaged in the task.'

'The teacher should establish a close contact with students. The teacher is the only source students can get information about the task. We should be able to get in touch easily. A good communication should be provided.'

The participants were also asked if they thought there were any differences in responsibilities of teachers who use the internet in task based practices. Only two participants told that there were no differences; but all the other participants expressed their opinions conversely:

"Teachers using the internet are more inclined to deal with more current issues, and their class hours are more desirable because of these interesting stuff/topics..."

"Sure, there are. Teachers using the internet have more responsibilities and they need to get prepared for the class-hour. The others just go into the classroom...read from somewhere or..."

"Unlike the others, you have a greater work-load. Because you're not done when you go out of the classroom; trying to communicate via the internet, checking if students get the emails you have sent, making the students control them and giving feedback are all your responsibilities..."

"...Teachers should know the internet well and have the ability to communicate with the students..."

“...Teachers using the internet are in search of different topics to bring into the classroom and this appeals to students and retention is more likely to be achieved.”.

“Extensive activities to be done out of classroom may help feed the students’ curiosity if they are interesting enough...”

Previous Experiences as a Student

For the second interview question, participants were asked if teacher should have taken an internet assisted class as a student. The general opinion does not assert that it is a prerequisite for teaching technology supplemented classes effectively. They think that teachers can improve their skills. Almost two thirds of them giving the possible advantages below told that it is better if teachers have taken such a class once:

- to empathize with the students
- not to make mistakes their teachers did
- to learn how to make a search
- to improve himself/herself
- to develop strategies of lecturing

In order to illustrate the issue more clearly, answers of the students were quoted below:

“Sure, this helps them to understand the difficulties students may have.”

“...so they may develop strategies to use in their own classes since taking a class as a student may help them to understand how a student is...”

“Of course they should have had such classes to empathize with their students and to learn how to make a research...”

“Sure. It is important, so they can put themselves in others’ shoes and s/he, as a teacher, will not repeat mistakes made by their own teachers.”

The rest of the participants stated that teachers using the internet and computer as teaching materials could develop their teaching practices through independent searching and practicing what they have found out in their classes.

Presence of the Teacher

In response to the question worded as ‘ Is the presence of the teacher an important factor which makes students complete the task in a more meticulous way?’ all the interviewees, except for just one, stated:

‘If there were no control mechanism, the task would be done negligently. But when we know that the authority is there, we complete the task in a more meticulous way and this helps us, I mean, we learn better.’

And they elucidated their opinions as in the following quotations:

‘Yes, otherwise, I would think it does not matter whether I do the task or not. Teacher is really important’

‘...even if you do not have grade anxiety, when someone is making an effort for you, you cannot help but wish to return the favor. The presence of the teacher is significant in this sense.’

‘I would do what I did in a lousier way, otherwise’

According to the participant who thought there would not make any difference, what makes a student attach importance to what s/he does is not a teacher but whether s/he likes the task or not.

Deciding on the Schedule

Participants were also asked whether the schedule of the period should be announced beforehand or as phases are completed. The question raised a small discussion among the students. While some of them stated that the pre-set the timetable would make their work more organized, the others mentioned the possible difficulties of following the phases of pre-set schedules in a long-term task period.

The following excerpts show why some of the learners thought the calendar should be set before the period:

“... students wish to know what to do; this should be given to him/her. When will assignments be submitted or when will presentations be delivered...”

“I think the schedule should be planned. –setting a specific time to start and submit the assignment- is better.”

“I would prefer that it should be announced before. If it were, we could feel more prepared for the situation...”

“... this would be more logical for us...since we also have many other exams; we started to think about when phases would end...we could plan our calendar if we had known before...”

The following quotes reflect the opinions of the students who believe that the schedule should be given as the phases of task are completed:

“...you did not announce the calendar; this was better ...this was more intriguing. We could procrastinate if we knew the steps before...”

“...Actually, this was better ...if you had let us know from the beginning, we could have been intimidated...there would have been a lot of abjections, Going step by step made the process easier...”

“...we could have given up if we had known...This led us to finish the tasks without noticing how complex it was...”

“...if the calendar had been announced from the beginning, we might have skipped some phases to finish the work. So, we could have finished in a day which might have caused some students not to understand fully...”

Interviewees were also asked their suggestions on adjusting schedules/ following the schedule not to fall behind the schedule. Setting some check-points to check how well students are doing the task is one of the commonly worded suggestions. The other most common ones were as follows:

- Frequent monitoring to see if students are ‘on task’
- Grading all phases individually
- Grading the timing
- Scheduling the feedbacks teacher takes from students
- making the plan detailed (by teacher)

Way of Communicating

Email as a Messenger

Next question was about what the students’ thoughts of e-mail as a way of communication and how practical it was. The majority of the participants expressed

that using the internet and e-mail was very practical since almost everybody had connection at home and at school.

‘Today everybody has an access to the internet that is why e-mail is really practical’

“To me, it was practical because almost everyone had an internet connection if not they could have had an access at school.... Once I called you because I didn’t understand and you helped me. I mean there was no big problem with the internet but the telephone was also used as a substitute”

‘ e-mail is really practical, it is the best way...Facebook is another option but it is more complicated ... ’

“....e-mail was a practical way. Maybe we didn’t check our e-mails in the first week but since we knew that it was our responsibility we started to do that later.”

Which language should be used in the texts teacher sends was also asked. The following statement reflects the participants’ common perceptions:

“ ...we either studied English in prep classes for a year or passed a proficiency exam and we are not learning Turkish but English that’s why the text should be in English.

Communication Problems and Choosing a Representative as Solution

Communication Problems in Asynchronous Environment(use of email)

What problems in communication between the teacher and the students may occur and what students think of choosing a group representative to overcome these probable problems is another focus of the interview.

The following statement made by one of the participants actually helps us to summarize the reasons of communication problems that might be encountered in such classes:

“.....to me, there might be three problems here; first one is teacher-based:

You send the e-mail at the wrong time; second is technical problems: e-mail could not be sent or received on time; and the last one is student-based problems: they should check e-mails frequently as this is their responsibility. ... ”

Problems mostly mentioned by other participants are listed below:

1. Not receiving e-mails on time
2. Technical problems
3. Not having a habit of checking e-mails

In the study, students are asked to choose a group representative to provide communication

between the groups and between the groups and the teacher.

And the suggestions about these problems are as follows:

- 1-Using different ways of communication (telephone, social networking)
- 2-Flexibility in time
- 3-Announcing what is expected for the following week in classroom time.
- 4-Grading
- 5-Sending e-mails as reminders

And the following quotes show how students felt about the efficiency of group representatives:

“.....choosing a representative made the communication easier. The representative of the group talks to the teacher and tells everything to the groupthis is logical.....”

“.....the teacher talked to the representatives and representatives to the group members which was easier, otherwise that would be harder for the teacher to talk to everyone individually.....”

“.....this made the process easier.....”

Group-forming

In the interview, group-forming was one of the other points to be considered. Participants were asked whether students or the teacher should form the groups. Most of them responded that those should be students themselves, and the teacher should interfere if there is a problem.

The following statements may help summarize the common thoughts of the students.

“Students should decide who to work with. For example, if they do not have any means to keep in touch; even their phone numbers, it would be tough for them to come together to make a group work. But if the students form the group, they may work faster and produce a better result.”

“When students decide on the group members, they have a chance to share the responsibility based on their strengths. For example, a student in the group might be good at using computer whereas someone else could be better in language skills. As a result of this workload sharing, they may feel more confident in what they are doing”

And the following quotes reflect the opinions why and when a teacher should be active in group making.

“...Teacher should only help if group members cannot work in harmony or they are not satisfied enough.”

“...should help if student have communication problems; for example, if some members are antisocial.”

Another item of the interview focused on in group communication problems and what a teacher could do to provide support.

The following table demonstrates the thematic analysis of the summary of the mentioned question.

Table 48

Thematic Analysis of Students' Responses

The teacher should be in contact with the group.
<i>“Choosing an appropriate group representative is important. This is his/her responsibility. And, the teacher should be in contact with him/ her to get to know the problems they may have...”</i>
Students should form the group
<i>“ I do not think that there will be such a problem if students themselves decide what group they will work in”</i>
Observing group works
<i>“Teachers may be aware of the problems if they observe group works well. And when they notice a problem in the process, they can direct the students to complete the task and they might reveal what path to follow...”</i>
With antisocial students
<i>“Teachers may help antisocial students by putting them into groups and encouraging them to participate in group works.”</i>
With groups not working effectively
<i>“If a group is not strong enough and does not know how to work in collaboration, teachers may contribute more by distributing responsibilities; hence, everyone in the group will fulfill their responsibilities.”</i>

Intervening/solving in-group Problems

Participants were also asked when teachers should intervene in problems group(s) may have: When they are aware or when they are asked for help. Quotes reflecting the common thoughts of students were given in two groups below.

Students have no objection to teachers' intervention, but it cannot be said that there was a full agreement on when that should be executed.

Whenever They are Aware of the Problems

The following expressions could be given as examples of learners' thoughts in this group:

"...if the teacher knows that there is a disagreement and if this will spoil their group work, he/she can intervene in to solve the problem."

" there might be some students who cannot tell their problems to the teacher, so I think the teacher should intervene in such groups."

"If there is a problem of fulfilling responsibilities in a group, teacher should interfere and encourage students to participate in group works."

When Students Ask For Help

The following quote reflects the thoughts of students who think that teacher should intervene when students ask for help.

"In my opinion, a teacher should help when students ask for. Because students themselves can solve their problems."

Controlling Group members' Participation

How a teacher ensures everybody's participation in group works some part of which are completed out of class, was also included. Students mostly expressed negative ideas about the possibility of ensuring out-of-class participation, but they also made the following suggestions:

"we made a presentation; Teachers can easily notice students engaging in presentation actively. This shows how well a member studies out-of-class work. Students avoiding to answer questions teachers might ask during presentations are the ones who does not participate group works enough."

" While forming groups a representative was selected to provide communication. That representative may give the teacher information about the extent to which a member shares the workload."

" The teacher may monitor group members when they study together in class, when they give information about their share or when they discuss about their task."

"The teacher may get in touch with members individually and may control asking what they do out-of-class..."

Additionally, what a teacher should do with uncooperative students was asked to the participants. Their common suggestions are listed below item by item:

1. Grading them lower than other members
2. Changing their groups
3. Assigning them a different task

4. Forming a new group with them

Getting Feedback

Another question of the interview was about teachers' getting feedback from students to be able to follow what was done and how s/he he could do it. A vast majority of the participants; all except for one thought that teachers' getting feedback was something motivating. They expressed that, otherwise, they would not have fulfilled their task step by step and stuck to the schedule. The following expressions are helpful in understanding how participants generally responded to this question:

'Students most probably do not work well if the teacher does not ask what they are doing. That is why checking is good to ensure progress.'

'Feedback should be a must. Because we went through various phases in our task; to be able to do the next phase, we had to complete the previous one. Teacher may find out if there is anything students cannot understand by getting feedback and may give them assistance to move on to the next step.'

The following interviewee offered an alternative to oral feedback:

'The teacher walked around the classroom to monitor the group members when we were doing group works. By doing so, I think, s/he did not need oral feedback.'

Helping Students with Technology

Analysis of this item worded as 'Should a teacher support students' technological skills?' showed that the number of students answering this question 'yes' and 'no' are close. The following quotes reflect the reasons why participants said 'yes':

"Sure. Even in our class, there are some students who have not used technology yet. The teacher might be helpful guiding them. Otherwise, they would do nothing since they do not know how to use it."

"For example, you made a presentation on how to use search engines. Student did not know the ways of searching through search engines. Those tips helped me and developed my technology skills. That's why, yes, they should."

Participants were asked what a teacher can do to motivate students in projects that last a few weeks. The suggestions they made are listed below:

"Teachers should use motivating language when they give feedback. This might help students be more active in fulfilling their task."

"Not to make students bored, s/he can try to find different and fun activities, maybe in-group games."

"Motivation means grades to students. If you tell them you will grade each phase individually, this might motivate students."

“ Students might be more motivated if they are permitted to choose their topic themselves. So, we learn and do not get bored. “

“ Teacher might show students good examples of different classes and students. Showing good products motivates students.”

CHAPTER V

CONCLUSION and SUGGESTIONS

Summary of the research

The main purpose of the chapter is to briefly restate the main results of this thesis and to provide readers with a general understanding of how students assume the roles of teachers using the internet as a means of communication and as an information gathering tool in task based practices. This chapter also provides a summary of the current study (5.1). It presents once more the major pillars of the research such as the background, aim, problem, participants, data collection procedures and data analysis. Finally, the implications for practice (5.2) and some suggestions for research (5.3) are stated at the end of this study.

Conclusion

The fast changing world of 21st century reshapes the education; technology replaces book based instruction. Accordingly, the roles of the main actors of education-teachers and students- evolve. As the technology is used in education more extensively, students become more active and independent learners searching and discovering the subject through technology; and teachers, as the other important actors, use technology more to ensure independent learning giving their students freedom to reach the information. TBLT, complying with learner centered educational philosophy, is an approach which can respond to the demands of today's world. In TBLT, teachers are not the major source of knowledge, and they are no longer lecturers but facilitators whose main task is setting goals for students. As it is known very well today, the Internet is the most widely used way of getting information. Teachers also use it to engage students and to make their classes more colorful and exciting.

The current research study, making use of the similarities mentioned above, aimed to ascertain the participants' opinions and attitudes to the perceived roles of the teachers

using web assisted practices in ‘task based’ activities being completed both in and out of students’ classroom time. Task-based learning was used as an umbrella term (see the Literature Review) and under this term, tasks were prepared in accordance with the language level of the students and with the opinion of the faculty staff responsible for the students who participated in the study to make the content related with their study of field.

The study was conducted with 52 first-grade students at the Faculty of Medicine at Bülent Ecevit University. The students, at the beginning of the term, were informed about the study they would participate in; but, extensive briefing about the goals and the method, with a concern of conditioning them, was avoided. Classes with a very little teacher help/guidance were designed intentionally as the major goal of the study was to identify students’ opinions on teachers’ responsibilities; and such classes, with students feeling the lack of a teacher’s presence, were thought to be the best places where they could mull over the responsibilities and roles of teachers. The only help provided by the teacher of the classroom was to teach them the ways and tips of using search engines as this would be one of the most needed skills in their out-of-classroom time to complete the tasks they would be assigned. Collaborative group work, both in and out of classroom, was used as an important supplement to the activities to be done in the classroom.

A blended qualitative and quantitative approach was used in order to triangulate the findings which are obtained by quantitative data with qualitative data and to have a full understanding of the research problem. The questionnaire, which was proven to be reliable with a Cronbach α value of 0.86, was administered to all students after the tasks were completed and presented in the last week of the practice; and, later on 16 randomly selected participants were interviewed and recorded. The collected qualitative data provided a deeper insight by giving the participants an opportunity, by the help of ‘how and why’ questions, to express their feelings and opinions on the questions they were asked in the interview and clarified the quantitative findings by helping the researcher to ask more detailed questions which might not be covered by the quantitative material. The data analysis phase includes different procedures depending on the nature of the data. For the quantitative data, in order to get a spread of the data, frequency distributions of the items and percentages were calculated. As for the qualitative data, the data collected through semi-structured interviews were transcribed with the help of the recordings and then these transcripts were read by the researcher to analyze in detail. In the analysis phase,

these quotations were used to summarize, compare and exemplify the views of the interviewees on the relevant data.

Discussion

This study mainly aims to investigate the perceptions of EFL learners towards the roles of teachers using web assisted task based practices in their teaching. For this purpose, in the light of the above-analyzed findings, overall results have shown that learners ask for varied instructions in their learning and believe that using different techniques to make lessons more interesting is one of teachers' responsibilities. Participants also point out the gap between the students and teachers and think that it gets less especially with teachers trying to adapt web based interesting topics and resources in their instructions. This also enables students establish interpersonal relations more easily with their teachers.

Teachers are assumed to be important figures giving learners assistance and advice whenever they need both in task completions and group work participations. They generally expect their teachers to facilitate their task completion process; to use online resources to renew their knowledge of the field; to counsel them to maximize their engagement in the course; to set the rules of creating community by providing feedback and by allocating roles to maintain effective group work; to diagnose learners' technical issues and challenges; to monitor students' progress; and to help them in time managing.

Two research questions have shaped this study. However, the main focus is on how the roles of teachers are perceived by the students. To get the data, two different instruments were used - a questionnaire as a quantitative tool, and, a semi-structured interview as a qualitative tool.

Research Question 1. How do students comprehend the roles of teachers in TBLT? The results show that participants assume teachers' basic roles as a leader, a communication builder, a supporter and an adviser. They cast teachers in this environment a different role from those practicing traditional teaching methods. They expect their teachers to be more inclined to the current issues. They should know the internet well as they assume teachers are good at computer skills and communicate with them via email or using social media. Teachers who bring different topics into the classroom using web appeal students more and provoke their curiosity.

Kalantzis and Cope (2010, p.205) define the 'new teacher' as a professional collaborator, contributing productively to a culture of professional support and sharing. This study

reveals students' similar expectations from their teachers. Both the respondents of the questionnaire and the interviewees expressed that collaboration between colleagues will help get rid of possible problems that might be encountered during the task completion process. The data gathered also showed that students believe this collaboration should be maintained not only between the colleagues but also between teachers and students.

The analysis of the questionnaire items shows that the participants give the priority to teachers in designing the content of the course taking care of their opinions, their background and content knowledge. A significant number of the students who were asked about their participation in course design (31 students, %59.7) stated that they should be participating in course design. This is in line with Suominen (2009) who mentions the changing role of teachers from a knowledge authority to a designer of a learning environment for students that are involved in every stage of lesson planning.

Rimm-Kaufmann (2011) believes that good relationship between teachers and students has important, positive and long-lasting implications for students' academic development and achievement. Likewise in this study, stating that it is important to be in touch with the teachers, students think that this communication should take place whenever possible.

According to Thomas (1990), effective teachers share many traits as effective counselors: ability to empathize with students, patience and flexibility, excellent interpersonal skills, openness to new ideas, and awareness of individual differences. The analysis of the related items of the questionnaire indicates that students appreciate teachers' roles as advisors and they always want them to be reachable. The conducted interviews presented the participants an opportunity to express their feelings and the interviewees mentioned the importance of teachers' empathizing with them to understand difficulties they might have and noted that close personal interaction is important to accomplish tasks which last a few weeks. Flexibility in time and task completion procedure is expected from teachers in case of falling behind the schedule or of encountering any problems throughout the process.

Thomas (1990) also asserts that good teachers habitually promote and sustain positive group interaction in their classes. Participants think that group forming should primarily be in students' responsibility. They prefer to form groups with the ones they believe they can get on well and reach out easily at out-of-classroom time. Nonetheless, they ask their teachers' help to overcome in-group interaction problems. One of the interviewees' thoughts might have been taken as summing up of the majority's ideas: 'if teachers are aware of a disagreement in the group which spoils the group work, they can intervene to

solve the problem and encourage students to trigger positive interaction’.

This study also somehow associates with the arguments of Rodríguez-Bonces (2010) who says that teachers address students' needs and interests by becoming facilitators. In Task-Based Learning, they are leaders and organizers of discussions, managers of group or pair work, and motivators to engage students in performing a task and language experts to provide language feedback when needed. The analyses of the instruments set forth that students attach importance to the role of teachers as facilitators. Their most important responsibilities are assumed to know about the teaching strategies for students with varied capabilities and interest, provide different resources to facilitate students' integration and success, and give clear statements of course requirements.

Maciejowska and Frankowicz (2010, p.104) suggest that every academic teacher is influenced by streams of innovation one of which is connected with the changes in his/her subject area. Pedagogical innovations may concern many aspects of the education process, e.g. teaching & learning environment, teaching & learning methods, teacher's and student's work organization. The great majority of the participants think that teachers should vary/reshape the ways of their teaching considering educational innovations. Students generally express that teachers should try to find new ways to make their classes more colorful and should not stick to one way of teaching.

Research Question 2. How do students comprehend the use of the internet as a supplementary teaching tool? In the light of the analysis of both quantitative and qualitative findings, the present study underlines that most of the participants' belief that the internet provides new ways of setting communication whenever possible and needed. The findings of Manir (2007) also support this finding. In his study, he states that using the Internet in teaching and research makes the communication between the students and the instructor more convenient and interesting.

The internet provides inspiring resources which help build interest in class. Thus, retention is believed to be more likely to be achieved. It seems to be a more practical way to make students stick to the schedule and control the phases engaged in the tasks. Along with the findings in Young's study (2003), most students report having a positive attitude to the use of the Internet in their English class referring to its advantages of finding interesting information.

Harmer (2007) assumes that there is a great deal of information on the Internet, only if you know how and where to find it. In the present study, the interviewees stated similar views

with Harmer. Students mentioned that the teachers' giving them tips on how to use search engines helped and developed them to find the information they needed to accomplish the task.

Pedagogical Implications

In the light of the data collected, the main implications that emerged from the study are: Students are active elements in course planning and design. Therefore, teachers should try to hear the 'voice' of their students. Scheduling the stages of tasks, for instance, gives teachers an opportunity to hearken their students' opinions. Although the participants of the study mostly believe that constructing timetables for tasks is a required ability for teachers, they still state that teachers could do scheduling activities with their students. As sticking to schedules is important, teachers should help students not to fall behind it. 'Setting some check-points' to have students adhere to task stages is the mostly expressed suggestion to do this. Teachers, as professional collaborators, are believed to negotiate with each other to find ways to solve problems they might have in practice.

In course design stage, teacher should take the fact that students are active elements into consideration; thus should pay effort to design their course in a way that allows maximum interaction and participation. Taking students' background knowledge into account will affect their participation in a positive manner. Besides, including tasks directly relevant to their working fields in the syllabus is another matter that needs to be paid attention for purposeful learning designer.

Effective teachers are effective counselors. They have ability to empathize with students, and successful interpersonal skills. According to students, not only should teachers be there to answer questions in students' mind, but they should also be available to help those who are having problems with group work.

As interaction within the group is very important in this kind of work, teachers should be aware of the ones that are having problems at any stage of the task and s/he should give them the necessary support. They think that having a group representative who is always in touch with teachers about the process and students' performances in the class give the teacher the opportunity to understand which students have problems. Students also assume that e-mail, which was used as the communication tool in this study, is a practical way; they also stated that social media sites such as Facebook and Twitter can be used for communication.

Participants who responded to the questionnaire stated that teacher as a facilitator should

be actively involved in group works by asking questions and observing while they are working as a group. But they do not think that teachers should be the authority making decisions in group-forming and they themselves should have the priority; to them, teacher should be a helping factor when there are potential problems within groups related to communication, performance, etc. To be able to help them with the problems, learners believe that teachers can notice problems related to all members' participation and students who remain inactive during presentations of in-class tasks and tasks that require cooperation with other groups by observing and asking questions about process and group tasks; therefore they evaluate the performances. Another suggestion provided by the students is teachers' having a good collaboration with group representatives.

Teachers should be open to new ideas. This is not only important to change their ways of instructions but also to improve students' motivation and interest. In order to do this, teachers should use the internet effectively to find the materials they want to adapt into their teaching. Having a good grasp of the web sites is not only desired for the materials being used in classrooms but also for having knowledge of the online resources that their students might use to complete tasks being assigned.

Today there are billions of online resources which mean almost anything that students and teachers may need is available online only if you know how to search for it on the web. Students in today's classes are integrated in technology but most of them are lack of the searching skills; they do not know how to find the information they need. Hence, teachers should have these skills to give hand to their students when they need or require.

Suggestions for Further Researches

This study is not, however, without limitations. First, it is hard to generalize the data due to the limited number of participants to the study. This study was applied to 52 language learners. Thus, the number of the participants could be increased in order to get a more generalized result.

Second, this study consisted of a four-week-long task study. Two classes per week cannot be thought to be enough to reach to a scientific statement. In a future research, it is suggested that this study must be applied to whole academic year covering a whole task based curriculum.

Third, this study lacks of suggesting ways of assessment and evaluation of students' individual performances in group works and their participation efforts. Further studies need to be carried out in order to suggest teachers as a guide to use in evaluation and assessment.

Fourth, this research study was only applied to young adults in an academic environment and they were assigned tasks related with their field of study, it can also be applied to young learners who find group works entertaining and whose curriculum allows more fun tasks.

Finally, a future study using social networking sites like Facebook and Twitter as the way of communication between students and students and teacher would be interesting.

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APPENDICES

Appendix 1. The Questionnaire

ÖĞRENCİLERİN ÖĞRETMENLERİN ROL VE SORUMLULUKLARINA DAIR GÖRÜŞLERİ

Sevgili öğrenciler

Bu çalışmanın amacı öğrencilerin internet destekli uygulanan görev temelli öğrenmede öğretmenlerin rolleri hakkındaki görüşlerini öğrenmektir. Daha iyi internet destekli öğrenmenin ve öğrenme ortamının oluşması için sizin vereceğiniz cevaplar çok önemlidir. Verdiğiniz cevaplar gizli tutulacaktır. Çalışmaya vermiş olduğunuz destek ve bu çalışmada böylesine önemli bir rol almanızdan dolayı teşekkür ederim.

Saygılarımla,

Ulaş KOÇAK
Gazi Üniversitesi Yüksek Lisans Öğrencisi

1. BÖLÜM: GENEL BİLGİLER

1) Cinsiyet:

Kız ☐ Erkek ☐

2) Mezun olduğunuz lise türü?

☐ Genel

☐ Anadolu

☐ Özel

☐ Meslek

☐ Teknik

Diğer _____

3) Bugüne kadar kaç tane internet destekli ders aldınız?

4) Bilgisayar bilginizi nasıl sınıflandırırsınız?

☐ Acemi

☐ Orta

☐ İyi

☐ Uzman

5) Bu ders için yaklaşık olarak HAFTADA kaç saat harcadınız?

☐ 1 saatten az

☐ 1-2 saat

☐ 3-5 saat

☐ 6-9 saat

☐ 10-12 saat

☐ 13 veya daha fazla

6) Yaşadığınız yer

☐ Ailemle yaşıyorum

☐ Yurtta kalıyorum

☐ Ev arkadaşlarımla evdeyim

Diğer . _____

7) Bilgisayarınız var mı?

☐ Evet

☐ Hayır

8) Ders için internete nereden ulaştınız ?

☐ bölümdeki bilgisayar labaratuvarında

☐ yurttaki bilgisayar labaratuvarında

☐ yurttaki odamda

☐ yaşadığım dairede/evde

Diğer. _____

2. BÖLÜM : ÖĞRENCİLERİN DÜŞÜNCELERİ

Aşağıdaki soruları yanıtlarken;

1: Kesinlikle Katılmıyorum 2: Katılmıyorum 3: Kararsızım 4: Katılıyorum 5: Kesinlikle Katılıyorum kutucuklarından size uygun olanını işaretleyiniz.

1: kesinlikle katılmıyorum	2: katılmıyorum	3: kararsızım	1	2	3	4	5
4: katılıyorum	5: kesinlikle katılıyorum						
(İlk 16 soru için) Öğretmenler;							
1	kullandıkları öğretim yollarını çeşitlendirmek için internet kaynaklarını kullanmalılar.						
2	öğretim yollarını bu alandaki yeniliklere göre değiştirebilmeliler						
3	bu eğitim sürecinde karşılaşılan problemleri çözmek için meslektaşlarıyla işbirliği yapmalılar.						
4	tüm öğrencileri derse dahil edebilmek için farklı stratejiler kullanmalılar.						
5	soruları cevaplamak için düzenli olarak ulaşılabilir olmalılar.						
6	verilen görevlerin yapılmasında belirlenen zaman konusunda esnek olmalılar.						
7	teknik problemler yaşayan öğrencilerin sorunlarına duyarlı olmalılar.						
8	öğrencilerin verilen görevleri istedikleri gibi yapmasına izin vermeliler.						
9	sınıfın başarı seviyesini arttırmak için mümkün olduğunca çok kaynak sağlamalılar.						
10	öğrencilerin verilen görevi yapmaları için ihtiyaç duyacakları internet sitelerini çok iyi bilmeliler.						
11	öğrencilerin verilen görevi doğru bir şekilde yapabilmeleri için farklı stratejiler kullanmayı denemelerine rehberlik etmeliler.						
12	öğrencilerin üzerinde çalıştıkları görevi doğru bir zamanlamayla yapabilmeleri için yardım etmeliler.						
13	doğru ve etkili internet sağlayıcısı kullanımını(ör: explorer, google chrome vs.)göstermeliler.						
14	öğrencilere verilen görevi yaparken kullanacakları internet sitelerini bir liste halinde vermeliler.						
15	gelişimi desteklemek için grup çalışmasına uyum problemi yaşayan öğrencilere özel tavsiyelerde bulunmalılar.						
16	ders için neler gerektiği konusundaki bilgileri öğrencilere açıkça belirtmeliler.						
17	Dersin içeriği hakkında ihtiyacım olan her bilgiye sahip olmam beni başarılı kılar.						
18	Grup çalışmasını organize etmek öğretmenin sorumluluğundadır.						
19	Öğretmenle eposta iletişiminin mümkün olması önemlidir.						
20	Öğrencilerle öğretmenin iletişimin sağlanması konusunda öğretmenin önemli bir rolü vardır.						
21	Teknolojik konularda yardıma ihtiyaç duyduğumda öğretmen gerekli yardımı vermelidir.						
22	Dersin içeriğine karar verme öğretmenin sorumluluğundadır.						
23	Tüm öğrencileri öğrenme sürecine dahil etmek öğretmen için önemlidir.						

24	Öğrencilerin geçmiş tecrübeleri ve alan bilgileri dersin planlanmasında önemle dikkate alınmalıdır.					
25	Verilen görevi yaparken bazen ekstra açıklamalara ihtiyaç duydum.					
26	Bu dersi veren öğretmenlerin teknoloji hakkında iyi bilgiye sahip olması gerekir.					
27	Bölümümle alakalı görevler ders içeriğine dahil edilmelidir.					
28	Öğrenciler görevi tamamlamak için bilgi edinirken hangi siteleri kullanacakları konusunda özgür olmalılar.					
29	Öğrenciler derste ne öğretileceğine karar verme aşamasına dahil edilmeliler.					
30	İnternet destekli ders veren öğretmenler bu konuda profesyonel eğitim almış olmalılar.					
31	Verilen ödevlerin ne zaman teslim edileceğine öğretmen karar vermelidir.					
32	Dersler öğrencilerin ortak çalışabilecekleri ve iletişim kurabilecekleri şekilde dizayn edilmelidir.					
33	Öğretmen-öğrenci ve öğrenci-öğrenci etkileşimi mümkün olan her anda gerçekleştirilebilmelidir.					
34	Öğrenci öğretmen arasında sıkı kişisel iletişim sağlanmalıdır.					
35	Öğretmenlerin görevlerin ne zaman ve hangi çizelgeye göre yapılacağını belirleme yeteneğine sahip olması gerekir.					

Appendix 2. The Interview

Bu görüşmeyi yapmamızdaki amaç daha önce uyguladığımız anket çalışmasındaki bulgulara destek olması içindir. Çalışma, internetin bir öğretim yardımcı aracı olarak kullanıldığı görev temelli eğitimde öğretmenin görev ve sorumluluklarını belirlemek amacını taşımaktadır. Bu görüşmeye katılmak sana hiçbir sorumluluk yüklemeyecektir ve ses kaydının yapılmasındaki amaç da bu kayıtların arşivlenmesi ve gerektiğinde tekrar ve sadece bu çalışmada kullanılması içindir. Bu ses kayıtlarından dolayı herhangi bir olumlu veya olumsuz tutum, sorumlulukla karşı karşıya gelmeyeceğini görüşmenin başında belirtmek isterim.

Sorularımı sormaya başlamadan önce senin bana ne yaptığınla veya çalışmayla ilgili sormak istediğin bir şey var mı?

- 1- Bu dersin başarılı bir şekilde uygulanması için öğretmenin rolünün ne kadar önemi vardır? (1-10 arası değerlendirirsen)
- 2- Klasik sınıf içi ders yapan öğretmenle interneti kullanan ve sınıf dışı aktiviteleri de dersin içine alan öğretmenlerin görevlerinde/sorumluluklarında bir farklılık var mıdır sence?
- 3- Öğretmenin daha önceden böyle bir dersi bir öğrenci olarak almış olması gerekir mi? Neden?
- 4- Bu uygulamada sürecin bütünüyle ilgili bilgi verilmedi. (Nereden başlayacağımızı söyledim ancak nerede biteceğini belirtmedim.) Sence süreç bütünüyle başından ilan edilmeli midir? Bu uygulamadaki şekli bu açıdan nasıl değerlendirirsin?
- 5- Grupların oluşturulması aşamasında öğretmen etkili olmalı mı? Evetse, gruplarda öğrenci eşleştirmeleri nasıl yapılmalı?
- 6- Öğretmen ders içinde öğrencilerin ne yaptığını gözlemlene şansına sahip. Ancak bu uygulamamızda çalışmaların önemli bir kısmı sınıf dışında yapıldı. Peki, öğretmen ders dışında öğrencilerin çalışmalara ne kadar katkı sağladığını, grup çalışmalarında ne kadar sorumluluk aldığını nasıl kontrol edebilir veya bundan haberdar olabilir?
- 7- Grup çalışmalarında arkadaşlarına yeterince veya hiç destek vermeyen öğrencilerle ilgili öğretmen neler yapabilir?

- 8- Süreç içinde öğrencilerden istenen bazı bilgiler ‘’ya zamanında gönderilmedi ya da ne istendiği anlaşılmadı’’ dendi. Sence bu tür problemlerin yaşanmaması için öğretmen ne yapabilir?
- 9- Bu tip uygulamalarda grup temsilcisi belirlenmesi iletişimin sağlanmasında işleri daha kolay mı kılmıştır? Yoksa bireysel olarak mı her öğrenciye ulaşılmalıdır?
- 10- Epostayla haberleşmek sence pratik bir yol mudur? Değilse öğretmen ne tür başka iletişim yolları aramalıdır?
- Eposta yoluyla gönderilen mesajlar yeterince açıklayıcı oldu mu? Olmadıysa, öğretmen bu durumda ne yapmalıdır?
- Eposta kullanımında yaşadığınız problemler nelerdir ve bu konuda öğretmen ne yapabilir?
- 11- Öğretmen ödevin yapılmasının her aşamasında öğrencilerden ger dönüt almalı mıdır? Ne yapıldı nasıl ve ne kadar yapıldığıyla ilgili? Bunu nasıl yapabilir?
- 12- Öğretmen grup içi iletişimin sağlanmasında öğrencilere destek olmalı mıdır? Evetse, neler yapabilir?
- 13- Grup çalışması sırasında sorun yaşandığında öğretmen sürece dahil olmalı mıdır? Yoksa bu aşamada gözlemlemeye devam edip öğrencilerin yardım talebi olursa mı yardım etmelidir?
- 14- Öğretmenin öğrencilerin teknoloji becerilerini desteklemeleri gerekir mi?
- 15- Öğretmenler uzun soluklu çalışmalarda öğrencilerin motivasyonunu arttırmak için bir şeyler yapmalı mı? Neler?
- 16- Öğretmenin varlığının/kontrolünün hissedilmesi yapılan işe gösterilen özeni arttıran bir etken midir?
- 17- Öğretmen işleyişin belirlenen zamanda ilerlemesi için neler yapabilir?
- 18- Sence bu tür derslerde en aktif kişi kim olmalıdır? Öğrenci mi öğretmen mi?
- 19- Bu dersin daha etkin uygulanması için önerilerin var mı?



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