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**PERCEPTIONS OF EFL LEARNERS TOWARDS TASK-BASED
CUE LESSONS**

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Antalya, 2017

T.C.
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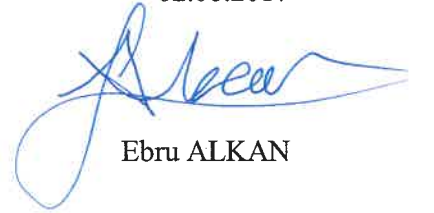
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YÜKSEK LİSANS TEZİNİN ADI:

PERCEPTIONS OF EFL LEARNERS TOWARDS TASK BASED CUE LESSONS

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEEN ÖĞRENCİLERİN GÖREV ODAKLI CUE DERSLERİNE
KARŞI ALGILARI

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ABSTRACT

PERCEPTIONS OF EFL LEARNERS TOWARDS TASK-BASED CUE LESSONS

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The study presents a new way of learning, practising and improving English language through "CUE" which stands for "Creative Use of English". This paper, which aims to investigate perceptions of EFL learners towards task-based CUE lessons, reports on a mixed research study. Besides, the present study aims to reveal the contributions of task-based CUE lessons to foreign language learning process in terms of language skills, language use and motivation. This study also intends to find out the features of CUE lessons based on the tasks. To reach this goal, 135 EFL learners studying at the School of Foreign Languages of a private university in Turkey participated in the study to complete a questionnaire reflecting their perceptions towards task-based CUE lessons in 2013-2014 education year. In order to identify the perceptions of the learners, a developed 37-itemed questionnaire (CUE Perceptions Scale) as quantitative data gathering instrument was used. In addition, as qualitative data gathering instruments, semi-structured interviews were conducted to reveal general perceptions towards task-based CUE lessons at the end of 2012-2013 education year with CUE instructors and randomly chosen students. Results have indicated the contributions of task-based CUE lessons to English language learning process of EFL learners.

Key words: *Task Based Language Teaching, TBLT, tasks, CUE lessons, Creative Use of English*

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN GÖREV ODAKLI CUE DERSLERİNE KARŞI ALGILARI

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Çalışma İngilizcenin yaratıcı kullanımı açılımında "CUE" dersleriyle yeni bir öğrenme yolu, İngilizce dilini pratik yapma ve öğrenmeyi sunar. İngilizceyi yabancı dil olarak öğrenen öğrencilerin görev odaklı CUE derslerine karşı algılarını incelemeyi amaçlayan bu çalışma karışık araştırma metodu üzerine rapor eder. Bunun yanı sıra, bu çalışma görev odaklı CUE derslerinin yabancı dil öğrenme sürecine olan katkılarını dil becerileri, dilin kullanımı ve motivasyon açısından açığa çıkarmayı amaçlar. Bu çalışma ayrıca görevlere dayanan CUE derslerinin özelliklerini bulmayı amaçlar. Bu amaca ulaşmak için, Türkiyede bir vakıf üniversitesinin yabancı diller okulunda İngilizceyi yabancı dil olarak öğrenen 135 öğrenci 2013-2014 eğitim yılında görev odaklı CUE derslerine karşı algılarını yansıtan bir anket doldurdu. Öğrenenlerin algılarını belirlemek için, nicel veri toplama aracı olarak geliştirilen 37 maddelik bir anket (CUE Algı Anketi) kullanıldı. Ek olarak, 2012-2013 eğitim yılının sonunda CUE derslerine karşı genel görüşlerin belirlenmesinde nitel veri aracı olarak rastgale seçilen öğrencilerle ve CUE derslerini veren öğretmenlerle yarı yapılandırılmış mülakatlar uygulandı. Sonuçlar görev odaklı CUE derslerinin İngilizceyi yabancı dil olarak öğrenen öğrencilerin dil öğrenme süreçlerine olan katkılarını gösterdi.

Anahtar kelimeler: *Görev Odaklı Dil Öğretimi, GODÖ, görevler, CUE dersleri, İngilizcenin yaratıcı kullanımı*

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CHAPTER I

INTRODUCTION

1.0. Introduction

Rapid developments in education and technology in recent decades and the political changes of countries in economy and politics have affected the daily life of individuals. The world becomes smaller and each country has become neighbour to each other. The expectations and needs of societies and individuals have also shifted. Thus, there has been need arisen to communicate with each other. Especially, with the common and easy use of communication means, it is obvious that individuals need to express themselves in a foreign language in different fields and understand a person who speaks another language more than ever. "The most important feature of the language is to mediate human world and unite people" (Uygur, 2006: 16). Uygur (2006)'s statement on the importance of language includes a meaningful content in today's world. Widdowson (1997) states that English, as an international language comprises varieties of English for different fields meeting the expectations of societies. In such domains as science, commerce, technology, and tourism and individuals use English for cross cultural communication for the most part English functions as an international language. Therefore, the willingness for meeting the increasing communication need among societies in a developing and changing world has led to give English language teaching as a foreign language more importance and to carry out foreign language teaching more effectively.

Toward in the course of language teaching, there has been a wide variety of approaches and approaches tried to implement foreign language teaching effectively and to meet the expectations of societies through years. However, it can be claimed that many foreign language teaching approaches are based on one or several of the lingual units such as vocabulary, grammatical form, function or concept. For that reason, effective foreign language teaching has been insufficient.

On the other hand, there has occurred a paradigm shift in education, which we also see that in English Language Teaching. That is, more learner needs were taken into account and teacher-centered approaches were replaced with student-centered and learning-centered approaches. Thus, this paradigm has led new approaches to come out in foreign language teaching. In the lights of researchers such as Harmer (1991) and Krashen (1982), there occurred various language teaching approaches one of which is Task-Based Language Teaching Approach (TBLT) requiring language learners to be actively involved in real life situations, which will be held and discussed later in detail in the forthcoming lines. Krahnke (1987) puts forward that the aim of TBLT is to make arrangements for learners to use their lingual needs and facilities of real life as learning experiences in learning process and make lingual forms learned by using the language itself. Larsen Freeman (2003) also supports that TBLT which is one step forward emerged from Communicative Approach aims to prepare a natural environment for language learners and adopts the thought that interacting to understand each other and expressing themselves in this natural environment makes language acquisition easier.

TBLT provides learners opportunities to use their existing language knowledge and improve target language, as well. It also sets a goal for a learner to reach by means of tasks, so learners concentrate on the meaningful tasks rather than language forms, which makes language a necessary tool to communicate. In TBLT, learners participate in different situations of real life and are required to interact orally to achieve tasks given to them. Therefore, language teachers have tried to implement TBLT and carried out task-based lessons to teach English language effectively and to benefit the advantages of TBLT by using different applications in their lessons.

One of the task-based language learning lessons called "CUE", which is based on creative use of English to encourage students **to begin** to use English in practical, meaningful, and interesting ways beyond the classroom has been applied at the School of Foreign Languages of a private university in Turkey. CUE includes two meanings as figurative in which the word "cue" means, "to begin" in English and as idiomatic in which CUE stands for the phrase "Creative Use of English". By means

of CUE lessons, it is aimed that English is not only a language they must learn to continue their studies at university, but also a way to commute with people all over the world.

1.1. Background to the study

Natural language learning environment for communicative goals has been the current concern of language teachers and institutions since daily communicative language has gain importance in recent decades. Krashen (1989) claims that a language learner should be subjected to target language for a long time and grammar rules should not be given in this process. According to Krashen (1989)'s thought, the learner learns the rules of the language while using the language and he acquires the language in this way. If the person learning the language has the opportunities as in a native language acquisition process or in a similar atmosphere where there is a lot of language input and focuses on the meaning rather than form can acquire the language more easily. Thus, learners may learn better when they are involved in achieving anything since they engage in doing something in a group or in pairs and struggle to produce something, so they learn beyond a language. To illustrate, they learn creating and working collaborately, solving problems, presenting ideas and caring about other learners' opinions as in Task-based Language Teaching approach.

Task-based Language Teaching is one of the language teaching approaches that provides learners opportunities to do the tasks given to them in interaction in a natural language learning setting and acquire the language in this way. Task-based Language Teaching (TBLT) that came out in 1980s with varieties of observation offers, was developed in the early 1990s and took place as a teaching approach in *The Common European Framework of Reference for Languages (CEFR)* in 2000s and after that, it is learned by wider audience (Byram, 2004). According to CEFR requirements that support tasks to be used in language learning and teaching, tasks are facilities that aim to fulfill real life needs and aims to get a result (*The Common European Framework of Reference for Languages*, 2001), which is also the purpose of task-based CUE lessons. These lessons has a purpose defined obviously and are designed to reach some specific results by involving language learners in interaction in a real-

like setting to accomplish tasks. Concerning the information given above, the problem, which inspires the present study, will be investigated in detail in the following lines.

1.2. Statement of the Problem

While it is accepted that teaching occurs inside of classroom atmosphere in education, more flexible regulations have been made lately. Using the society as a learning environment has had positive earnings in foreign language studies that target language is used in its district as writing and speaking language. Especially, like a task-based teaching that aims to communicate with the real world and outside of classrooms that provides to obtain productive skills, knowledge and language data are seen as learning environment. If the target language is not used in the society where the language is taught, learning environment should be arranged correspondingly as in the real world, teachers and students should take roles close to outside and materials added to the process should reflect the real life. Therefore, Richards and Rodgers (2001) suggest that practices should be done by taking into consideration of real interaction situations in daily life. In addition, although many important researchers such as Prabhu (1987); Nunan (1989); Willis (1996); Skehan (1998) and Ellis (2003) studied on Task-Based Language teaching approach, the review of available literature revealed that there must be more researches on task-based lessons to facilitate foreign language teaching effectively for the practices and to light up the way of teachers. Ellis (2009), Samuda and Bygate (2008) recommend that in how to use tasks, more empirical research and practical use of task-based lessons are needed. Furthermore, Hismanoglu and Hismanoglu (2011) state that there are some challenges in forming "natural task-based materials and task-based syllabi", which are crucial to put forward the strength of TBLT even if tasks are employed widely in language pedagogy.

It is believed that CUE lessons carried out both inside and outside the classes in English language learners' interest as the practical use of task-based lessons provide language learners a natural learning environment to improve and practice their English language skills. Thus, CUE lessons might be effective for English language

practice and English language learning process. However, it needs to be analyzed whether it has really contributions or not. Hence, EFL learners' perceptions concerning CUE lessons are important as EFL learners are the participants who themselves have taken these lessons. That's why the present study will seek answers to figure out students' perceptions regarding task-based studies namely CUE lessons.

1.3. The Aim of the Study

It is believed that CUE lessons enhance language learning opportunities both inside and outside of the classes in students' own interest. These lessons might also help in language learning process, practice English language and improve English language skills. Additionally, CUE lessons might provide students motivation in their English language learning process since students attend a CUE lesson in their own interest. Regarding this fact, the present study intends to find out the perceptions of EFL learners towards task-based CUE lessons which were carried out at the School of Foreign Languages of a private university in Turkey. In addition, perceptions of CUE instructors will also be gathered from semi-structured interviews. In the lights of gathered data, it is tried to be revealed whether CUE lessons based on the tasks have contributions to the learners' English language learning process, the improvement of English language skills and motivation of students based on the views of EFL learners and CUE instructors will be presented.

1.4. Research Questions

Concerning the aim of the study, this research proposes to evaluate whether CUE lessons contribute to English language learning process according to EFL learners' perceptions towards these lessons. Regarding this explanation, the present study seeks to answer following research questions.

What are the students' general perceptions towards task-based CUE lessons?

What are the contributions of CUE lessons to EFL learners' English language learning process?

In order to serve these main research questions, some following sub-questions are posed;

- How do students define CUE lessons?
- To what extent do CUE lessons contribute to students' language learning motivation?
- To what extent do CUE lessons contribute to students' language skills?
- Does students' perspective change towards CUE lessons based on their level?
- Do female and male students' attitudes and thoughts change towards CUE lessons?
- What are the perceptions of teachers on CUE lessons in general?

1.5. Limitations of the Study

The present study is limited with English learners and CUE instructors at the School of Foreign Languages of a private university in Turkey. It is limited in 2012-2014 education years. This study is also limited with the questions in the scale and in semi-structured interviews.

On the other hand, the present study includes some uncontrolled limitations such as the effect of CUE schedule on students, the attitudes and characteristic features of Cue instructors.

The result and generalizations from gained findings will be valid for the scope of the research.

1.6. Significance of the Study

As for the significance of the study, even if there have been projects based on TBLT to apply in EFL learners' language learning process heretofore, there have not been researches on task-based CUE lessons throughout the literature. Therefore, task-based

CUE lessons along with their varieties of aspects can be a new way of learning and practicing a foreign language through TBLT.

1.7. Scope of the Study

EFL learners in the present study are studying English as a foreign language at the School of Foreign Languages of a private university in Turkey. Since the aim of this study to gather data on the perceptions of EFL learners towards task-based CUE lessons, those students who study at the School of Foreign Languages of a private university in Turkey were asked to participate in the present study.

1.8. Conclusion

In this chapter, background information on the task-based instruction related to the study, problem statement which inspires the study to be carried out, significance of the study, the aim of the study and research questions to be investigated were presented. In addition, limitations of the research were mentioned. Related literature review with the theoretical background of the study, CUE lessons and some recent studies related with the present study will be examined in the next chapter.

CHAPTER II

LITERATURE REVIEW

2.0. Introduction

The literature review of this study will be presented in the light of three main themes. First, a theoretical background of Task-Based Language Teaching, TBLT in education, task definitions, varieties of tasks, components of tasks and task-based methodology framework will be presented as tasks are the main elements of TBLT.

Secondly, CUE lessons as a task-based language program with their procedure and types will be put forward since they are the main theme of the present study as an alternative task-based lesson.

Finally, the recent studies related with the present research will be analyzed in this part. Researchers conducted regarding various dimensions of Task-Based Language teaching as well as researches implemented both on interaction and the other language skills taught through TBLT will be presented. Furthermore, researches on projects associated with the theories Task-Based Language Teaching addresses, current studies carried out on TBLT and studies on task-based lessons similar to CUE lessons will be examined since CUE lessons are a new way of teaching through TBLT and there are not any studies on CUE lessons.

2.1. Theoretical Background

There has been a lot of focus on learners' communicative skills in recent decades and more communication based language teaching approaches have been started to be favorite among English Language teachers and scholars in English Language Teaching (ELT) all around the world. In the early 1980's, an approach based on communication, Communicative Language Teaching (CLT) which is also called Communicative Approach that is the foreign or second language teaching approach emphasizing that communicative competence in target language is the main purpose of language learning came out (Richards and Rodgers, 2001). Hiep (2007) states that

communicative proficiency requires to be able to use the appropriate language in a social environment encountered, which is one of the principles of CLT as learners are needed to use the language effectively for real communication needs rather than learning the grammar rules directly in Communicative Approach.

By following CLT, Task-Based Language Teaching which is based on process teaching and communicative tasks to facilitate real language use emerged by 80's in second language acquisition (SLA) by inspiring from CLT (Jeon and Hahn, 2006) due to the limitations and dissatisfaction of form based instruction such as PPP (Presentation, Practice, Performance) model (Ellis, 2003).

Just as Skehan (2003b) suggests that Task-Based Language Teaching Approach is a more comprehensive form of CLT, Wang (2006) also makes emphasis on the thought that the latest attention to TBLT in language teaching mostly arises from Communicative Language Teaching Approach whose first goal is communicative language use.

Concerning the rationale for TBLT, while Skehan (1998) advocates a cognitive approach, Ellis (2003) suggests psycholinguistic rationale which includes input hypothesis advanced by Krashen (1985) and Long (1983)'s interaction hypothesis.

TBLT, in the lights of cognitive approach, supports that the language learning happens in a social environment like the other learning (Errey and Schollaert, 2003). Skehan (1998) claims that "transacting tasks will engage naturalistic acquisitional mechanisms, cause the underlying interlanguage system to be stretched, and drive development forward" (p. 95).

Regarding the psycholinguistic approach supporting TBLT, Krashen (1985) in input hypothesis claims that target language is started to be acquired when rich comprehensible language input is presented in language learning process. Long (1983) both advocates negotiation of meaning in interaction hypothesis and focuses on input through interaction. Frost (1998) states that negotiation of meaning is significant for real communication since it is the process in which learners take

messages, discuss, interpret, work over them to understand each other and to communicate. Therefore, Willis (2004) suggests that learners should use the language input in sense of their needs and context after the agreement on meaning of input in the learning process in interaction. Similarly, Ellis (1991) recommends that students reform the comprehensible language input and the interaction that they go through. Hence, by this way, natural interaction takes place.

Besides, Richards and Rodgers (2001) advocate that learners could be in a better language learning atmosphere by directing students to a task work since tasks atmosphere provides learners effective interaction and rich input place. It is believed that creating an atmosphere where learners perform some interesting and daily routine-based tasks provides learners effective interaction and rich language input.

Furthermore, Krahnke (1987) supports that learners should discuss the meaning of the tasks including meaningful input in interaction. Since, it stays in mind and becomes permanent according to the extent of being meaningful. Similarly, Willis and Willis (2007) make emphasizes on the meaning in TBLT and states that the start point of language improvement is the meaning, and the form improves the meaning. The word existence is in the centre of communication, so the learners should be met with basic words not with confusing linguistic structures. TBLT does not ignore linguistic structures, but the first goal of instruction is not grammar. An acceptable level of grammar knowledge to communicate is enough for TBLT for the aim in language learning is not the grammar but the communication.

Hence, language is alive and a living mechanism. Besides, language has a meaning combined with words, and it means to know, to solve the meaning, to produce new meaning with them. To achieve this, learners should be faced with language input, and the meaning of this language input should be discussed by the learners mutually with different language works in a social environment. In this process, language is used both as a goal and a tool during meetings since learners use the language for language. In this way, language production comes out naturally.

As it is seen, the framework that TBLT, which will be discussed in detail in the following heading, is arranged for learners to do meaningful communicative tasks in interaction with rich language input included similar to real life for real communication since TBLT aims to provide environment supporting language production for language use.

2.1.1. Task-Based Language Teaching

Researchers, curriculum developers, teacher trainers and language teachers have been interested in Task-Based Language Teaching (TBLT) for the past thirty years and there have been a great deal of positive views about TBLT. TBLT is a learning and teaching approach mostly based on communicative approach, a functional alternative for syllabuses prepared for language teaching.

As soon as TBLT emerged, many researchers were interested in the approach and started to apply it in language teaching programs. Many important scholars wrote research books about TBLT such as; Crookes and Gass, 1993; Skehan, 1998; Ellis, 2003; Nunan, 2004; Bygate, Skehan and Swain, 2013...etc. Moreover, a lot of textbooks based on tasks in language teaching and learning were written by scholars such as Wajnryb, 1992; Parrott, 1993; Gardner and Miller, 1996; Willis, 1996; Thornbury, 1997; Tanner and Green, 1998...etc.

Prabhu is seen the originator of TBLT by starting to apply the approach into the practice with secondary school classes in his Communicational Teaching Project in Bangalore of Southern India in 1979 (in Wang, 2006, p.10). Prabhu (1987) supports that students may learn better when they concentrate on the meaning and task, not on the language use and grammar learning is an unconscious process.

On the other hand, Richards and Rodgers (2001) claim that Beretta and Davies (1985) and the Malaysian Communicational Syllabus in 1975 have also used task-based applications.

Another supporter of the approach, Willis (1996) states that TBLT is more developed and reasonable than other approaches since it transmits the facilities in which real communication takes place to classroom atmosphere.

As seen, TBLT is tried to be adopted, supported and used in language teaching environments in various institutions since 80s. The review of related literature on TBLT revealed that several scholars proposed varying characteristics of TBLT. Willis (1996) and Skehan (1998) focus on learner-centered instruction rather than teacher-controlled and offer that the language should be taught through tasks. Similarly, Willis and Willis (2001) claim that 'traditional' teacher centered approaches in which individual differences and learning strategies of the learners were ignored are insufficient. Besides, Willis (1996) and Skehan (1998) state that there is 'natural' or 'naturalistic' language use in TBLT which focuses on meaning and tasks serve as the means for achieving natural language use. Harley and Swain (1984) add that while retaining 'naturalness', there occurs intervention of students' background knowledge and learners also focus on form during language process.

Nunan (2004) defines some characteristics of task-based language teaching as:

- a needs based approach to content selection
- an emphasis on learning to communicate through interaction in the target language; -the introduction of authentic texts (teaching materials) 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
- an attempt to link classroom language learning with language activation outside the classroom. (p.1)

In addition to Nunan (2004), another scholar, Feez and Joyce (1998) suggest some characteristics of TBLT as:

- Focused point is the process not the result
- Main elements are purposeful facilities called tasks emphasizing interaction and the meaning in which students learn the language with tasks in a purposeful interaction

- Tasks can be real life situations to overcome or have a pedagogical aim in the classroom
- A task of a task-based syllabus is ordered according to the degree of difficulty and the difficulty of a task depends on many elements, such as the learner's experience, the complication of the task, the language to achieve it and the degree of support. (p.17)

Regarding the characteristics of TBLT explained above, TBLT as focusing on the meaning rather than form, presents purposeful, meaningful communicative tasks, which are the activities learners are required to achieve in an interaction with each other with real life opportunities given in a natural language learning environment with authentic materials.

In addition to the history and some characteristics of TBLT, which has pedagogical aim, the approach could be discussed more in detail in pedagogy.

TBLT requires learning process to be arranged accordingly after the needs of learners have been analyzed. Even if tasks first came out as a syllabus in foreign language teaching, later TBLT was appeared as language teaching approach and accepted in foreign language teaching field. TBLT giving importance to social interaction is affected by Vygotsky's sociocultural theory, in which opportunities are tried to be created for the meaning of any language input to be discussed in interaction by providing learners to find their way of learning, to direct their own learning process, to use the styles and strategies of their own. In this process, foreign language improvement comes out not directly but on its own and randomly.

Regarding language teaching through TBLT, Nunan (1989) states that "TBLT include both what to teach and how to teach" (p.1). Teaching programs of TBLT are to include both which tasks learners to achieve and in which dimension these tasks to be ordered and graded. Tasks in learning process should be arranged by taking some measurements such as student needs, cognitive processes into consideration. Thus, syllabus taking place in TBLT can be discussed.

Concerning the syllabus which TBLT is based on, when examined, it can be revealed that TBLT was derived from analytic syllabus as Harmer (1991) proposes while

Beglar and Hunt (2002) state that traditional language teaching approaches are based on the synthetic syllabus. White (1998) compared analytic and synthetic syllabuses and helped to separate traditional and non-traditional approaches from each other. Synthetic syllabuses pay attention to grammar, words and functions while analytical syllabuses plan to teach a language in its nature holistically. White (1998) suggests the features of analytic syllabuses as follows:

- They focus on how a language is learned
- There is a teacher-student cooperation.
- The subjects are determined according to students' interest and needs
- Assessment and evaluation is determined according to a student's own success criteria
- They provide a collaborative class atmosphere. (p.42-58)

As seen, regarding the features of analytic syllabuses, it can be reached that TBLT is based on analytic syllabus.

In another classification of TBLT in pedagogy to understand its place in foreign language teaching, Kumaravadivelu (1993) and Harmer (1991) claim that TBLT can be discussed in learning centered approaches which provide opportunities for learners to attend open-ended interaction by means of meaning based activities while some scholars such as Willis (1996); Skehan (1998); Ellis (2003) and Nunan (2004) support that TBLT is a learner centered approach. In addition, some other scholars such as Auerbach (1993), Hutchinson and Waters (1987) mention learner needs and needs analysis and agree that TBLT is a learner-centered approach.

In the process of language teaching in TBLT, Willis (1996) states that TBLT gives importance to communication first before having look at structure (language analysis and practice) and brings meaning and form together. Willis (1996) and Skehan (1996) support that the aim is to provide students meaningful learning based on the tasks in TBLT. Finch (1999) also recommends that when meaningful tasks are given to students, they catch the opportunity to learn a foreign language better thanks to communication. Besides, Willis (1996) adds that specific structure of the language is focused at the end of the task. However, attracting the attention to the language

structure in the last stage of the task does not mean that grammar rules are taught directly.

In other respects, in traditional language teaching approaches, language teaching is processed through presentation (grammar), practice (controlled and less controlled practice) and production stages in which behaviourist approach takes place called Presentation, Practice, Production (PPP) model (Willis, 1996). First, language structures are taught in presentation stage, then exercises are done through controlled and less-controlled practice and lastly, students are expected to produce the language by copying the presentation and practice in production stage. In PPP, students practice pre-determined structure, and this is not natural. Willis (1996) points out that students just practice the particular language structure unnaturally in PPP, which means the overuse of the same language forms and students do not interact in their own meaningful communication. Students also do not use structures learned outside of the classroom or do not use them correctly. On the other hand, Frost (2004) states that in TBLT, students control the language they use freely during all stages as much as they can perform with their all sources of their previous experiences and learning. Hence, the language students use is individualised since during the task, learners use their background knowledge, and then they can compare their results and talk about their process orally or written. This is another important feature of TBLT in which students report at the end of a task.

When the theoretical and practical features of TBLT are summarized, positive and different sides of TBLT can be seen in the following lines:

-TBLT is a communicative approach and based its syllabus on the tasks and varieties of the task.

-Tasks are the main components of TBLT.

-In TBLT, meaning and form are combined and learned through tasks.

-TBLT is hold to analytical syllabus, so it is a learning and student centered approach.

-TBLT emphasizes how to learn a language not what to learn.

-The importance of communication and interaction in groups are emphasized in TBLT.

-Student needs are analyzed and tasks are prepared accordingly in TBLT.

-TBLT aims to teach a language in a whole not in pieces as in traditional approaches.

Concerning the theoretical and practical enrichment of TBLT in foreign language teaching, the invaluable features of TBLT, in which language is taught through tasks, provide teachers and students freedom and simplicity. Task-based language teaching gives opportunities to students to take place in a situation related to real world. In addition, students are required to use the target language to achieve tasks in interaction. Besides, TBLT allows students to use their language skills existed in their own level of target language and to improve their language skills by means of language use. In TBLT, tasks are the main components in which students are given a target to achieve, which holds students' interest. Hence, language becomes a tool and the necessity of language use occurs.

In this regard, 'tasks' which are in the centre of plans and instructions in TBLT (Richards and Rodgers, 2001) should be defined in a comprehensible way in foreign language teaching to understand TBLT better, which will be discussed in the following lines.

2.1.2. Tasks

In the middle of 1980s, it was started to be given importance to tasks in language teaching by researches. Once, tasks were a part of teaching process, and then it came out as a syllabus. Ellis (2003) states that tasks are the main elements of the language learning atmosphere and “hold a central place” during learning process in TBLT (p.1). Task is the key word, the main component and starting point of TBLT in language teaching. Along similar lines, Richards and Rodgers (2001) claim that task is the center of lesson planning and teaching process.

In TBLT, the notion of task has the main role and one need to define task properly to build up task-based language instruction first. Tasks are used for variety of goals. Thus, it is impossible to give one single, accepted definition of task. However, the concept of the task aforesaid in the presented study can be defined.

Defining the term 'task' is important since with the tasks given to learners, targets to be reached are be clarified. Linguists and researchers define the term 'task' in language teaching in different ways throughout the literature. Kumaravadivelu (1993) states that every researcher has a different point of view and their definition of 'task' changes according to the approach they adopt. Researchers and linguists have made many definitions to make the term more comprehensible, and lighted the way for language teachers.

In literature, if the term 'task' is tried to be presented;

Long (1985) defines 'task' as:

...a piece of work undertaken for oneself and for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination, and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between. (p.89)

According to this definition, tasks as many activities done in a daily life can be achieved in real world. Long (1985) may have also implied that they should be adapted to language learning process.

On the other hand, Richards, Platt and Weber (1985) make a more pedagogical definition of 'task' as:

...an activity or action which is carried out as the result of processing or understanding language, i.e. as a response. For example, drawing a map while listening to a tape, and listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task in the flow of course usually requires the teacher to specify what will be regarded as successful completion of the task. (p. 289)

In this definition, they make a more pedagogical definition in which the use of foreign language takes place in the classroom as close to real life and believe that the purpose of these tasks to make teaching more communicative. In addition, tasks done in a class are mentioned, and the examples for task definition are restricted since Richards and Rodgers (1985) support that tasks require language use.

Similarly, Crookes (1986) defines 'task' as:

...a vehicle for the presentation of appropriate target language samples to learner and ...a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work or used to elicit data for research. (p.1)

In this definition, language use is important as in the definition of Richards and Rodgers (1985) and 'a specified objective' makes the definition more pedagogical.

Nunan (1989) also makes a broader pedagogical definition of 'task' emphasizing on the meaning as:

...a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (p.10)

In this definition, Nunan (1989) mentions about pedagogical tasks and emphasizes the meaning in communicative use of the language.

In accordance with Nunan (1989), Littlejohn (1998) gives a definition of 'task' that "task refers to any proposal contained within the materials for action to be undertaken by the learners, which has the direct aim of bringing about the learning of the foreign language" (p.198) in which 'action of doing a task' is emphasized as Nunan (1989) does.

Bygate, Skehan and Swain (2013) similar to Nunan (1989) make a broad pedagogical definition of 'task' as:

...an activity which requires learners to use language, with emphasis on meaning, to attain an objective and that the central challenge for language teaching is to develop learner's communicative language ability through pedagogic intervention with tasks accomplished. (p.8)

In this definition, Bygate et al. (2013), as Nunan (1989) proposes, focus on meaning, communication and action of doing a task. Bygate et al. (2013) also imply that the responsibility given to a learner takes attention, and meaningful tasks which provide learners to take their learning responsibility should be given to learners since tasks used help personal assessment besides being meaningful.

One significant scholar in TBLT, Prabhu (1987) determines 'task' by giving importance to outcome as:

...an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process. (p.24)

In this definition, Prabhu (1987) reaches the result with a thought, which is teacher motivated and the role of teacher in the learning process is included in the task scope. The definition which states that when tasks are achieved, there comes out a result, an outcome at the end of a task. In addition, Ellis (2003) proposes that when it is stated that tasks include "process of thought", it takes attention to cognitive process (p.7).

Besides, Willis (1996) sees 'task' as a goal-oriented communicative activity with a clear purpose, agrees with Prabhu (1987) on the subject that tasks have a real result, and underlines that tasks are purposeful activities. Willis (1996) defines 'task' as "...an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p.23). Therefore, Willis (1996) gives importance to communicative tasks and states that doing a communicative task involves achieving an outcome, creating a final product that can be appreciated by others. Willis (1996) also adds that tasks should be learner centered.

Another important scholar in TBLT, Skehan (1996) identifies 'task' with some features by giving importance to meaning as:

...an activity in which meaning is primary; learners are not given other people's meaning to regurgitate; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome. (p.38)

Therefore, Skehan (1996) defines tasks as activities and emphasizes their relation with the real world. Skehan (1996), as Willis (1996) thinks, gives importance to complete tasks and claims that tasks are to be meaningful.

Breen (1987) similarly makes a definition of 'task' as:

...any structured language learning endeavor, which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making. (p.23)

As seen, Breen (1987) gives importance to cognitive process in the definition of 'task' by mentioning problem solving, decision making. In another study, Breen (1989) defines 'task' as "...a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication" (p.187). In this definition, outcome of a task comes out as a language in communicative activities. Similarly, Krahnke (1987) supports that tasks are a way of learning a language and the activities done outside the classroom. They are different from the pedagogical tasks as they include non-instructional purposes. Therefore, tasks are not the activities as given in some books, such as dialogues, role-plays or exercises.

By mentioning work plans, Lee (2000) also describes 'task' with some features as:

... (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. (p.32)

Similarly, Ellis (2003) makes a pedagogical definition of 'task' as:

.... a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or

appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their linguistic resources. (p. 16)

In these definitions, the meaning focality is put into centre and learners are required to actively participate in the process to reach the objectives of tasks.

Finally, Willis and Willis (2007) ask the following questions to describe 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?
- Does the activity relate to real world activities?
- Is completion a priority? (p.12-14)

Concerning the questions Willis and Willis (2007) present to describe task, it can be inferred that tasks are meaningful facilities, so they are different from exercises such as grammar or practice activities since exercise focuses on form not on the meaning and does not require communication to process the language taught. Through tasks, the language is tried to be presented in meaningful concepts and is not the purpose but the instrument in TBLT.

In the lights of definitions presented, one very significant feature of tasks is that tasks are purposeful activities since they provide learners achieve meaningful interaction. Richards and Rodgers (2001) point out very similarly that the purpose of the tasks is very significant so that there can be meaningful learning. Willis (1996) also makes emphasizes on that if there is exact target, students can be motivated more and judge their own successes.

Another feature of tasks is that tasks also overlap the real life and students can come across these kinds of tasks in their daily life. To illustrate, shopping, visiting touristic areas, going to theatre are also language situations besides being activities in real life. Using language effectively requires communicative activities and authentic materials to be used in language learning process similar to real life. As Fruta (2002) and Ellis (2003) suggest, during the sets of tasks carried out by students, interaction of students with authentic language use is important. Similarly, Richards and Rodgers (2001)

support that with the help of authentic materials and activities, real life situations are created, and real roles are given to students in which they can interact in similar situations. Nunan (1989) adds that specific tasks from real life should be given to students and they perform them like in the real life, in which meaningful learning process take the attention again.

Last but not the least important feature of tasks is the completion of them. Frost (2004) emphasizes that the completion of tasks is important, and the language is not structured beforehand, so the language comes out freely by students during the process of tasks. Richards and Rodgers (2001) also support that tasks emphasize the importance of process rather than the product. Besides, Ellis (2003) maintains that students activate their background knowledge and gain new linguistic knowledge during the completion of tasks.

To figure out the definitions of a task in foreign language teaching better, the components of a task should also be discussed which will be presented in the following section of the chapter.

2.1.3. The Components of a Task

Willis (2004) states that the purpose of defining task components is to make task definitions more understandable, and to make design, classification, and grading of tasks more systematic. Moreover, Ellis (2003) suggests that ordering tasks systematically in learning process affects language production and language use. The components of a task that TBLT suggests form the basis of activities since these activities are the discussion subject in varieties of a task. Researchers (Shavelson and Stern, 1981; Wright, 1987; Nunan, 1989; Candlin, 1989; Ellis, 2003) determine the components of a task differently according to their task definitions, but they all determined some components in common. Nunan (1989) states that goals, input, procedures, roles (teacher role, learner role), settings are the components of a task. Shavelson and Stern (1981) divide them into six components as content, materials, activities, goals, students and social community. While Candlin (1987) suggests seven components; input, roles, settings, actions, monitoring (supervision), outcomes,

and feedback (evaluation), Wright (1987) determines two components which are input and initiating question. Wright (1987) gives procedures a name as "initiating question" and Candlin (1987) calls it as "actions". In addition, Shavelson and Stern (1981) determine procedures as activities that teachers and students do during the lesson. In other respects, Ellis (2003) states five components which are goal, language input, conditions, processes and possible outcome. Ellis (2003) calls procedures as conditions.

The common components of a task including, goals, input, procedures, setting, learner role, teacher role and possible outcome will be discussed in the following lines.

In TBLT, goals mean the general intentions behind the tasks. The first aim is to determine the goals according to student needs. Therefore, weaknesses of the students and what they want to learn should also be examined. Task goals help the program planner, material writers, language teachers to plan and prepare the related task, syllabus, curriculum. Nunan (1989) and Widdowson (1987) emphasize that without clearly articulated sets of goal statements, there is a risk that task-based teaching programs will lack of coherence. Therefore, the activities without goals, are not real activities and cannot take learners' interest in TBLT. Moreover, goals can provide communicative, effective or cognitive outcomes. They are to improve learners' communicative competence including socio-linguistic competence, discourse competence and strategic competence. In foreign language teaching, it is given importance that while using a language, the learner is speaking about which subject, on what purpose, as who, with whom as in the real world. Ellis (2003) supports that tasks should aim to improve "linguistic/language skill, society linguistic skill, discourse skill and strategic skill" to emphasize specific sides of communication skill (p.19).

According to Nunan (1989), purposes can be divided into general and specific purposes according to learning needs, target profile and the content of purposes that can change according to this division. Whereas general purposes mean to improve a

foreign language for daily life uses, specific purposes enclose to improve the skill of using a foreign language for any of specific subfields like science and technology.

As another component of tasks, input is the start point of a task. The input can be natural that is by hearing a native speaker, a language teacher or another language learner or in a conversation with them. The input can also be in artificial teaching settings. Therefore, input can be defined as the language that language learners are subjected to. It is also a term that the learners hear or read. Students should both understand the language that is addressed to them and should learn some of the new information. Herewith, rich input should be supplied in language learning environment such as conducting extra reading passages, listening materials and the teacher talking to the class in the target language.

Related with input, procedures are actions, activities and conditions which can determine the content and possible results by concentrating on how input will be presented or what students will do with input. Nunan (1989) determines them as procedures and states that "they are what learners will do with the input given" (p.59). Ellis (2003) gives importance to what language inputs are, how they are presented, how they are used and states that language input with different conditions and presentations affects the task complexity, and there might be different interaction and results.

Nunan (1989) offers three general ways of characterizing procedures:

Authenticity: The authenticity of the activities refers to the activities which can be beneficial for achieving real world tasks and the activities reflecting the language use in real world. Therefore, the activities should be a kind of rehearsal for the real world.

Skills use: This refers to reception, expression and motivation, which means the real communication.

Fluency and Accuracy: Fluency expresses the ability to be productive and efficient without taking obstacles which hinders communication such as grammar into consideration in oral or written communication. Accuracy refers to the ability to make sentences with the correct grammar use even one cannot speak or write fluently (p.61).

Therefore, Nunan (1989) supports that activities that are reflecting the real world and real communication should take place in language learning environment as well as the ability to use the language accurately and fluently is outstanding while input is processed.

Another component of tasks, which is as important as procedures, is setting. Setting means arranging the classroom, which affects the interaction entailed in the task, namely pair work, or group work which is supported by many scholars such as Pica and Doughty, 1985; Anderson and Lynch, 1988; Harmer, 1991. While Wright (1987) offers some setting plans based on individual work, pair work, small group work and whole class, Nunan (1989) states that different kinds of settings can be applied in a communicative classroom, yet class size is important in setting classroom when it comes to real arrangement. In addition, Nunan (1989) mentions 'mode' and 'environment' in setting component. 'Mode' is the term which represents if task is achieved individually which can be self-paced, teacher-directed or self-directed or in a group, which can be whole class, small group or pair work while "environment" represents the atmosphere that learning occurs which, can be inside or outside of classroom. Nunan (1989) also recommends that with the development of technology, 'classroom' concept should be reformed since a raising attention to outside the classroom takes place as a learning atmosphere.

In addition to the setting, the roles of learner in task completion is also important in TBLT. "Roles are social and interpersonal relations between learners and teachers in a task" (Nunan, 1989, p.64). In TBLT, learners are expected to be participants first because tasks are done in groups or pairs. TBLT expecting learners to attend the language process actively adopts that this active participation contributes to language improvement (Richards and Rodgers, 2001). Byram (2004) additionally states that TBLT encourages learners to attend tasks and use the language freely without the anxiety of accuracy since in language learning what is important is that to what extent learners have improved their abilities on the use of language for communication. Therefore, they are required to attend these tasks. In other respects, learners are expected to be observers since tasks provide opportunities for real world situations.

Tasks show learners how to use the language in communication. Tasks should be improved in this way. Achieving the tasks in groups shows that learners are in interaction with each other. They are also model language users for each other indirectly. By being a part of a group, TBLT also requires learners to be entrepreneur and open to innovation since tasks need reinterpretation and learners are expected to report or state the messages in tasks. As doing this, "they add new things of themselves, paraphrase, use different words or restate the messages with their different backgrounds and experiences" (Richards and Rodgers, 2001, p.235). Van den Branden (2012) states that learners take the responsibility during task performances as discussing the task content, using linguistic forms, performing tasks and evaluating the outcomes. Similarly, Nunan (1989) supports that learners should be creative, inventive, innovator, independent participants and should adapt to new conditions. Learners should use some strategies to have these roles such as "finding their way of learning, creating opportunities to learn the language, using techniques for memory power, being creative, learning techniques to produce, ordering language learning knowledge, using language knowledge in mother tongue, learning to interrogate, using different forms of speaking and writing...etc." (p.81-82).

In addition, they might get some strategies as metacognitive and cognitive strategies. Metacognitive strategies help learners to set goals, plan, monitor, regulate and evaluate learning. They also help learners realise different task requirements, their language learning types, preferences, relating with their prior knowledge (Meng, Nyet and Suthiwan, 2007). Besides, Errey and Schollaert (2003) suggest that TBLT aims learners to increase the awareness of their learning process. Moreover, cognitive strategies help learners with more specific situations during task performance such as dealing with language items as analyzing phrases, words in a text, manipulating learning materials...etc. for easier comprehension (Meng, Nyet and Suthiwan, 2007).

As well as learners, teachers have a very big role as facilitating and applying the approach and should be conscious of their roles and check them on their own. According to Richards and Rodgers (2001), they should be aware of interest, needs and level of English of students first. They should not just give the rules, but organize

the activities and help students all the time. Willis and Willis (2007) define teacher roles as; "leader and organizer of discussion, manager of group work, facilitator, motivator, language adviser, language teacher" (p.148). Similarly, Richards and Rodgers (2001) claim that teachers play a crucial role for the effectiveness of the approach and advocate that teachers should be the person choosing, adapting and preparing the tasks besides being communicative. Teachers are also responsible for getting students prepared and preparing activities such as "presenting the subject, topic, introduction, explanations, task instructions, helping students, bringing out students' background knowledge about the topic and language features, presenting a sample task and giving clues for the task, which is a kind of pre-task preparation" (Richards and Rodgers, 2001, p.346). Moreover, teachers should always encourage and motivate students with positive attitude. Van den Branden (2012) gives descriptions of teacher roles as motivator who encourages students to complete the tasks with their mental energy and as supporter who supports students to perform the tasks with creation and rich input. However, being a teacher of a task-based lesson is also a big challenge since it requires so much creativity, which can be a disadvantage of TBLT (Hismanoglu and Hismanoglu, 2011). Another role of a teacher in TBLT is that as tasks are target-centered facilities and learners should reach the target in a given time, instructions should be understood and conveyed to accomplish the tasks. Hence, teachers have a big role in facilitating this. Moreover, Samuda (2001) emphasizes that teachers should also raise awareness in the process of tasks achievement and get students understand the new patterns by making them hear or see. They take the attention to the language forms and guide students to explore the task. Therefore, teachers do not teach the pattern before the task but attract the students' attention to patterns. In addition, teachers do not observe the students from a distance so that students use the language freely. Teachers should also make students take risks so that students understand that making mistakes are a natural result of learning a language. Finch (1999) also supports that gaining confidence in the stage of learning a language and motivating them is important, so teachers should not interrupt students during tasks and allow them to do the tasks in their own speed.

The last component of tasks is possible outcome which includes product and process factors. Even if Wright (1987) and Nunan (1989) support that it is impossible to determine what will happen at the end of a task, Willis (2004) and Ellis (2003) state that tasks should have a clear outcome to describe and classify tasks. Product and process factors show what students do to achieve a task, so tasks achieved show how effective they are in language use. This is important in choosing, ordering tasks and determining their difficulty in learning process. Product is the result coming out with the completion of a task. For example, a completed chart, a solved problem, a list in which similarities or differences are shown, a completed story are examples of outcomes of tasks.

In process factor, Willis (2004) puts forward that linguistic and cognitive process during achieving a task take place. Willis (2004) suggests that "choosing, ordering, classifying, matching, comparing, reasoning, assessing can be examples of process factor and in these processes, language use occurs naturally" (p.29). While Feez and Joyce (1998) state that focus in language teaching is on the process rather than product, not only product came out at the end of a task is important, but also time spent in process until the end of a task is very important since the goal is to use the language rather than reaching a result.

2.1.4. Variety of Tasks

Not only describing tasks, determining components and revealing how to use tasks in learning process are important, but also determining task types is significant to understand TBLT better. Task types define the variety came out by classifying tasks according to some priorities such as pedagogical, psycholinguistics, cognitive, communicative. Although there are lots of different types of remarks, TBLT embraces the relation of ordering types of tasks and their difficulty levels. Willis (2004) states that determining task types, and collecting them under headings reveal which cognitive process will be activated with which tasks, what kind of interaction will take place among learners, and what kind of result will be reached by achieving tasks.

As in defining tasks, and determining the components of a task, there are different views on determining and classifying task types among researchers and pragmatists since researchers and pragmatists have different measurements, principles, and priorities to determine task types. Therefore, the same type of tasks can be in different classifications because of different characteristics.

In TBLT, researchers such as Pica, Kanagy and Falodun (1993); Nunan (1989); Ellis (2003); Willis and Willis (2007) differ the types of the tasks. Whilst Nunan (1989) divides tasks into two as real world tasks and pedagogical tasks, Ellis (2003) divides tasks as focused and unfocused tasks. On the other hand, Pica, Kanagy, and Falodun (1993) divide tasks into six according to interaction as; jigsaw tasks, information-gap tasks, problem-solving tasks, decision-making tasks, opinion exchange tasks, and reasoning gap tasks. Willis (2004) adds memory challenge tasks to them later. Besides, Willis and Willis (2007) divide tasks according to cognitive processes into seven as; listing, ordering and sorting, matching, comparing, problem solving, sharing personal experiences and creative tasks.

For a start, tasks can be assessed according to real life tasks and pedagogical tasks as Nunan (1989) proposes to determine how tasks are regulated in learning process and composes a task-based syllabus based on that. Nunan (1989) supports that real-world tasks are important to supply learner needs outside the classroom, to transfer tasks which are useful in real life to the classroom, and to apply them in the classroom, for instance, "the target language is spoken in a country; learners listen to weather forecast, learn the expected temperature, and decide on whether to take an umbrella or jacket accordingly" (p.40). Similarly, Long and Crookes (1992) define real world tasks as target tasks such as daily tasks needed to carry out in real life.

On the other hand, Nunan (1989) states that pedagogical tasks depend on psycholinguistics in second language acquisition theory and researches. Tomlinson (1998) states that they are designed to ease learning the language which can be useful for tasks in real life, and to ease improving the skills such as "answering true/false questions after listening to text" (Nunan, 1989, p.40), "completing a half conversation, filling in blanks in a story" (Tomlinson, 1998, p.12). Nunan (1989) also

recommends that pedagogical tasks can also be divided into two as rehearsal tasks and activation tasks. Whereas, rehearsal tasks are one of class activities composed in the classroom by trials of the students and students keep these activities outside the classroom as a communicative act, activation tasks are a part of class work in which communicative interaction takes place and students do not rehearse outside the classroom. They are designed to activate acquisition process.

Moreover, Nunan (2004) makes definitions of some notions related to the tasks which are enabling skills, language exercise and communicative activity. Enabling skills provide students achieve communicative tasks by being efficient in grammar, vocabulary, pronunciation...etc. Language exercise provides students manage linguistic aspects and is a part of class work. Communicative activity provides students exchange real meaning, concentrate on a linguistic feature and is a piece of class work. Finally, Nunan (2004) follows stages to design task-based language plans as; selecting and sequencing real-world/target tasks, creating pedagogical tasks (rehearsal/activation), identifying enabling skills as creating communicative activities, sequencing and integrating pedagogical tasks, communicative activities and language exercises.

In another classification of task in TBLT, Ellis (2003) highlights the language focus of the task and classifies tasks as focused and unfocused tasks. Willis (2004) supports that unfocused tasks encourage learners to use the language independently without focusing on a couple of forms and subjects are taken from the real life in unfocused tasks such as "a pair work requiring mutual information transfer to each other to find similarities and differences between two pictures" (Ellis, 2003, p.17). Besides, Ellis (2003) states that in these kinds of tasks, there is no emphasis on formative features of language and the important thing is to understand each other. In other respects, focused tasks require students to understand or use a specific language feature. Willis (2004) claims that 'transferring and simulation tasks' encouraging the use of a feature of the language are focused tasks. In addition, metacognitive tasks are also focused tasks. To illustrate, 'find the picture' activity can be an example. In this activity, one of the learners describe the picture among the other pictures, and the other learner

finds the picture described and learners as the feature of the language have to use prepositions of place (Ellis, 2003). Whilst both task types are useful in foreign language teaching, it is not possible to guess which linguistic feature is to be used while speaking fluently in real life. Even if linguistic features used in real life are determined, tried to make learners raise awareness, and pay attention to these features in language process, it is not easy to get ready in natural communication (Willis, 2004). Therefore, Willis (2004) supports using unfocused tasks especially in the first stages of Task-based language teaching.

In the classification of task types, Willis (1996) classifies task types by taking basic cognitive processes into consideration namely; "listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, creative tasks" (p.149-154). Willis (1996) states that even if the classification may not be detailed and complete, this classification helps suggesting suitable task types whatever subject is chosen. Besides, Willis and Willis (2007) separate comparing as matching and comparing, determine seven task types, and aim learners to use four language skills in interaction.

Task types may follow each other, or a more complex task may include a more simple task. While listing, which is more simple and easier, includes one type task, problem-solving, which is more complex, consists of one or more task types. Willis (2004) supports that these tasks can be arranged according to a subject or a theme which can be adjusted to supply language needs of learners. The same task type can be used in different levels and age groups by changing the subject and the content. Tasks should be arranged and ordered according to their difficulty to choose the suitable task for target group.

In the lights of information, Willis and Willis (2007) recommend that there are seven types of tasks which are on practical design as:

To start with, the purpose of listing tasks is to give opportunity to students to express their ideas. Willis (1996) states that students add new information to the subject by using the background knowledge and are actively involved in the task and interaction

by asking questions to each other, sharing ideas and reviewing literature. Words, short expressions, or even mixed sentences are collected under a heading. Listing tasks do not require creativity, are easy to apply (Willis, 1996), and provide using words and phrases in a meaningful context (Halliwell, 1992). Moreover, listing tasks can be given to all levels by giving different listing tasks to each level according to difficulty. For instance, "students in beginner level may be required to list transportation vehicles while students in a higher level may be required to list the features of ideal transportation" (Willis and Willis, 2007, p.66). Listing tasks include two different processes as brain storming and fact finding.

Brainstorming is an idea of production work without handicap to thoughts to have new ideas (Willis and Willis, 2007). Similarly, Tanner and Green (1998) state that thoughts are produced immediately without judging as good or bad. Brainstorming can help to involve even shy learners to get into interaction with the others. Newble and Cannon (1989) highlight that it can be applied with pairs or in small groups, and all thoughts and suggestions are accepted without any comments and judgement. It improves speaking skill, vocabulary and is suitable for all levels. "Natural disasters, qualities of a good teacher, a world leader, features of holiday or weekend places to choose, traffic signs and directions, animal descriptions, equipment in an earthquake bag, housework, language learning strategies outside the class, childhood activities and future technological devices" can be sample ideas (Willis and Willis, 2007, p.66-67).

In addition to brainstorming, fact-finding includes searching for collecting data about specific facts in books, brochures or on a website, or interviewing each other, other people inside and outside classes. It can be homework such as "finding out what people outside the class think about weddings, whether they like weddings or not, listing the reasons they give, preparing a report or the list to the class, finding important information, quotes, vocabulary about a volcanic mountain, sharing them with other students, or finding birthdays of people students know and listing their names, who they are, their birth dates" (Willis and Willis, 2007, p.67-68).

Apart from brainstorming and fact finding, listing tasks can be done in variety of activities such as quizzes, memory challenge and guess games. For example, a student collecting information about volcanoes can list the findings, prepare a true-false test, and check if students remember the true answers by writing some of the information wrong. As examples of guess games; "guess what is in my bag", "guess what I ate at the breakfast this morning" can be useful listing activities (Willis and Willis, 2007, p.68).

Willis (1996) states that at the end of listing tasks, there should be "a completed list or a draft mental map", and listing tasks can take place as pre-task in more complicated tasks such as ordering and sorting, comparing...etc.(p.149).

Besides Listing, in ordering and sorting tasks, students can order some events chronologically or logically. They sometimes prepare their own measure instrument to order. They also try to convince each other by explaining their ideas. This category involves classifying, ranking and sequencing which require cognitive process, and they are not as simple as listing. Some of these tasks require deciding in the target language. Hence, these tasks are based on personal thoughts and preferences. The purpose of these tasks is to make learners gain thinking skills, and can be adapted to all levels.

In classifying, students can study and classify the categories under headings or in their classification. The purpose of this type is to create a rich interview- discussion atmosphere. Willis and Willis (2007) suggest that classifying tasks also pay attention to individual differences, and supports if students classify differently from each other such as "classifying food students like under a heading, healthy or unhealthy food, classifying objects in their bags according to their shapes, smells, classifying the list of pros and cons of technology". "Odd one out" and "What are the mutual points?" are also classifying tasks (p.75-76).

Furthermore, in Rank Ordering, students order the items according to personal values, particular measurement, and are aimed to encourage language use. Students' personal opinion and views are important to list and order. Students can make a list of sports

and order their favourite ones accordingly, so they should give reasons for ordering. "Students list the necessary features of world leaders by brain storming, then they make a new list of features came out according to measurements they determine, and they discuss their lists according to their views" (Willis and Willis, 2007, p.73).

In addition to classifying and rank ordering, sequencing represents the chronological or logical order of items or actions such as "ordering a series of scrambled sentences/pictures/events to compose a story/to recreate the order, giving the recipe of a meal and describing how to make it one by one" (Willis and Willis, 2007, p.72-73). To achieve the task, students should activate their background knowledge or imagination, collect information from a written, oral or visual resource.

Moreover, Willis (1996) proposes that after completing an ordering and sorting task, an information series ordered, arranged or sorted are expected to come out as a result whichever process is chosen namely rank ordering, sequencing, classifying. This is the difference between ordering and sorting tasks, and listing tasks. In listing, ideas or findings are sorted randomly, but in ordering and sorting, there are some particular criterias and restrictions.

In terms of matching, as another task type, particular points are defined and these points are related with each other. Willis (1996) included this type in comparing, and it was separated as a new type later by Willis and Willis (2007). Willis (1996) states that the general purpose of comparing tasks is to make learners understand what they listen or read, and make them take an action.

Furthermore, matching tasks can be applied in all levels in different ways. However, most of these tasks are directed by teacher. Thus, they would be more suitable especially for beginners such as matching the photos with the words, phrases or sentences, matching phrases with other phrases, sounds with words, sentences, or even actions (Willis and Willis, 2007). Willis and Willis (2007) maintain that teachers lead most of these activities such as making students match the pictures of weather conditions with their adjectives or match the photos of body parts with their descriptions.

Willis and Willis (2007) proposes listening and matching tasks in which sounds are matched with pictures and objects. The aim is to improve listening skill, and can be used from beginner level to higher levels. Willis and Willis (2007) illustrate that "students are shown pictures of four different people, they listen to the descriptions of them, and required to find which picture belongs to which person. The other option is that they are shown four pictures, but they listen to three descriptions, and find which picture is not described" (p.85-86). For beginner levels, teacher starts describing a word with simple words and statements. For example, teacher says: "-banana-beautiful- yellow bananas- I love bananas- I eat bananas every day- Who loves bananas? -Who doesn't love?- How many bananas are there?- Four bananas?" (Willis and Willis, 2007, p.85-86), and students understand and find what object or picture the teacher talks about. In this way, students match the objects with pictures and sounds.

In addition to listening and matching tasks, Willis and Willis (2007) also proposes reading and matching tasks in which "texts and words are matched with pictures, words and phrases are matched with other phrases, titles, titles or short texts are matched with photographs or pictures, long texts are matched with summaries, words are matched with mixed definitions" (p.87-89). The aim is to improve reading skill, and is suitable with different levels.

On the other hand, in comparing tasks, as another task type, students find the similarities and differences of objects or events, such as "comparing two animals, pictures, texts, charts or diagrams, people and giving reasons" (Willis, 1996, p.151). Willis (1996) states that the possible outcomes of comparing tasks are the similarities and differences between variety of subjects, pictures, texts and these tasks can be used in all levels. Students compare their findings with a pair or in a group with their friends for finding out if they have done the same, found different results, agreed or disagreed with the idea or had things in common. Comparing tasks can be on personal subjects, different languages and cultures such as "morning routines, sleeping times, family members, favourite holiday destinations, language learning strategies, greeting styles, clothes in weddings, ceremonies, and education systems in

different countries". Games based on finding similarities and differences can also be used such as "mutual points, students born on the same date, month, comparing pictures" (Willis and Willis, 2007, p.90-91).

Another task type is problem solving tasks in which learners determine the strategies related to the solutions of the problem according to the complexity of the problem by taking the time and the process into consideration, compare the strategies, choose the suitable/the best one of the strategies, apply, evaluate the results and recommend one solution. The problem should be taken from the real-life and students should use their own experiences. Then, they produce assumptions. Problems can be very specific or general and students choose from variety of options to reach the result in problem solving tasks (Richards, Platt and Weber, 1985). Problem solving tasks can also include logic questions, puzzles that require intelligence, decision making, reasoning or analyzing real or hypothetical situations.

Problem-solving tasks not only aim students to "make assumptions, discuss, interview, evaluate possible outcomes, make a decision in class" and encourage students to think and speak in target language, but also they include writing activities such as "note-taking, task setting, putting a task into final form", which can be used until advance levels (Willis, 1996, p.152). Students can advise or produce solutions on specific, particular subjects such as "a cat making trouble in a neighbour's garden or on general subjects such as global warming" and some problem solving tasks can start with "short quotations from problem pages in a newspaper, or from texts written about problems" (Willis and Willis, 2007, p.93- 94).

Furthermore, if learners find time to produce ideas to share with friends, problem solving tasks can provide to create a rich debate and negotiation atmosphere. Learners should be given enough time to benefit from this process, to dominate the problem, to study on possibilities, to think about how they can express themselves. If the topic discussed is in students' interest, an event or a situation students may encounter in daily life, they feel more secure to express themselves, and more motivated to speak. While achieving problem solving tasks, listing, ordering and sorting, comparing tasks can also be used during the process. "Global and

international subjects, teenager and youth subjects, subjects about class and education system, environmental subjects, subjects about family and society, subjects about jobs and work conditions can be problem solving task subjects" (Willis and Willis, 2007, p.93- 94). Willis (1996) states that the expected possible outcome is to assess the problem and reach the suggestions of solutions.

In addition to problem solving tasks, in sharing personal experiences; students express themselves and share their personal experiences freely and easily in an independent atmosphere. It is difficult to put a goal in these kinds of tasks which are hard to be controlled since they are like daily conversations. Students can write questions, ask them each other, take notes and summarize to another learner. These tasks may include "description, narration, discovering attitudes, expressing yourself...etc." (Willis, 1996, p.153).

The aim of sharing personal experiences is to make students feel themselves secure while talking about their experiences with foreign language speakers in real life by doing a lot of speaking practice in the class. Students are aimed to improve their telling ability and speaking skill. Willis and Willis (2007) state that in these kinds of tasks, while "the student tells a short story, a memory, a journey, the other student listens to him/her, relate with his/her own life, and compare personal experiences" (p.105-106). By this way, listeners activate their cognitive process and improve their listening skills. Willis and Willis (2007) maintain that speaking and listening processes in these tasks occur like in real life, and are beneficial for daily conversations since "individuals spend their time in real life to have a drink with, chat to their guests or friends, share personal experiences, tell stories in break time or outside" (p.105-106). They tell similar situations they or their friends have experienced before they advise to their friends on a subject, so class works should prepare students for real life situations. Students can share many personal experiences; "unforgotten childhood memories, experiences when they were scared, characteristics of a funny person they know...etc." (Willis and Willis, 2007, p.105-106). Willis (1996) emphasizes that the expected outcome of these tasks is the interaction among students in a social context.

Finally, creative tasks and projects, which are mostly based on group work and cooperation, also have more task stages and cognitive process. They apply the other task types in the process; listing, ordering and sorting, comparing, problem solving...etc. Students can create any kind of work, art, material...etc. such as newspaper, poster, poetry book, school magazine, poem, song, videos, plays, recycling, anything...etc. Students can study individually or search outside the class according to a subject, and prepare reports. Willis (1996) states that these tasks aim students to get prepared for real life, and make them improve their group working skills. Larsen-Freeman (2003) also supports that these tasks can help to make connection between language studies in class and language used in real life.

Besides, Larsen-Freeman (2003) advocates that projects, as creative tasks, consist of three study stages.

In the first stage, students study in the classroom in pairs or in groups, they plan and rehearse what they can say in real life situations encountered (Willis, 1996). They study with their teachers cooperatively about the content and purpose of the project, about the language they will need to use. They also determine some strategies needed to achieve the task such as who will have which roles.

In the second stage, students collect necessary information outside the class. For example, "students do interviews, take photographs, collect written and visual materials, write articles from the interviews to publish school newspaper and design, press, hand out the newspaper" (Larsen-Freeman, 2003, p.149-150). In this process, students use four language skills naturally.

In the third stage, students "revise their projects, do necessary editing and get feedback about their performances" (Larsen-Freeman, 2003, p.149-150). In all processes, teacher acts as a consultant or a guide rather than a project manager. Some sample tasks can be "preparing a poster showing food and drinks, keeping a diary, visiting public areas like airport and interviewing with passengers, publishing a class magazine or newspaper, preparing a short radio or television program" (Willis, 1996, p.154).

As seen, these tasks can be given to all age groups and all levels, and it is one of the most important advantages of these tasks. Willis (1996) maintains that they also encourage "creativity, cognitive and psychomotor behaviours to be used which require one to work holistically" (p.154). At the end of these tasks, the outcome is the projects or researches outside the class which are done through student creativity.

Willis and Willis (2007) add that out of seven types, some of them can be chosen, put and applied together according to the topic of the task.

In addition to task types according to cognitive process, tasks can be classified concerning interaction. Conditional factors and expected task outcome, which are components of a task, are important to group tasks according to interaction if a task requiring interaction or not.

In conditional factors under interaction, tasks can be determined according to the roles that participants have as 'one-way' tasks or 'two-way' tasks. In one-way tasks, one participant controls the information flow.

Ellis (2003) advocates that while one of the learners has all the information to achieve the task, the other one shows if he/she understands or not in one-way tasks such as describe and draw. While one of them is the speaker, the others are listeners or "fill a chart, label a diagram, take notes, draw a picture or order the pictures" (Willis, 2004, p.25).

On the other hand, in "two-way tasks", both learners do something to tell each other, and these tasks are based on sharing thoughts or information. Therefore, many researchers recommend that two-way tasks are more effective than one-way tasks since "two-way tasks provide negotiation of meaning more" (Willis, 2004, p.25). Another scholar, Ellis (2003) claims that one-way tasks can become two-way tasks since speakers change place with other participants in time, so there comes out interaction between them.

Tasks determined according to interactive conditional factors also include 'convergent tasks' and 'divergent' tasks'.

In convergent tasks, Duff (1986) suggests that the decision is made or the result is reached by students mutually and cooperatively. For example, when learners go to an isolated island, they decide what to take there together (Ellis, 2003).

On the other hand, "divergent tasks" refer to tasks in which learners reach different results individually at the end of a task such as discussing the advantages and disadvantages of television (Ellis, 2003).

Apart from conditional factors, regarding expected outcome, Willis (1996) divides tasks into another classification as 'open' and 'closed' tasks according to how to apply a task. In closed tasks, there is one answer and one-way to reach that answer. In these kinds of tasks, instructions are clear, and the information given is limited. These tasks are rich in structure, and have definite goals. For example, students work in pairs to find seven differences in two pictures in two minutes (Willis, 1996). Therefore, there are exact answers to reach, is one-way to the success and structured target in closed tasks such as comparing tasks. However, in open tasks, Ellis (2003) advocates that there is not a result to guess beforehand, so learners are free to decide on a result. Willis (1996) claims that open tasks are flexible in structure, their goals are indefinite and do not have one exact target and a result to reach such as sharing opinions. For example, students share experiences, tell childhood memories, stories but the content and the genre is different from student to student (Willis, 2004). However, some tasks are between open and closed tasks such as solving rational problems. Even if there is a result, students can use different solution types. Nunan (1989) states that in TBLT there are open ended tasks given to students to achieve in the target language like a problem, but students are also given some freedom for the way of approaching the problem.

If assessed, open tasks provide more interaction, and lead to negotiation of meaning with language input presented according to researches done. Moreover, Lambert and Engler (2007) advocate that open tasks encourage learners to be creative, reach original results, and can shape according to learner needs and interests. On the other hand, Long (1990) states that closed tasks can make learners feel more comfortable whereas learners may feel threatened in open tasks, and stop communicating.

However, Willis (1996) claims that interaction outside the class requires open tasks, and students should get ready for real world with open tasks. Moreover, Willis (2004) recommends that teachers should decide on what kind of task reflects the use of target language better, and which one can help students to reach the language goals determined while preparing task-based language teaching program. Therefore, both open tasks and closed tasks can be used by teachers.

On the other hand, Pica, Kanagy and Falodun (1993) classify tasks as follow;

Jigsaw tasks are tasks that learners are expected to combine pieces to reach information. (e.g., to form a reading text by combining parts of the story). In these tasks, there is a lack of information which is needed to be filled. In the process, each learner has one necessary piece and needs to interact with the other learners to find the other pieces to combine and accomplish the task. Learners unite the parts of the information to reach the whole. For instance, the pieces of three different parts of a story are given to three students or a group. Then, they find the missing parts by asking questions to each other and complete the story all together.

Furthermore, jigsaw tasks are "convergent tasks" as students work together to reach one solution. Ellis (2003) states that the goal of jigsaw activities is to create the conditions for language learning and to provide negotiation of meaning at the end of a two-way interaction. As these tasks have two-way interaction, they can be more effective than information-gap tasks in which information is mostly conveyed through one-way interaction and opinion exchange tasks in which there is mostly no need for learners to be in interaction with each other.

In addition to jigsaw tasks, information-gap tasks as another task type include that students share and combine one another's information with theirs in contact to form the whole text. Prabhu (1987) supports that these tasks require to transfer information from one person to another, or from one place to another. Richards and Rodgers (2001) similarly state that students need to negotiate and find the information, which the other person has, to complete a task. To illustrate, each student has a part of the whole information in a pair work, the other student has the lack of information, and

students try to complete the lack of the information in interaction mutually. Another example can be trying to "transfer the information from a text to a table, a graph or a diagram" (Prabhu, 1987, p.46). The process mostly includes one-way information transfer since only one of the learners keeps the necessary, lacking information in information gap tasks. Nevertheless, learners change roles after a while. Hence, these kinds of tasks may be seen as two-way tasks even if they may not occur simultaneously. These tasks are also in convergent tasks since they require reaching one result mutually. Moreover, information-gap tasks not only require the ability to choose the necessary information and transfer but also require forming particular measurements to complete the lack of the information and to do necessary editing.

Another task type is problem-solving tasks in which students decide on a mutual decision by solving a problem with a set of information related to the problem given to them Richards and Rodgers (2001). For instance, students are given a task in which there is a park problem in the place where they live like in decision-making tasks. However, Willis (2004) states that variety of solutions are not given to learners, they find the solution by themselves. Learners work together to find one solution, and agree on it. Students choose to interact or not, like in decision-making tasks, and they can stay silent if they would like.

In problem solving tasks, the interaction between students can be one-way or both ways like in decision-making tasks, but the difference is to reach one result existing rather than choosing one of the solutions given as in decision-making tasks. In these kinds of tasks, only the problem and the information to understand the problem are given to students. Besides, students are required to agree with each other on only one solution (Ellis, 2003).

Concerning decision-making tasks, students are expected to make a decision on one of solutions to the problem given to them by meeting and discussing with each other (Richards and Rodgers, 2001). In a more clear way, students are required to decide mutually. For instance, by being different from problem-solving tasks; Willis (2004) illustrates that different suggestions as solutions are given to students for the park problem students experience in the place where they live, students discuss on the

solutions, and decide on one solution. In this way, they achieve a decision-making task. Students may prefer to actively attend to the interaction process or not, and they can stay silent, which depends on the students' individual choice. The interaction among students can be one-way or two-way.

Besides, Willis (2004) states that decision-making and problem solving tasks are based on students' background knowledge or the data given to them in pre-task stage. Willis (2004) maintains that they are mostly convergent tasks in which they need to work together to find possible solution, support their views, assess each other's ideas and reach a mutual solution or result together cooperatively.

In addition to decision-making tasks, opinion exchange tasks, as another task type, include that students listen to views by negotiating with each other. They do not need to have an agreement on these views. Students are required to express and define their personal preferences, thoughts, perceptions or reactions faced in a situation. "Completing a half story, writing an end to it or expressing a personal thought on a social subject" depend all on opinion exchange tasks (Prabhu, 1987, p.47). A concrete example of decision-making tasks can be "to give a social problem like unemployment, and students are required to come up with their ideas" (Larsen Freeman, 2003, p.148).

In opinion exchange tasks, students are not required to give information, or to demand information, which means that students are not required to interact since interacting depends on students' own preference. Moreover, when students interact, the interaction can be one-way information transfer or two-way by changing roles (Ellis, 2003). These kinds of tasks sometimes require to use information based on facts, but the result came out cannot be evaluated as correct or incorrect. Even if the study subject is the same, students are not expected to give the same replies (Prabhu, 1987) since students are not required to make an agreement while in contact with each other, and exchanging their opinions (Richards and Rodgers, 2001). Thereby, these kinds of tasks are in divergent tasks (Ellis, 2003).

One significant task type is reasoning gap tasks since Prabhu (1987) and Ellis (2003) find reasoning gap tasks as one of the most important tasks in terms of meaning negotiation since they require getting new information by making connections between language patterns, inferring from the information, and reasoning. For example, students decide on "which language course is better" by taking some goals and restrictions into consideration, and by reasoning (Prabhu, 1987, p.46). Another example is that students are given "railway schedule, and required to state the best way from one city to another" by giving reasons (Larsen-Freeman, 2003, p.149). Prabhu (1987) supports that these tasks not only require comprehension and transferring information as in information gap tasks but also require explaining reasons between factors related. The interaction is two-way in these tasks, and students can both reach a mutual result or reach different results by showing their reasons.

Prabhu (1987) defines information gap tasks, reasoning gap tasks and opinion exchange tasks as meaning based tasks. Prabhu (1987) states that the purpose of meaning based tasks is to negotiate language input effectively, so learners should make sense of language input in a context. However, this necessity is mostly for reasoning gap tasks. In information gap tasks, learners do not need to express their thoughts, and in opinion exchange tasks, even if learners express their thoughts, these tasks are open tasks. Therefore, these restrictions prevent learners from feeling comfortable since learners feel more secure and comfortable when there is a certain answer of a task (Ellis, 2003).

Another mutual point among information gap tasks, reasoning gap tasks and opinion exchange tasks is that learners do not have the whole data to complete a task. Thus, they need to interact with each other or transfer information from one place to another to complete lacking information, which is also the same process in jigsaw tasks and memory challenge tasks (Willis, 2004).

Willis (2004) added memory challenge tasks to the other task types. In these tasks, memory is used to create a real communication. These tasks aim learners "to give reasons to increase mental load and engagement to remember what they have said,

been told, heard, read and written" (Halliwell, 1992, p.85). Willis (2004) illustrates that in these tasks, a picture, a text or a story is discussed in a very short time, and then they are taken away. When time is up, there comes out a natural difference since students remember different information in their minds about the picture, text or story. Therefore, one student can remember the information that the other one cannot, and there comes out a sharing. Students need to find out what others remember to get the lacking information, and to complete the whole information. Therefore, they ask questions to each other. These tasks are two-way tasks and convergent tasks since students need to reach a mutual result. In addition, Willis (1996) advocates that in these tasks, answers starting with "yes" or "no" can also be produced. Willis (1996) illustrates that teacher asks a student "how many brothers or sisters he/she has", and when the teacher gets the answer, the teacher asks to the class if it is "true" or "false" (p.120). Therefore, the teacher checks if other students remember the information that they have learned then.

According to Richards and Rodgers (2001),

- tasks can require one-way or two-way interaction
- tasks can have one or more results
- learners can reach solutions or results together or can come up with different results
- tasks can be for finding lacking information. (p. 234-235)

If assessed in general, task types can be classified in very different ways. The important thing is where a task is used, or the order of tasks. Feez and Joyce (1998) state that the importance of TBLT is the effect of order of tasks on learning, and tasks should be ordered according to their difficulty. Task difficulty depends on learners' previous experiences, background knowledge, task difficulty, language competence to undertake the task, degree of support given, and tasks should be ordered by taking student needs into consideration.

In TBLT, tasks are the main elements, and purposeful activities. They emphasize communication and meaning. Learners learn language with tasks in interaction communicatively and purposefully.

In tasks, not structural features but focusing on meaning is important for communication to come out which is the real purpose in language teaching. Tasks should have educational purposes special to a class, and be a kind, which students need, in real life to be successful. They should reflect the outside world, and should be arranged to prepare learners to life. Therefore, meaningful tasks for outside world should be used without ignoring educational purposes in class to dynamise learners in real life (Feez and Joyce, 1998).

2.1.5. Task-based Methodology Framework

Enriching the tasks with different subjects and texts provides students diversity and the framework of the task-based teaching makes students feel secure and confident by sequencing the tasks. Many researchers offered different task-based frameworks such as Prabhu, 1987; Willis, 1996; Skehan, 1998; Lee, 2000; Ellis, 2003.

Prabhu (1987) first presented a model as pre-task (preparatory), task (meaning-focused, interactive process) and post-task (discussion, attending to form). Willis (1996) advocates the framework and put forward a detailed framework, which is analyzed in three parts namely; pre-task, task cycle and language focus. Besides, Skehan (1998) names these stages as pre-task stage, while-task stage and post-task stage by taking cognitive difficulties into account. Similarly, Ellis (2003) names the stages as Skehan (1998) does; pre-task, during task, and post-task, which is more comprehensive with the flexibility and the practicality. Some of the frameworks offered by the scholars will be presented in the following lines.

To start with, Willis (1996) divides task-based framework into three stages; pre-task, task cycle and language focus. Willis (1996) states that need analysis intended for students is important to determine the framework of the task. This framework is flexible, some parts can be passed according to language level, and features of the students, so more time can be given to the other parts. Consequently, "student needs, familiarity of the subject and the complexity of the task" affect the parts of the

framework (p.56-57). The TBLT framework of Willis (1996) is presented in brief below (Table 2.1).

Table 2.1

Willis (1996)'s Task-based Framework

Pre-task		
Introduction to topic and tasks Teacher explores the topic with the class, highlights useful words and phrases. Learners may be exposed to examples.		
Task cycle		
Task	Planning	Report
Students do the task in pairs or small groups. Teacher monitors; mistakes do not matter.	Students prepare to report. Accuracy is important, so the teacher stands by and gives advice.	Students exchange or present report. Teacher listens and then comments.
Language focus		
Analysis	Practice	
Students examine then discuss.	Teacher conducts practice of new words.	

With the summary in Table 2.1, Willis (1996) in pre-task stage offers that this part is the shortest time between two and twenty minutes with the familiarity of the students to the subject and complexity of the task accordingly. The teacher as facilitator makes preparation related to the topic, tries to foster student motivation and attention to the task, makes them get prepared for the task and gets students make a suitable entrance to the subject. Students try to understand the target of the task in this stage. Pre-task has three steps.

In the first step, the teachers enter to the subject according to the familiarity of the students to the subject. If students are not familiar, the teacher should explain the new terms.

In the second step, the teacher makes the explanations, give task instructions related to the subject and presents the words and phrases to be used, but it is not related to teaching vocabulary or grammar. Students learn what is expected from them in this step. Another duty of the teacher in this stage is to form pre-task activities such as "brainstorming, mind maps, vocabulary games, classifying words and phrases, odd

one out, sharing experiences or memories, memory challenge, using picture, audio or video, activating language, thinking of questions to ask, eliciting and highlighting vocabulary, teacher recounting a similar experience" (p.44-45).

Willis (1996) explains the last step as that it is to give information about how to start, do the task and how much time they have. The teacher makes sure that students understand the necessities of the task. Rules and time are important while achieving the task, so task instructions should be clearly explained and a model can be demonstrated by the teacher. Preparation time should be given to the students if not, students may stay silent and may not cope with difficulty of the content and the structure of the language during the task. The time changes according to the task difficulty and complexity (Willis, 1996). Willis (1996), Foster and Skehan (1996) state that if necessary time for preparation is not given, an unwanted language may come out.

In terms of task cycle stage, Willis (1996) states that this is the most important stage in TBLT. Students use the language freely in this stage to achieve the task and improve their language with the teacher's help. The task cycle has three components; task, planning and report.

Through task, students express themselves by using the language learnt and carry out the task given to them in pairs or groups according to task type. The teacher is both observer and guide in this stage since this approach is student-centered. The teacher encourages students to interact in the target language freely and tries to improve their self-confidence, so provides students to be more fluent and improve communication strategies. The teacher does not correct the mistakes during the interaction, but if any serious disconnection/problem occurs, he/she helps students for the solutions and then withdraws again. All students should be encouraged to use the target language from weak ones to the strong. Some students use the body language instead of oral communication, so to put forward the language, there are planning and report parts (Willis, 1996).

In planning, stages and the result of completed tasks are presented. Students try their best to use the target language orally and written in preparing the report and can get help from the members of their group and the teacher during the preparation of the presentation. Thus, this phase is also very important for the improvement of the language. The teacher can give different tasks to the students as writer, presenter...etc. The length of the presentation depends on the quality of the presentation. The teacher is again in the role of counselor, helps students rehearse oral or written reports and must not interrupt if nothing asked. The teacher also tries to make the students find the answers on their own and should encourage them to use the target language correctly with the positive motivation. The most important benefit of the planning is to create opportunities for learning. Students get ready at the end of planning phase (Willis, 1996).

Finally, in report phase, presentations, findings, exchanging written reports or comparing results are carried out by students. The duration of the report depends on the number of the group members and the number of the tasks. The duration should not be too long. During the report, students may make grammar or vocabulary mistakes, but the teacher should not interrupt but encourage the students and avoid negative criticism. The teacher should also examine the progress of the students during the report, praise and give positive feedback to them. When all the reports are performed, the teacher takes attention of the students to the correct usages of the language by the students. If there has occurred important mistakes, the teacher may practice them with the students. This phase provides students to learn from each other (Willis, 1996).

In the last stage, which is language focus, Willis (1996) states that while students are in interaction with the language and use it in task cycle, students study the subjects related to the language and learn in language focus. The components of the language are examined. Willis (1996) maintains that students consider about the features of the language to use the language in their age and language level, and associate the meaning and the form by focusing on the language. Fruta (2002) points out that there is a linguistic focus in this stage. Students recognize the language structures, ease the

pronunciation correctly and they improve the language to produce it since the components are focused on the language. There are two components of language focus; analysis and practice.

To start with, in analysis phase, the language is an instrument not the target. It is also called as '*consciousness-raising*', that is, students recognize new linguistic forms. The meaning and the form should be together in teaching grammar. The traditional approaches use deduction way while communicative approaches suggest that deduction should not be used in every stage in teaching language.

By analysis, Thornbury (1997) offers that students restructure the meaning by associating their background knowledge and the language they acquired. Hence, the teacher should provide the necessary conditions in the classroom atmosphere to make students experience this structuring process, and students recognize some subjects in the target language and acquire them. Thornbury (1997) also suggests that awareness facilities in communicative approach can also be used in TBLT since they provide meaningful learning. On the other hand, Hales (1997) states that awareness and analysis are different from each other, but related to each other. According to Hales (1997), awareness is related to the capacity and analysis is just a facility, but awareness is a start point for analysis. Therefore, students recognize, become aware of the structures and the meanings, arrange their knowledge and widen their understanding.

What's more, Willis (1996) states that there are four main elements as semantics, words or word pieces, meaning layers and phonics before practice stage. By taking these elements into consideration, the degree of awareness of the students is increased. The teacher prepares the atmosphere to the students to discover the relation between subjects (words and time relation, prefix and suffix).

Apart from analysis phase, practice phase gives students confidence, provides them review and reinforce what they have learned. Language features are studied which have been recognized and showed by the teacher in analysis. The teacher can focus on the key language in this phase. Willis (1996) offers "oral repetition, listening,

completing, taking the mistake out, reminding games, dictionary work, personal records and computer games" (p.52-62).

In analysis and practice facilities, new subjects, which are not in the task, are not presented. While features studied and met are reflected in analysis, new features are tried to be used with different activities in practice phase.

On the other hand, Skehan (1998) also presented a task-based framework accepting that Willis (1996) showed a systematic way of the model, but he finds some lacks of his model such as processing the information, awareness and improvements in second language acquisition. Skehan (1998) also states that Willis (1996) did not provide the improvement between languages and did not lead about task difficulty. Hence, Skehan (1998) pays attention to them. Skehan (1998) named the stages as pre-task, while-task and post-task. The TBLT framework of Skehan (1998) is presented in brief below (Table 2.2).

Table 2.2

Skehan (1998)'s Task-Based Framework

Pre-Task	
-Restructuring	
-Establish target language	
-Reduce cognitive load	
While-Task	
-Mediating accuracy and fluency	
Post-Task	
Post I: Increase accuracy	Post II
-Encourage restructuring	-Cycle of synthesis and analysis
-Discourage excessive synthesis	

With the summary in Table 2.1, Skehan (1998) in pre-task stage offers that some activities should be done to introduce the new language, to increase reconstructing opportunities in the base of language system, to provide students use the language, to ease the workload, to direct students to make effort in tasks...etc. Similar to Willis (1996), Skehan (1998) determines three main steps as "teaching, raising awareness and planning" (p.137-140).

In teaching phase, new language is introduced and reconstructed to make students discover the meaning under the language structures.

In raising awareness phase, before introducing the real task, students' mental schemas are activated and prepared for the task. By these activities, cognitive difficulty of the task is tried to be reduced. Foster and Skehan (1996) state that planning is the last phase of pre-task stage.

In planning, the quality and quantity of the language, which will be used by students, is tried to be increased. In all these phases, the language to be used in the task is tried to be introduced and awareness is tried to be created to the language. The students are prepared to have some information about what to do in the next stage, and they are attracted to the topic.

Skehan (1998)'s model has different phases for while-task stage, namely; attention directing, and attention and expanded task path. Directing the attention phase affects the achievement of the task substantially. The purpose is to attract students' attention to the subject. However, attention has some variables such as time, shape, support, sudden change, control, learner part, so attention may influence the performance. Of these, time, shape, support and sudden change depend on teacher interference during the performance of the task. On the other hand, control and learner part are related to the role of the learner. The variable, time pressure means the speed of the task to be completed. Shape is the variable, which shows whether the task is oral or written. Sudden change occurs while learners are trying to perform the task, instruction to follow changes. In control variable, learners give meanings to the tasks, and they discuss about the meanings. Learner part shows that with the role and the purpose of the learner the result may change (Skehan, 1998).

Attention and expanded task paths are the phases of task cycle of Willis (1996) which are task, planning and report. In task, the teacher helps the students with the expressions they want to say, walks around the classroom, explains and makes the task clear. In planning, students are prepared to present the report for the next phase,

and they are encouraged. In report, with the help of planning, students present their reports with their groups (Skehan, 1998).

In the third and last stage called post-task stage, there are two phases; changing the balance of attention, reflection and reinforcement. In changing the balance of attention phase, language awareness of students is tried to be increased with post activities. In reflection and reinforcement phase, linguistic forms learned are tried to be strengthened. Skehan (1998) states that with the variety of activities such as recognition, reinforcement, classification, presumption, control, relating the languages, searching sample patterns, recalling the texts and reforming, the system among languages in the brain is recognized, and the new language becomes meaningful.

Skehan (1998) presents a model considering cognitive factors of learning and processing information. However, this model offers stages that are more theoretical rather than practical one as Willis (1996) suggests.

On the other hand, Ellis (2003) developed a new framework considering the models of both Willis (1996) and Skehan (1998). Ellis (2003) named the stages as Skehan (1998) did; pre-task, during-task and post-task as in Table 2.3 below.

Table 2.3

Ellis (2003)'s Task-Based Framework

Pre-Task
<ul style="list-style-type: none"> -Achieving a similar task -Presenting a sample task -Preparation activities -Strategical Planning
During-Task
<ul style="list-style-type: none"> -Task Performance Options -Process options
Post-Task
<ul style="list-style-type: none"> -Revising learner errors -Raising awareness tasks -Produce-practice activities -Warning activities

With the summary in Table 2.3, Ellis (2003) in pre-task stage recommends that the workload for students is decreased. Therefore, linguistic schema is activated in students' mind and the language is presented which students will need to use to complete the task later. A sample model is presented by the teacher. Many warm-up activities are done, so students are prepared for the task. In strategic planning, students plan about how to achieve the tasks given (Ellis, 2003).

As the next stage, Ellis (2003) states that during-task stage is important since it effects the students' language production. Task performance and process options take place in this stage.

In during-task stage, task performance options, which are pedagogical, determine the task conditions. The first one of three options Ellis (2003) determines is about achieving the task under particular time pressure. The second one is about students' decision on reaching an input while achieving the task. The third one is surprise element. Task process options include the decisions while achieving the task, teachers make up decisions to carry out the process.

The last stage called post-task stage includes many options that have three purposes. The first one is to give opportunity for task repetition. The second is to encourage students to consider about how to perform the task. The last one is to attract students' attention to difficult language forms.

In repeating the performance, the same or similar task is performed again and more fluent and more accurate language is tried to be used. In encouraging, by the encouragement and management of the teacher, students evaluate their own performance, decisions during the task and their discovery of the language. Students make comments on fluency, accuracy, complexity and communicational problems. In focusing on form phase, linguistic structures are taken into consideration rather than focusing on meaning which is negotiated before this phase (Ellis, 2003).

If summarized, task-based frameworks point out which stages to go through in the classroom. In TBLT, language use samples are given first, the meaning in language is

emphasized, and then structural features of language are examined with activities. However, TBLT reverses this chain. As presented above, Willis (1996); Skehan (1998) and Ellis (2003) organize task-based framework in three stages as many scholars do.

The following section of the chapter will present the CUE lessons, which were used and designed as TBLT based courses for the data gathering environment of the present study.

2.2. CUE Lessons

CUE lessons were carried out at the School of Foreign Languages of a private university in Turkey to encourage students **to begin** to use English in practical, meaningful, and interesting ways beyond the classroom.

CUE lessons give students an environment that is centered on the exchange of ideas, activities, problem-solving skills, and inspiration by only using English. When students use English in such a TBLT environment, they are better able to recognize and utilize the English education that they receive through daily classroom instruction. CUE Lessons show students that English is not only a language they must learn to continue, but also a way to commute with people all over the world, express themselves and their ideas in an increasingly globalized world.

CUE lessons might have especially benefits on students' English language learning process, improving students' qualifications of being efficient in specific fields of English language, English language skills and increasing their motivation which will be investigated in the present study.

2.2.1. Procedure of CUE Lessons

Participants of the present study attend CUE lessons as two hours in a week during six weeks of a module in whole education year. The absenteeism is also important in CUE lessons, which are compulsory since gathered grades from their projects or reports through CUE lessons form 5% of total module grade in each module.

There are five modules in an education year, and each module lasts for two months. In the first week of each module, students sign up for a CUE lesson (Appendix E) which they choose from wide range of CUE lessons delivered by CUE instructors inside (Appendix F) and outside the classrooms in students' own interest and in the last week of each module, students evaluate what they have done through six weeks or present their projects carried out through six weeks.

In addition, CUE fair is arranged in a day every year in which there are no other lessons on that day and students present their projects to their teachers, friends and visitors in a big hall in a specific area provided to them including conference hall for students in some CUE lessons to present their projects through media devices and to perform on the stage (Appendix G).

2.2.2. Applied CUE Lessons

CUE instructors have flexibility to deliver a new CUE lesson whose syllabus with its objectives is proposed to the administration beforehand to be accepted. Moreover, a CUE lesson can be cancelled because of variety of reasons at the end of the modules such as work load of teachers or new cues and new CUE lessons can be added in new modules. Most of the CUE lessons available for students to participate in are presented below some of which are put forward with their syllabuses.

The spoken word/Poetry CUE

Course Description and Objectives

The spoken word/poetry CUE provides an opportunity for students to encounter English in a creative context. Students learn about poetry through reading, listening and watching. Then they create their own and can choose share it with the community by writing it, performing it or creating a video. This CUE is perfect for creative students who want to improve their language skills while breaking free from the constraints of "proper grammar" and structure. In this CUE, students will focus on meaning above all and learn to express themselves in English.

Drama World

Course Description and Objectives

Drama World is designed to get students to practice communicative English through different types of acting. Students are exposed to pantomime, memorized scripts, improvisation, and character building. Students also practice skills that are important to good acting and communicating, such as concentration, focus, trust, listening, sympathizing, and creativity. Although students do not prepare a play due to the short amount of time, they are expected to be active and engaged participants in all activities.

Presentation CUE

Course Description and Objectives

Students learn techniques for effective and interesting presentations. Skills covered include - eye contact, using visuals: power point/ photos/ regalia, body language, rate of speech, pausing and more. Students also give presentations every week on a variety of interesting yet simple topics - the last time I was really sick, what I want to do in the future...etc. After the class, students will be able to give presentations that are more effective and feel more comfortable speaking in English in front of an audience.

Turkish Folk Dance

Course Description and Objectives

The course offers an overview of Turkish Folk Dance performed across Turkey. We will examine the major aesthetic, historical and social aspects of the dance itself as well as its significance in cultural identity of Turkish speakers. We will also examine the regional differences; the music, the clothes and the figures of the different regions in Turkey. Each week we will explore new steps that are essential to the dance while applying essential English communication skills. Especially we will learn some figures of one of the most famous folk dance, Zeybek dance.

Short Movies CUE

Course Description and Objectives

The course offers a wide range of short movies from world-famous directors. Learners will examine the movies within the frame of certain themes that will be different each week. Learners will be introduced to the world of short movies from their masters and develop their English communication skills while commenting on them. Syllabus and more introduction of Short Movies CUE are presented in Table 2.4 below.

Table 2.4

Introduction to Short Movies CUE

Short Movies CUE

Work Methodology: In order to have productive class conversation and learning of the movie, it is absolutely essential for each student to come to class prepared to participate and discuss. Students should be prepared to perform tasks outside the class. Students are supposed to write a short movie analysis on their own in response to the questions provided.

Attendance and Participation: Attendance, preparation and participation are essential in a language course. You may not be absent from any classes during the term. If you must be absent, notify your instructor as soon as possible and make sure to turn in any assignment. When you are in class, you are supposed to participate in the class discussions actively.

Assessments: The final project will consist of a short movie analysis. You will write a 2 page report on a short movie that you will personally pick. The details about the report will be given to you in a sheet in the 2nd week of the CUE. The report will be worth 60 % of your overall grade. The other 40 % will be about participation in the class discussions about the short movies screened in the CUE.

Syllabus of Short Movies

First Week: The screening of the short movie "Skhizein (13 mins, 2008)" by Jeremy Clapin and a class discussion in groups following that. Themes: personality, self-awareness, schizophrenia, big city life.

Second Week: The screening of the short movies "Oktapodi (2:26 mins, 2007)" by Gobelins L'ecole de L'image and "Paperman (7 mins, 2012)" John Kahrs and a class discussion in groups following that. Themes: love, big city life, commuters.

- *Announcement of the class project:* Every student is supposed to pick a short movie (not screened in class) and write a feedback report, which is to be submitted in the CUE activity class **on the 4th week**. The details about the report will be given in a handout in the second week.

Third Week: The screening of the short movie "Buhar Vanished into Blue (5 mins, 2012)" by Abdurrahman Öner, and a group discussion on marriage programs and the effects of media. Themes: media, popular culture, marriage.

Fourth Week: Submission of the feedback reports and the screening of the short movies "Instructorage (9 mins, 2002)" by John Woo and "Star (9 mins, 2001)" by Guy Ritchie, followed by a discussion on the advertising strategies of the car brand BMW. Theme: Ads of big brands through popular culture.

- *Announcement of the class project:* Every student is supposed to pick a short movie (not screened in class) and write a feedback report, which is to be submitted in the CUE activity class **on the 4th week**. The details about the report will be given in a handout in the second week

Third Week: The screening of the short movie "Buhar Vanished into Blue (5 mins, 2012)" by Abdurrahman Öner, and a group discussion on marriage programs and the effects of media. Themes: media, popular culture, marriage.

Fourth Week: Submission of the feedback reports and the screening of the short movies "Instructorage (9 mins, 2002)" by John Woo and "Star (9 mins, 2001)" by Guy Ritchie, followed by a discussion on the advertising strategies of the car brand BMW. Theme: Ads of big brands through popular culture.

Fifth Week: The screening of "A Futuristic Short Movie by Sight Systems" and a class discussion following. In this section, we'll talk about the effect of technology in our daily lives and how we are also getting "computerized". Themes: technology, life, every day activities, artificiality.

Last Week: The screening of the short movie "Strangers, again (16 mins, 2011)" by Philip Wang and a class discussion on different stages of relationships. Themes: relationships, love.

Note: It is a good idea to check the movies out before you come to the class so that you can have a better understanding of the movie.

Art CUE

Course description and objectives

Students create artistic projects with English instructor guided by a professional artist who is also a teacher of the university staff. Students speak and practice their English especially speaking skill during the tasks and learn the related new vocabulary and terminology.

FIT (Fun Intense Training)

Course Description and Objectives

Students learn about personal health and fitness and well as take part in a variety of popular fitness exercises. This CUE will also be an introduction to Cross-Fit, an integrated cross training and fitness program. The core strength and conditioning program includes a mix of cardio, weight training, stretching, and other core training activities. For instance, in weightlifting, Students learn how to lift weights safely and properly. Students also exchange idea about health and fitness lifestyles. It is used to reach optimal fitness levels by balancing the aforementioned areas using high intensity training. The course will challenge you both mentally and physically by pushing you past your comfort zone. However, it will also help you re-define your personal health habits and reach new physical and mental heights. Each week will include English practice as we examine the muscles, exercises, and nutrition involved in the day's session before heading outside and putting into practice our fitness discussions.

Greek Mythology

Course Description and Objectives

Students learn about Greek Mythology, while at the same time improving their reading skills by reading and analyzing the texts and speaking skills by discussing about the visuals and presentations/role plays.

Media CUE

Course Description and Objectives

Media CUE offers a unique opportunity for our students to practice English with internet technologies. The CUE teachers provide students with an appropriate environment to produce the authentic language. Through the guidance of the teachers, they learn how to create their own TV commercials and short films. They also experience TV quiz shows competing with team spirit. Students use “media” (examples: television, videos, websites, blogs, podcasts, and music) to find English topics that they want to discuss.

Mosaics

Course Description and Objectives

This CUE provides learners with the opportunity to explore and enhance their English language skills through the study of ancient and modern mosaics. They then apply their newly found knowledge to a final mosaic project which presents one of the genres studied in class. Hence, they improve their English language in many aspects namely four language skills as listening, speaking, reading and writing.

Toastmasters

Course Description and Objectives

Students learn the art of public speaking by learning skills to make different kinds of presentations and talks. Students prepare a final project (creating a new country with its language, laws and rules, for example) and present at the end of the module. Therefore, they especially improve their English language in many aspects especially speaking skills.

Online Student Newspaper

Course Description and Objectives

Students organize to create a free, paperless, online student newspaper to discuss topics that are important to them and the university. Hence, they both improve their writing and speaking skills during the project.

Salsa Around the World CUE

Course Description and Objectives

The course offers an overview of Salsa dance performed across the Spanish speaking world. We will examine the major aesthetic, historical and social aspects of the dance itself as well as its significance in cultural identity of Spanish speakers. Each week we will explore new steps that are essential to the dance while applying essential English communication skills. Syllabus and more introduction of Salsa Around the World CUE are presented in Table 2.5 below.

Table 2.5

Introduction to Salsa Around the World CUE

Salsa Around the World CUE

Work Methodology

In order to have productive class conversation and learning of the dance, it is absolutely essential for each student to come to class prepared to participate. Students should be prepared to perform tasks outside the classroom which will enhance their overall experience with Salsa dance and maximize their English language communication skills.

Attendance and Participation

Attendance, preparation and participation are essential in a language course and in this Salsa dance course. You may not be absent from any classes during the term. If you must be absent, notify your instructor as soon as possible and make sure to turn in any assignment(s) due that day and find out what your make up project requires of you so that you may receive full credit for the CUE module.

Assessments

The project will consist of two parts: firstly, students will participate in the Global Village performance and secondly students have a few options for a final project submission.

a) A piece of artwork expressive of Salsa with a 200 word statement on its meaning, b) submit a two page essay which explores the development of salsa over the decades c) project proposal.

Syllabus of Salsa Around the World CUE

Week 1: Ice Breaker and Intro to class syllabus and expectations

Week 2: History of Salsa in South America and the first steps

Week 3: Review of the first steps and assignment #1

Week 4: Difference between Salsa 1 and Salsa 2

Week 5: Importance of music in salsa and assignment #2

Week 6: Final Project

Students Mentoring Students

Course Description and Objectives

The Students Mentoring Students activity is focused on giving initial training for peer mentoring to high level students as a mechanism for ensuring college success and increasing better learning environment. The CUE activity will provide them learn new concepts and terminology besides giving chance to practice their English language. Giving fundamentals mentoring skills to student mentors will help them activate their leadership quality and their English language skills.

Tai Chi and Chi Gong

Course Description and Objectives

Students learn about and participate in the internal Chinese meditative practices, which use slow graceful movements and controlled breathing techniques to promote the circulation of chi (life energy) within the human body, and enhance a practitioner's overall health. Students improve their listening comprehension as well as learning new vocabulary.

Wing-Chun Kung Fu

Course Description and Objectives

Students learn and participate in Wing-Chun is a truly amazing and effective southern Chinese Kung-Fu style, which relies on biomechanics and correct use of the body structure and angles, not brute force. Students improve their listening comprehension as well as learning new vocabulary.

Yoga

Course Description and Objectives

Students learn relaxation and breathing techniques associated with the ancient Hindu practice of yoga. Students also discuss some yogi philosophy and learn about yoga culture. Therefore, students learn new terminology and vocabulary related to the activity.

Eco-Warriors CUE

Course Description and Objectives

The Eco-Warriors reflect on ecological concerns and develop strategies to bring environmental awareness to the AIU campus through student-created posters and art made from recycled materials. Students also learn about recycling and create a recycling program for the university. The objective of the course is to raise students' awareness of environmental issues and provide the language for them to articulate possible solutions. Students will also share their ideas through their shared nature journals, poetry, and art projects with reflective essay. Hence, students improve their writing, speaking skills and learn a lot of vocabulary related to the field. Syllabus and more introduction of Eco-Warriors CUE are presented in Table 2.6 below.

Table 2.6

Introduction to Eco-Warriors CUE

Eco-Warriors CUE

Work Methodology: By introducing and broadening students' knowledge of environmental concerns, they will have the language to discuss these global issues and how they effect all societies. They will have the ability to present their potential solutions for these problems in the fair.

Attendance and Participation: Attendance, preparation and participation are essential in a language course. You may not be absent from any classes during the term. If you must be absent, notify your instructor as soon as possible. When you are in class, you are supposed to participate in the class projects actively.

Assessments: Students' oral skills will be assessed based on their presentation. Their writing skills will be assessed from their nature journals. The scavenger hunt will help assess their usage of the new language (vocabulary) they've acquired.

An additional writing assessment of students' writing based upon their reflective essay about their art project.

Supplies needed: Small notebooks for each student to create their nature journal. Different types of glue, paint, paint brushes.

Syllabus of Eco-Warriors

Week 1: Discussion about nature, activities they like to do outdoors. Show photos → intro of nature journal (5 different entries: poems, picture and explanation, process writing of ..., etc).

Intro of art project (to bring awareness to eco issues, etc). Take some time in class for nature journal and carry on at home. Second hwk: in groups of 2 or 3 prepare a presentation: picture of nature (1.describe photo, 2.how it impacts on society, animals, etc, 3.solutions/benefits)

Week 2: Recycling (maybe composting) discussion → nature journal. Brainstorm in groups posters/art project/ChicoBags. (ex: glue, paint, foil, etc). Hwk: bring recyclable material + prepare a short presentation on negative impact of some specific human actions on environment.

Week 3: Presentation (assessment). Students take notes of what they find important and what has an important effect on them. Nature journal, if time.

Week 4: Working on posters/art project/ChicoBags. Nature journal.

Week 5: Journals → to check before final week. More work on posters/art project/ChicoBags.

Week 6: Outdoor scavenger hunt (if time and if weather permits). Class time to update nature journals. Collect projects and nature journals.

AIU Graffiti CUE

Course Description and Objectives

Students explore the value of street art, specifically Graffiti, in expressing one's opinions especially in relation to innovation, collaboration and respect for one another. Students collaborate to create graffiti images, which express university's passion for cross-cultural exchange and international collaboration. Students dye the outside walls of school, have fun and improve their daily English speaking skills while doing the activity.

Sports CUE

Course Description and Objectives

Students participate in a sport (basketball, for example) and then discuss the vocabulary and phrases associated with the game. Students also view old games together, discussing what happened in the game and exchanging opinions and ideas in English. Students practice their English speaking skills and learn new vocabulary and terminology related to sports.

Music CUE

Course Description and Objectives

Students listen to English-speaking music, discuss music lyrics, and learn about the history of Western music styles. They also do and sing karaoke and improve their pronunciation as well as having fun. In addition, they create and write some songs as a final project. Students improve their vocabulary range, writing and listening skills.

TV series CUE

Course description and objectives

The course offers different TV series genre such as drama, comedy, science fiction. Each lesson students will watch episodes of different types of shows. After watching series, we will have discussion based on it. Ss will know which genre will be examined next week and get prepared for it. Each week they will learn/ improve either a language or a culture point including compare and contrast skill, role play, vocabulary.

Movie Soundtracks CUE

Course Description and Objectives

Movie Soundtracks CUE Activity (group 2) is a great choice for students interested in both music and cinema. Every week we talk about a specific movie genre and listen to the music from famous movies. Students are encouraged to join discussions and participate in various activities related to our topic of interest. As a final project, students will use their imagination and write short texts inspired by the movie soundtracks. Movie soundtracks CUE is a good choice for students who like movies and music. Each week students will cover one movie genre and listen to some of the most popular movie themes in the history of cinema. Students will watch legendary movie moments, listen to some movie themes and write short texts inspired by the music. Syllabus and more introduction of Movie Soundtracks CUE are presented in Table 2.7 below.

Table 2.7

Introduction to Movie Soundtracks CUE

Movie Soundtracks CUE

Work Methodology: Talking about movies is always fun, but at the same time you will have a chance to practice your storytelling skills, summarizing and paraphrasing. From time to time we will also do some writing.

Attendance and Participation: CUE is a part of curriculum, and if you do not come, you will be marked as absent, so attendance, preparation and participation are essential in a language course. You may not be absent from any classes during the term. If you must be absent, notify your instructor as soon as possible and make sure to turn in any assignment. When you are in class, you are supposed to participate in the class discussions actively.

Assessments: There will be final experience in the 6th week that will consist of a writing assignment or a poster making which will be worth 5% of your total grade for the module. It does not sound like a lot, but this can mean a difference between passing or failing!

Syllabus of Movie Soundtracks CUE

This might change depending on your interests but the general plan is as follows:

Week 1: Once Upon a Time in the West - great westerns

<http://www.youtube.com/watch?v=ePlyWlhobDU> pale rider trailer

<http://www.youtube.com/watch?v=JGhp3Nfhs8g> great western themes *the good, the bad, the ugly

<http://www.youtube.com/watch?v=juwwCTBZOCQ> once upon a time - opening

<http://www.youtube.com/watch?v=1eHRK6zVFbQ> once upon a time in the west scene

<http://www.youtube.com/watch?v=izyVEzIIBpk> a fistful of dollars clip

<http://www.youtube.com/watch?v=9iteRKvRKFA> magnificent seven theme

<http://www.youtube.com/watch?v=63KOboifCig> back to future 3 clip

<http://movieclips.com/4JzR-far-and-away-movie-the-oklahoma-land-rush/>

<http://www.youtube.com/watch?v=CSyt-GwzJQs> once upon a time music

<http://www.youtube.com/watch?v=IEcli8zAldU> for a few dollars more

Week 2: A Little Less Conversation, A Little More Action - best action movies

Week 3: Love Story - romance on screen

Week 4: Sword and Sorcery - larger than life epics

Week 5: Worlds of Tomorrow - cult sci-fi movies

Week 6: CUE Activity final experience - poster making/ writing assignment

Cinema Sessions CUE

Course description and objectives

Students watch an English-speaking film together and do an activity in order to discuss the plot, selected scenes, and the acting in the film. Students have a discussion part at the end of each movie and practice their English speaking skill. In addition, they improve their English and vocabulary range by reading English subtitles and get used to listening English more.

Filmmaking CUE

Course description and objectives

Students learn how to write the script for, edit, shoot, and produce a short film using an English-only environment. Therefore, they practice their English writing, speaking skills and gain a lot of vocabulary and terminology related to the area.

Word Games

Course Description and Objectives

Students practice the four language skills – listening, speaking, reading, and writing – through entertaining, community-building games.

2.3. Recent studies

There have been many studies on different aspects of task-based language teaching and language skills carried out in task-based lessons through the literature, some of which will be tried to presented in this section of the chapter.

Concerning interaction under speaking skills through TBLT, in one of the studies, Swain and Lapkin (1998) examined the students dialogues in order to highlight the effectiveness of TBLT on interaction from the point of learners. Swain and Lapkin (1998) tried to show how effective tasks are which include interaction by first giving students a pre-test, then getting them to do the tasks with the pictures. They recorded the dialogues, and finally gave a post-test. Then, they chose two students and examined their dialogues in terms of cognitive process. These dialogues showed how important to work together. There was not a meaningful correlation between the pre-test and post-test results of all pairs, but there was a significant correlation between the number of parts related to the language in dialogues carried out through TBLT and post-test points.

Another research on interaction was made by Mackey (1999) who carried out a research on interaction through tasks. Tasks were used both as a teaching material and test material. 34 adult beginner level students were chosen in Australia. Experimental group spoke with native-speakers in question-answer interaction while performing the tasks. Members of observation group watched the interaction group while performing the same tasks. Findings show that interaction group became more successful, and interaction effects learning a second language in a very positive way in a task-based atmosphere. Taking place in an interaction effectively through tasks provides to produce new, advanced and more language forms.

In addition to Mackey (1999), Takashima and Ellis (1999) carried out a research on input and outcome which effect the interaction during the tasks. If students are directed to accurate and clear language forms, their linguistic level are effected positively. Students also use the correct language forms which they have in their previous knowledge by using widen input opportunities. Takashima and Ellis (1999) searched the effects on students' language acquisition and production of directing students to be clear. Students get used to this production in time. The teacher often interrupted the students in interaction to direct them to the correct language use in experimental group while in control group, the teacher just interrupted when the interaction lost. The students in experimental group thought that the teacher

interrupted them not for the correct language use but for the teacher did not understand them. A pre-test, three application tests and a post-test in which comments were made on a picture were given to both two groups. The results showed that focused feedback is effective in teaching second language, that is, directed students had more language acquisition since they improved in language production more. Takashima and Ellis (1999) state that the more input there is the richer outcome will be, and students' language acquisition will be easier.

In terms of oral discourse, Birjandi and Ahangari (2008) analyzed whether task type and task repetition has any influence on students' oral discourse. 120 participants were divided into six groups. The findings showed that task type, task repetition and interaction among students effected significantly students' oral discourse on fluency, accuracy and complexity.

Another TBLT study on interaction was studied by Ismaili (2012) who investigated the impact of TBL on EFL students' speaking skills. The study was done in a university with 60 students, male and female, in the multicultural classroom for eight weeks in 2012 winter semester. Their level of English was pre-intermediate and intermediate. Different tasks were given to the experimental group as in TBLT while TBLT was not applied to the control group. For the data collection, a speaking rubric was given to students as a pre-test and a post-test to determine the students' oral proficiency. A five-point likert type questionnaire was also used to gather and reveal participants' attitudes towards TBLT. According to the findings, students' post-test results in experimental group were higher when they evaluated their oral proficiency. Teachers thought that TBLT is effective for students to improve their communicative competence, authentic materials were useful. Students found the tasks motivating, useful for the improvement of their vocabulary, enjoyed real-life, group activities than the activities in the book and relaxed atmosphere.

Similarly, concerning speaking skills, Munirah and Muhsin (2015) carried out a study to reveal if task-based approach is useful in improving the students' speaking accuracy and fluency. The participants were 37 second year students in a high school in Indonesia. As the component of task-based approach, two task cycles were applied

and a speaking test was given to students at the end of each cycle. Observation sheet was also used to find out students' participation. While pronunciation and vocabulary were the indicators of speaking accuracy, self-confidence was the indicator of speaking fluency. The findings showed that TBLT was useful in improving students' speaking skill. Regarding speaking accuracy and speaking fluency, the students' score in cycle I increased in cycle II. In addition, the students' participation also increased in cycle II.

Besides, regarding oral performance, Lou, Chen and Chen (2016) carried out a research on the effects of task-based approach to non-English majored graduates' oral English performance. The participants were 65 freshman non-English majored students in a Chinese university. 33 females and 32 males whose overall learning and cognitive abilities were similar, were divided into experimental and control group randomly. There was no difference in oral English performance as accuracy and complexity in the pre-test questionnaire results of the groups. The teacher taught the experimental group through task-based language instruction while the same teacher taught the control group through PPP instruction during one semester for two hours in a week. The same textbook was used, and the research took 18 weeks. The researcher used t-tests to find out differences in oral English performance among groups. When compared, non-English majored graduates' oral English performance of accuracy, fluency and complexity results indicated that the group taking the task-based language teaching instruction showed greater accuracy, greater fluency in which there were fewer repetitions, fewer pauses and greater complexity in which graduates used more number of words per unit. Based on their findings, in this specific study circumstances, it can be said that TBLT methodology was way better than PPP instruction.

In terms of the other language skills such as reading and writing skills through task-based lessons, many researches carried out studies. In terms of reading skills through TBLT, Mao (2002) searched the use of TBLT in teaching reading. The participants were 50 middle school students in Shanghai. The findings gathered from a questionnaire showed that many students read for examination purpose and future

job, in the requirement of reading, students mostly prefer materials in their interest, many students listen to the teacher and take notes in reading classes and many students stated that teachers mostly teach grammatical rules and there is little interaction. In open-ended questions, there were a lot of items students found difficult while reading. The results showed that the classes still carry the features of traditional language teaching, are still teacher dominated and teachers focus on grammatical rules. In the light of findings above, Mao (2002) offered a reading class based on TBLT including pre, while and post stages.

In another research regarding reading skills, Nodoushan (2003) investigated whether task type, text familiarity and language level influence students' reading test results and task achievement. The participants were 541 junior and senior university students studying language for specific purposes in electronics department. They had task-based reading test. The findings showed that task type, text familiarity, especially students' language level and also interaction among pairs and groups effected students' test results and task achievement significantly.

Concerning English reading comprehension, Cairo (2013) carried out a study to improve English reading comprehension skills as process and product. Cairo (2013) proposed applying task-based framework in English reading classes. The study revealed the contribution of task-based approach to teaching English reading comprehension of second year medical students at "Lidia Doce" Medical University Branch.

In terms of writing skills through TBLT, Zhaochun (2015) examined TBL's effects on the improvement of EFL learners' writing competence compared to traditional PPP model. The participants were English sophomores in a 16-week English writing course in Chinese EFL context. The students had to complete eight writing tasks, including a pretest, a posttest and six essay assignments. The traditional PPP approach was applied to the control group while Willis (1996)'s TBL framework was applied to the experimental group. The results show that the application of TBL framework to English writing classrooms in Chinese EFL settings is effective in improving English majors' writing competence and performance.

Besides, on the study of writing skills through TBLT, Ahmed and Bidin (2016) investigated the effect of TBLT on writing skills of EFL learners in Malaysia. The participants were studying in undergraduate programs of Malaysian universities, and divided into two as experimental group and control group. The experimental group was taught under TBLT treatment while the control group continued to be taught under PPP instruction. The topic of the lesson was “Kinds of Essays”. Mixed approach research method was used with pretest and posttest for the data collection. Paired samples t-test was also used to compare pretest and posttest. The researchers tried to find out if there was any improvement on learners' writing skills. After the treatment, all learners wrote an essay about "Benefits of woman education". Learners in the experimental group wrote their views, suggestions and comments about the TBLT treatment in their reflective journal. Perceptions of the students in the experimental group as post test were collected through 5 likert scale questionnaire, as well. Findings of paired samples t-test showed that there was an improvement in the writing skills of students in the experimental group in terms of complexity, fluency and accuracy. Findings of the questionnaire on the feedback of students in the experimental group taking TBLT treatment showed that TBLT was really liked by the students, and was a learner centered approach.

Some researchers tried to implement task-based projects and examined if TBLT is beneficial in different aspects. To begin with, a task-based project was carried out with beginner Chinese language learning students in a university in Australia by Zhang (1994). The project was assessed for two terms. First, the thoughts of the teachers about the project aims, process and expectations were searched. Besides, student needs, their background knowledge and their perceptions about learning a language were analyzed. The assumptions of the program were that task-based learning approach is useful for beginner Chinese language learners, learners will enjoy and take responsibility of their own learning by taking place in tasks and contributing the planning of the lessons and indirect inductive approach helps raising awareness in language and linguistic teaching. Students filled a form and answered questions about the program in every six weeks. At the end of the term, students filled a questionnaire about the project and the approach. 12 students were

interviewed face to face. Teachers also had a journal about the project. The results show that students found the approach, group work, teachers' positive attitude and their help very useful. They attended the speaking activities a lot, but found the language difficult to speak. They also liked the book, but found listening activities less and workload a lot. Some non-native teachers were nervous. Some teachers had to take training before the project. The journals helped teachers to rethink about their teaching process and were effective to improve teachers.

By giving importance to thoughts of teachers and students, McLaughlin (2001) gave a questionnaire to both teachers and students to evaluate an English program of a university in Korea in terms of task-based learning criteria. The findings show that the opportunities to improve communication are provided, the language level of students are taken into consideration and interactive and cognitive anxiety is reduced, meaningful and suitable tasks are given to students, students are able to analyze the target language, the balance between accuracy and fluency is provided, active attendance of students is provided with pre-task and post-task activities, final exam at the end of the term supports TBL. On the other hand, the findings put forward that there was a very little communicative writing task and workload, not all the teachers could understand and apply the principles of TBL, there were not enough mid-term exams and students could not concentrate on important language forms.

In another study on TBLT, Beglar and Hunt (2002) carried out a research on a task-based project in speaking lesson with 340 students. The project lasted for one term or 12 weeks. Students worked in small groups and chose a subject to investigate. Then, groups prepared a questionnaire and searched what each group thought about the subjects. Each member of the group gave the questionnaire to at least 10 people. The task-based project aimed to provide students use English language for real purposes, motivate students intrinsically to enhance their listening and speaking skills, give them responsibilities for choosing their subject, preparing questionnaires with correct questions in terms of usage and grammar, and evaluating results, so for their own language improvement they make decisions, improve students' presentation skills, provide the opportunity to work in groups. Findings show that students find the

process useful and presentations had a higher level of English. The project helped students improve their English, and they recognized the benefit of contributing their English on their own.

In addition to Beglar and Hunt (2002), Lochana and Deb (2006) ran a TBLT project in India. They changed traditional textbook activities into task-based activities. Their assumptions were that TBLT improves learners' language levels, and learners actively take place in language learning thanks to tasks. The results show that task-based activities both improved learners' motivation and language proficiency.

Another researcher, Huang (2015) carried out a study on the application of TBLT approach in a comprehensive English class in China. The research questions were about whether students' motivation to study English strengthens, students' overall language skills especially speaking and writing improve, and how the students' perceptions through the use of TBLT were. The participants were 29 students in the teacher's ESL class who were having lessons for 80 minutes three times a week in an international college, and had to take at least 6 in IELTS examination to study abroad in the last two years of their college. The teacher carried out an action research, and collected the data via two questionnaires, a set of interviews, a written teaching journal, class observation and checklists. Findings revealed that there is an increase in students' interest, autonomy, speaking and writing skills, enjoyment and motivation in English language learning process. In addition, students were positive through TBLT.

In terms of learners as language users in TBLT, which is student-centered approach and gives importance learners, many researches were also studied. As a beginning, Hakim (2015) carried out a research to find out the effects of different learning styles while applying TBLT. The participants were 25 EFL, female students at a university in Saudi Arabia. As for the data collection, in the beginning of the implementation, Felder-Silverman Learning Style Model (FSLSM) questionnaire was given to students to find out their different learning styles (Kinesthetic, Tactile, Visual, Auditory Learners) and to vary the tasks accordingly. Teachers and students kept diaries during the 6 weeks TBLT implementation and tasks evaluation questionnaires

were given at the end of the module. There were more Kinesthetic and Tactile students, then visual and the least was Auditory learners. The teacher varied the activities according to learning styles and made the class more student-centered which helped students to be motivated to join different activities as concluded from the students' diaries. Findings showed that TBLT was useful for students to improve their communicative competence, to use the language in more meaningful context and to be motivated in different tasks. The teacher also benefited from his own diary as self-reflection and the preparation of further lessons plans.

Another researcher, Lee (2016) examined the effects of task-based instruction on learner autonomy in a fully online language courses. The study was applied with four-skill integrated tasks (guided and free topic tasks) and Web 2.0 technologies such as Audioboo speaking practice, VoiceThread, Blogger page to post writings, MySpanishLab by the textbook publisher, a teacher made video for the instructions, you-tube videos and Blackboard Collaborate for web conferencing to improve communication skills. The participants were 48 native English speakers learning Spanish as a foreign language and were in the second semester of Spanish course as Elementary II in the summers of 2013 and 2014. Most of the learners were familiar with the Web 2.0 tools as they had taken an online course before the study. The data collection was done through midterm reflections with open-ended questions on wiki, CMC tasks, digital tools and teacher scaffolding while post questionnaires were done with 12 statements to take students' views on the same subjects related with learner autonomy and their L2 improvement via QuestionnaireMonkey. In addition, final interviews were carried out with small groups on autonomous learning, benefits of tasks, digital tools and some challenges of online courses via Blackboard Collaborate while oral recordings were taken from comments and blog posts. According to the findings, teacher feedback, different tasks and digital tools increased learner autonomy. Different tasks provided students to work freely, explore, engage with materials and take place in social interaction. While guided tasks were more useful than free task topics for beginner levels, TBI was very effective to foster learner autonomy since it provides students to use L2 actively like in the real-world with meaningful activities and motivate them.

Since TBLT gives more importance to target language to be used in interaction, reserachers also wondered if TBLT helps students to learn linguistic features of language, which are presented in language focus stage in TBLT. Fotos and Ellis (1999) compared linguistic tasks and traditional ones. The purpose of the study was to find out whether linguistic tasks are as effective as traditional ones, and to find out those councious rouse tasks are interactive or not. The participants were the Japan students and 3 groups were composed. Linguistic task group, traditional linguistic group and a control group doing reading work. Linguistic task group performed the target structure by tasks and the video was taken while the teacher taught students directly in traditional linguistic group and the sound was recorded. The third group did their reading work and nothing was recorded. It was an experimental study. The result showed that linguistic task lessons were as effective as traditional ones and there was more interaction in linguistic task group, so this interaction should be taken into consideration.

Regarding the effectiveness of TBLT compared to form focused approach in a Turkish context, Arslanyılmaz (2013) conducted a research while teaching Turkish as a foreign language via computer-assisted tool. The researcher examined Computer Assisted Task-Based Instruction and Computer Assisted Form Focused Instruction on accuracy, fluency and lexical complexity. The participants were 28 intermediate level Turkish as a foreign language students in two classes. One class was given CATBI as the experimental group, while the other was given CAFFI as the control group for seven days. The findings showed that even if there was not significant difference in accuracy and lexical complexity among the groups, students in computer assisted task-based instruction group was much more fluent than the students in computer assisted form focused instruction. Hence, it can be concluded that CATBI was more effective while producing a foreign language than CAFFI.

Concerning the effects of task-based language teaching on grammar learning, Tale and Goodarzi (2015) conducted a research with Iranian first grade high school students. The participants were randomly chosen 74 Elementary EFL learners. They were given a Nelson grammar proficiency test and Michigan grammar test to see if

they are exactly in the same English level. About fifteen 35-minute grammar lessons through TBI were taken by the treatment group while the control group had these grammar lessons without TBI. At the end of the lessons, as a post test, the Michigan grammar-oriented was applied to the groups to reveal if TBLT was effective in grammar teaching. T-test was used to analyze the data. The results showed that the experimental group's grammar proficiency was higher in which TBI was applied. In addition, when the mean was analyzed, experimental group's motivation was higher. Hence, it was concluded that both for the motivation and grammar teaching, TBI could be very beneficial.

Besides, some researchers, Bimmel, Braaksma, Guchte, and Rijlaarsdam (2015) investigated the effects of prompts and recasts while learning new grammatical structures in a task-based language learning atmosphere. The participants were 64 low-intermediate German language learners. The study was on the acquisition of two new and different grammar structures in a task-based learning environment. There were two experimental groups (one receiving prompts, the other recasts) and a control group. Pretests, immediate posttests, and delayed posttests were applied to find out if there was any difference in results in time. The findings reveal that both recasts and prompts in a task-based language learning atmosphere contribute to the acquisition of new structures in written accuracy and oral fluency.

2.4. Conclusion

In the literature review presented above, regarding the theoretical background of the study, Task-Based Language Teaching in education, task definitions, varieties of tasks, components of tasks, task-based methodology framework were put forward first. Then, CUE lessons with its procedure in the language learning program of the school and types of CUE lessons were examined thoroughly. Finally, the recent studies related with the present research concerning various dimensions of Task-Based Language teaching and projects carried out based on TBLT were introduced. Next chapter will give the description of the study process with its all stages.

CHAPTER III

METHODOLOGY

3.0. Introduction

In this part of the research, the study process will be explained in detail. The type of the study along with its legitimate explanation will be put forward. Besides, the participants forming the sample of the whole unit will be described with their demographic profile. The data gathering instruments implemented will be introduced separately in detail. Furthermore, the development of the data gathering instrument will be discussed. After reliability and validity analysis will be given place, data analysis procedures will be identified thoroughly.

3.1. Study Design

As this study aimed to find out the perceptions of EFL learners towards task-based CUE lessons, a mixed approach research methodology is followed generally in which both qualitative and quantitative data is gathered to indicate the case descriptively were collected from varying data gathering instruments since mixed research approach guide to figure out research questions better.

In order to examine the perceptions of EFL learners towards task-based CUE lessons, the quantitative data of the present study was collected through a scale, "CUE perceptions' scale" (Appendix A) forming the basis of research data while semi-structured interviews to gather the necessary qualitative data for the research were carried out with some students from different levels and instructors delivering CUE lessons.

While the mixed research approach was being carried out, the adoption of “exploratory sequential design” was used for the study design since exploratory sequential design as Creswell and Plano Clark (2011) proposes is characterized by the collection and analysis of quantitative data following the collection and analysis of qualitative data. The purpose of the study design is to use qualitative results to get

general perceptions of participants towards CUE lessons through semi-structured interviews and to interpret the findings of quantitative results through 'CUE perceptions scale' in detail.

Thus, in the first stage, the qualitative data was collected in the first education year from semi-structured interviews carried out with some students and from semi-structured interviews conducted with CUE instructors. In the second stage, the quantitative information gathered from CUE perceptions scale forming the basis of research data in the second education year in the present study was collected and analyzed. Finally, the quantitative findings were examined to dissect the qualitative findings and both findings of quantitative and qualitative data were put forward descriptively through the research questions.

3.1.1. Participants of the Study

As for the participants of the study, a total of 135 EFL learners studying in varying levels at the School of Foreign Languages of a private university in Turkey during 2012-2014 academic years participated in the study on a voluntary basis. This research was conducted with participants who represents a *convenience* sample through the *nonprobability sampling* approach since in convenience sample, randomly available participants attend the study rather than choosing them according to some categories in which recruiting is difficult. Therefore, the selection of the participants to attend the scale and semi-structured interviews was based on their convenience. While 135 EFL learners attended the scale for the quantitative data, some of available EFL learners who were randomly selected from different proficiency levels and instructors of CUE lessons attended in semi-structured interviews for the aim of revealing general perceptions of participants. Besides, for the formation of basis of present study, *purposive sampling* was also used for the qualitative data in which only instructors delivering CUE lessons were interviewed in the present study.

The demographic profile of the participants attending the scale in the present study is presented in Table 3.1.

Table 3.1***Demographic Profile of the Participants***

Genders	Frequency	Percentage (%)
Female	49	36,3
Male	86	63,7

Proficiency Level	Frequency	Percentage (%)
Pre-intermediate	15	11,1
Intermediate	40	29,6
Upper-intermediate	47	34,8
Advance	33	24,4

As it is seen in Table 3.1 a great majority (63,7%) of the participants were male, and 36,3% of them were female. In terms of proficiency level of participants, while 11,1 % (f=15) of the subjects were in Pre-intermediate level, 29,6 % (f=40) of the subjects were in Intermediate level. On the other hand, while the most of the participants (34,8 % / f=47) are in Upper-intermediate level, nearly a quarter of the participants (24,4 % / f=33) were in Advance level.

3.2. Data Gathering Instruments

As for gathering qualitative and quantitative data, two data gathering instruments were employed separately in the present study.

In terms of qualitative data, the first data-gathering instrument, which was semi-structured interviews, was applied to 13 voluntary students who were randomly chosen from each proficiency level to reveal their general perceptions through CUE lessons at the end of first education year (2012-2013) within the scope of the study. In addition, semi-structured interviews were also carried out with 10 English language instructors in a prep school of a private university as the implementers of the lessons who delivered CUE lessons through two terms of the first education year (2012-2013) to reveal their general perceptions through CUE lessons within the scope of the study.

In terms of collecting quantitative data forming the basis of main research question was gathered in the second education year (2013-2014) through a scale, namely "CUE perceptions' scale" (Appendix A) developed by the researcher. Regarding the adoption of theoretical basis of the research methodology, the necessary quantitative

data in the present study was collected from the second data-gathering instrument consisting of two sections as demographic data and 37 items that seek the perceptions of EFL learners' towards task-based CUE lessons. The first section investigating demographic information of the participants has two items, which tries to figure out the background information of the participants in terms of their gender and proficiency level. Concerning the gathered data from this section is intended to be used for sub-research questions to interpret the correlation between responses and other personal variables. The second section including 37 items is aimed to reveal the perceptions of participants through CUE lessons on a five point likert scale (Strongly Disagree to Strongly Agree).

In the process of the development of the second data gathering instrument, firstly 13 open-ended items survey (Appendix B) asking some pre-determined factors were given to more than 100 participants. Participants responded most of the items with roughly 150 words optionally in Turkish and English to which content analysis was done. At the end of the analysis, the attitudes, views , thoughts and beliefs on CUE lessons presented in these items were transferred into items and consequently, an item pool -which include 79 items- were defined in Turkish (Appendix C) from the responses of the participants with the help of content analysis. For the expression, clarity, accurate representations and concordance of these items with determined themes to the perceptions of EFL learners' towards task-based CUE lessons, two experts in the field of language were consulted in terms of the reliability of the items. Obtained opinions of the experts were taken into consideration for the items to be rendered reliable. Concerning the opinions of the experts as well as items serving for the similar purposes, items were decreased to 57 items written in English with the proof reading of experts with 5 demographic items and a five point likert scale was formed including two sections (Appendix D).

3.2.1. Validity and Reliability Analysis

In order to test the construct validity of “CUE perceptions' scale”, the draft version of the scale was piloted and applied to similar target group with 38 EFL learners of the

same school who were not within the scope of actual study. Kaiser-Mayer-Olkin (KMO) test was conducted for testing the suitability of sample size to factorization.

Table 3.2

Results of KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,915
Bartlett's Test of Sphericity	Approx. Chi-Square	3678,736
df	666	
Sig.	,000	

Data gathered for the scale's construct validity is tested and the results (Kaiser-Meyer- Oklin=.67 and Bartlett's ($p < .01$) revealed the fact that this scale is suitable for factor analysis As seen in Table 3.2 The KMO value is calculated as ,915 which is found as a reliable score for factor analysis.

Following the piloting process, the gathered and piloted data was examined through factor analysis in order to examine its validity and reliability as well as investigating variable relationships and patterns. In factor analysis, the scree plot was computed, which points out whether an item will be placed in a sub-dimension and whether it discloses the relation of the item with the factor at issue. If a certain group of items is under a factor with a high scree plot, these items are seen as the items assessing the related factor. In general, even though scree plot of an item is expected to be higher than 0.45, the reduction of this value to 0.30 regarded as acceptable. Besides, for determining factor structures, Principal Component Analysis as the most frequently used approach through different techniques was applied.

In the lights of information above, as a second step, principal component analysis was used as a factorization approach for presenting factor pattern of the scale. The factor loads of the items, which are the assessment of factor analysis results, were calculated and the items, which are below, 50 revealing low quality, were eliminated from the scale.

Table 3.3***Total Variance***

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	16,698	45,128	45,128	16,698	45,128	45,128
2	2,189	5,918	51,046			
3	1,839	4,970	56,016			
4	1,698	4,590	60,606			
5	1,283	3,468	64,074			
6	1,028	2,778	66,851			
7	1,008	2,724	69,575			
8	,892	2,412	71,987			
9	,791	2,139	74,126			
10	,713	1,926	76,052			
11	,671	1,814	77,866			
12	,634	1,715	79,581			
13	,616	1,665	81,246			
14	,580	1,568	82,814			
15	,537	1,451	84,265			
16	,512	1,383	85,648			
17	,468	1,264	86,913			
18	,454	1,228	88,140			
19	,418	1,128	89,269			
20	,390	1,055	90,324			
21	,374	1,010	91,334			
22	,318	,861	92,194			
23	,313	,847	93,041			
24	,297	,803	93,845			
25	,293	,791	94,635			
26	,276	,745	95,380			
27	,243	,658	96,038			
28	,222	,601	96,639			
29	,217	,586	97,225			
30	,185	,499	97,724			
31	,165	,446	98,170			
32	,153	,415	98,585			
33	,141	,382	98,966			
34	,114	,308	99,274			
35	,111	,299	99,574			
36	,083	,224	99,797			
37	,075	,203	100,000			

Extraction Approach: Principal Component Analysis.

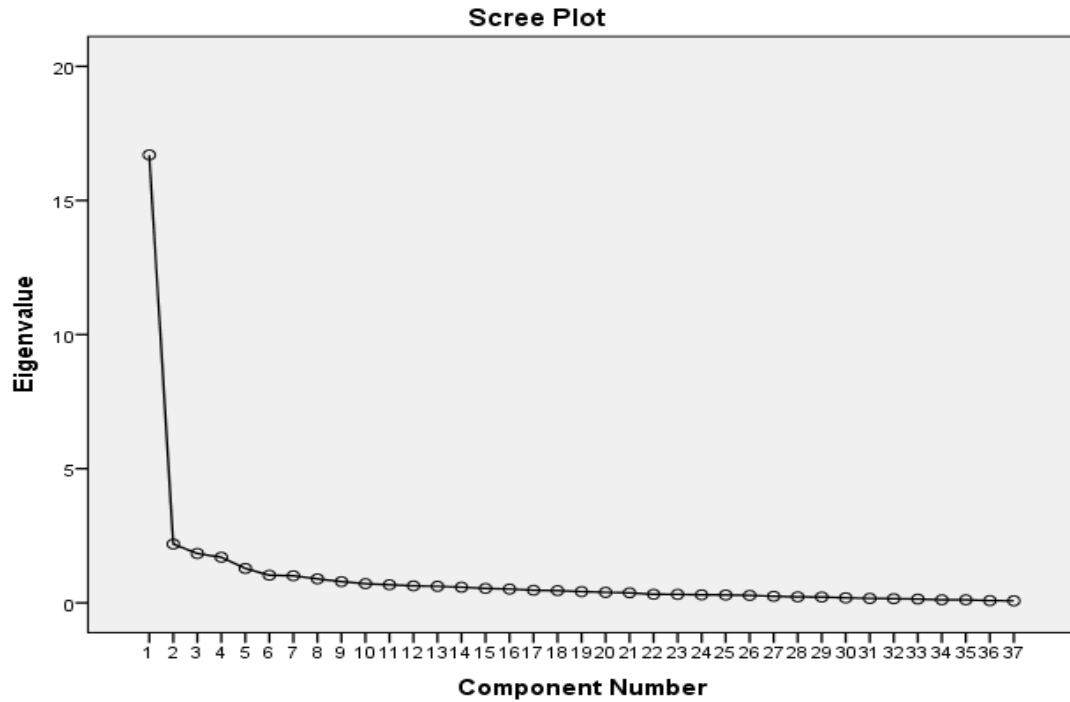


Figure 1. Scree test depiction

As a result of analysis by the help of total variance table and scree test designed for one component, the contribution of one factor to total variance is calculated as 45,12% as illustrated in Table 3.3. Scree test for the component is also presented in Figure 1.

Table 3.4***Factor Scree Plots of the Attitude Scale Regarding CUE lessons***

Component Matrix^a	Component 1
1. Cue lessons provide me with new learning opportunities	,748
2. Cue lessons help me internalize my English learning	,745
3. Cue lessons help me relate English with daily life	,738
4. Cue lessons help me express myself in English in a better manner	,734
5. Cue lessons raise my awareness in learning English	,730
6. Producing anything by using English in Cue lessons motivates me to learn English	,728
7. I recommend Cue lessons to all learners of English	,727
8. Constantly using English in Cue lessons improve my motivation in learning English	,723
9. I am glad to have taken Cue lessons	,722
10. Cue lessons accelerate my speed of English learning process	,720
11. I believe that Cue lessons contribute to my level of English	,720
12. Generally speaking, I find Cue lessons beneficial	,718
13. Cue lessons help me learn daily dialogues	,715
14. Cue means a new technic to learn English	,713
15. Cue lessons help me overcome my hesitation in speaking English	,708
16. Cue means students' being active	,689
17. Doing activities of my interest in Cue lessons improve my motivation in learning English	,688
18. Cue lessons contribute my learning of different vocabulary and terminology that belong different fields	,684
19. The practical nature of activities in Cue lessons helps me learn English in a longlastening manner	,683
20. Cue lessons help me improve my pronunciation	,673
21. With the help of Cue lessons I practice my English speaking skill	,671
22. Cue lessons help me improve my English by using my time effectively	,669
23. Cue lessons help me boost my vocabulary range	,663
24. Cue means the practical use of English	,659
25. Cue lessons help me see my skills that need improvement	,656
26. Cue lessons help me understand daily conversations better	,653
27. Cue means learning English outside the classroom environment	,652
28. Cue means fun activities	,647
29. Cue means a comfortable and a sincere atmosphere	,604
30. After Cue lessons, I feel more motivated for the following lesson./to attend my other lessons	,602
31. Cue lessons help me improve my listening skill	,600
32. I gain new knowledge apart from languages in Cue lessons	,598
33. Cue is a social activity	,598
34. Cue lessons contribute to my personal development	,578
35. Cue lessons help me improve my writing skill	,537
36. Cue lessons help me improve my reading skill	,533
37. Cue lessons help me become more active student in other lessons	,526

Extraction Method: Principal Component Analysis.

For presenting factor pattern of the scale, the level of acceptance for factor's scree plot is ,30. At the end of the analysis and the piloting process, 20 items assessing more than one factor and 3 demographic items were left out as these items were not suitable with the criteria of validity and reliability in the results of factor analysis. The analysis of the factors was reapplied. Hence, reliability analysis for the revised factors in which '*Factor scree plots regarding perceptions towards CUE lessons*' of 37 items is above ,50 as seen in Table 3.4 was completed by this way. Finally, the final version of a five point likert scale revealing the research questions of the present study with 37 main items and 2 demographic items was developed as the second data gathering instrument namely "CUE perceptions' scale" (Appendix A).

3.3. Data Gathering Process

Students forming the sample of participants in the present study attended CUE lessons as two hours in a week during six weeks of a module in whole education year. There are five modules in an education year, and each module lasts for two months. In the first week of each module, students sign up for a CUE lesson they choose and in the last week of each module, students evaluate what they have done through six weeks or present their projects carried out through six weeks. In terms of gathering the perceptions of participants through CUE lessons, by taking allowance from the administration of the School of Foreign Languages, the researcher informed the teachers delivering English lessons beforehand and then, the researcher applied the data-gathering instrument which is the developed scale whose peculiar characteristics were identified in the data gathering instruments to be given participants to respond the items in around 30 minutes of a class hour by making explanations of the objectives of the scale in each class in May 2014. The data was collected in May since it was through the end of modules after students attended CUE lessons all the year through 2013-2014 education year.

3.4. Data Analysis

In terms of analysis of semi-structured interviews as qualitative data, which was carried out with two groups (students and instructors), was divided into two data-gathering processes.

As the first-data gathering, the interviews carried out with 13 English learners separately were recorded and then transcribed to help interpretation of the gathered data. In terms of the analysis of interview data, content analysis to analyze and interpret spoken data systematically was applied and evaluated cumulatively. At the end of the analysis, findings collected from the first data-gathering instrument were grouped concerning the research questions and interpreted descriptively. Semi-structured interviews were also carried out with instructors of CUE lessons to reveal their general perceptions towards CUE lessons in the first education year (2012-2013) separately were recorded and then transcribed to help interpretation of the gathered data. In terms of the analysis of interview data and for the rate of the perceptions of the participants, content analysis was applied and evaluated cumulatively. At the end of the analysis, findings were grouped concerning the research questions and interpreted descriptively for the first study results.

As the main analysis of the present study, for the rate of the perceptions of the participants, "CUE perceptions' scale" was analyzed by using SPSS and reflections given to items were examined as frequencies and percentages in terms of research questions.

CHAPTER IV

FINDINGS

4.0. Introduction

In this chapter, firstly, the findings of the data gathered from CUE perceptions scale regarding the demographic information of the participants depending on their gender and their proficiency level of English will be presented. Secondly, the findings of the qualitative data gathered from semi-structured interviews conducted with teachers and students will be put forward separately. Finally, as for the main research question, the findings of the quantitative data which is collected from responses of participants in CUE perceptions scale will be demonstrated in the lights of the study in this chapter.

4.1. Findings Based on Participants' Demographic Information

Many studies in the literature pointed out that demographic information of participants may affect their responses on the items in the scales and the findings should be evaluated by taking their personal features into consideration for the data to be interpreted better and more clearly. In the lights of participants' demographic information regarding their gender and proficiency levels of English, the gathered data can be interpreted more effectively. While interpreting the findings of item analysis of "CUE Perceptions Scale" a cumulative perspective is carried out. That is, whereas notsure options were ignored except excessive results, other thoughts on either positive sides (Agree, Strongly Agree) or negative sides (Disagree, Strongly disagree) were evaluated as a total score.

Regarding participants' gender, the items in the scale will be presented in Table 4.1.

Table 4.1***Percentages of Items Based on Participants' Gender***

Statements	Strongly Agree		Agree		Notsure		Disagree		Strongly Disagree	
	%		%		%		%		%	
	F	M	F	M	F	M	F	M	F	M
1. CUE lessons provide me with new learning opportunities	12,2	15,1	30,6	34,9	32,7	29,1	20,4	17,4	4,1	3,5
2. CUE lessons help me internalize my English learning.	10,2	11,6	22,4	37,2	32,7	29,1	28,6	18,6	6,1	3,5
3. CUE lessons help me relate English with daily life	14,3	14	32,7	33,7	28,6	38,4	16,3	10,5	8,2	3,5
4. CUE lessons help me express myself in English in a better manner	14,3	11,6	22,4	32,6	38,8	25,6	20,4	20,9	4,1	9,3
5. CUE lessons raise my awareness in learning English	16,3	11,6	26,5	32,6	32,7	29,1	22,4	23,3	2	3,5
6. Producing anything by using English in CUE lessons motivates me to learn English	30,6	20,9	28,6	32,6	24,5	27,9	14,3	16,3	2	2,3
7. I recommend CUE lessons to all learners of English	14,3	23,3	28,6	26,7	26,5	31,4	24,5	12,8	6,1	5,8
8. Constantly using English in CUE lessons improve my motivation in learning English	18,4	18,6	37,7	44,2	30,6	16,3	14,3	16,3	2	4,7
9. I am glad to have taken CUE lessons	16,3	17,4	28,6	32,6	18,4	31,4	24,5	7	12,2	11,6
10. CUE lessons accelerate my speed of English learning process	12,2	10,5	30,6	33,7	28,6	29,1	28,6	23,3	0	3,5
11. I believe that CUE lessons contribute to my level of English	14,3	19,8	28,6	31,4	34,7	33,7	14,3	10,5	8,2	4,7
12. Generally speaking, I find CUE lessons beneficial	10,2	17,4	34,7	36	24,5	25,6	20,4	9,3	10,2	11,6
13. CUE lessons help me learn daily dialogues	16,3	12,8	28,6	36	30,6	29,1	18,4	16,3	6,1	5,8
14. CUE means a new technic to learn English	18,4	18,6	36,7	33,7	16,3	31,4	18,4	10,5	10,2	5,8
15. CUE lessons help me overcome my hesitation in speaking English	16,3	16,3	26,5	38,4	24,5	22,1	28,6	16,3	4,1	7
16. CUE means students' being active	18,4	26,7	36,7	31,4	24,5	24,4	16,3	11,6	4,1	5,8
17. Doing activities of my interest in CUE lessons improve my motivation in learning English	24,5	31,4	36,7	25,6	22,4	24,4	14,3	14	2	4,7
18. CUE lessons contribute my learning of different vocabulary and terminology that belong different fields	24,5	24,4	44,9	36	14,3	17,4	16,3	15,1	0	7
19. The practical nature of activities in CUE lessons helps me learn English in a long lasting manner	18,4	18,6	38,8	34,9	22,4	23,3	16,3	18,6	4,1	4,7
20. CUE lessons help me improve my pronunciation	16,3	10,5	26,5	51,2	34,7	24,4	22,4	11,6	0	2,3

21. With the help of CUE lessons I practice my English speaking skill	16,3	19,8	32,7	39,5	22,4	26,7	16,3	9,3	12,2	4,7
22. CUE lessons help me improve my English by using my time effectively	12,2	14	22,4	27,9	36,7	32,6	24,5	19,8	4,1	5,8
23. CUE lessons help me boost my vocabulary range	18,4	19,8	38,8	32,6	24,5	27,9	16,3	11,6	2	8,1
24. CUE means the practical use of English	20,4	20,9	30,6	32,6	24,5	27,9	16,3	11,6	8,2	7
25. CUE lessons help me see my skills that need improvement	12,2	11,6	34,7	25,6	18,4	32,6	30,6	25,6	4,1	4,7
26. CUE lessons help me understand daily conversations better	20,4	14	40,8	41,9	24,5	27,9	12,2	12,8	2	3,5
27. CUE means learning English outside the classroom environment	22,4	24,4	24,5	29,1	26,5	23,3	16,3	14	10,2	9,3
28. CUE means fun activities	32,7	27,9	32,7	29,1	18,4	25,6	10,2	10,5	6,1	7
29. CUE means a comfortable and a sincere atmosphere	16,3	20,9	40,8	33,7	20,4	26,7	14,3	14	8,2	4,7
30. After CUE lessons, I feel more motivated for the following lesson to attend my other lessons	10,2	12,8	26,5	25,6	26,5	25,6	22,4	20,9	14,3	15,1
31. CUE lessons help me improve my listening skill	22,4	19,8	38,8	26,7	20,4	33,7	16,3	14	2	5,8
32. I gain new knowledge apart from languages in CUE lessons	22,4	17,4	40,8	46,5	20,4	23,3	14,3	7	2	5,8
33. CUE is a social activity	32,7	23,3	40,8	43	10,2	17,4	6,1	10,5	10,2	5,8
34. CUE lessons contribute to my personal development	20,4	14	28,6	38,4	28,6	29,1	16,3	14	6,1	4,7
35. CUE lessons help me improve my writing skill	16,3	10,5	22,4	36	28,6	32,6	24,5	15,1	8,2	5,8
36. CUE lessons help me improve my reading skill	24,5	11,6	22,4	40,7	26,5	30,2	24,5	11,6	2	5,8
37. CUE lessons help me become more active student in other lessons	12,2	11,6	32,7	33,7	38,8	31,4	12,2	18,6	4,1	4,7

As seen in Table 4.1., the analysis of items 1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 20, 21, 22, 24, 27, 30, 34, 35, 36 and 37 which are twenty-three items in total revealed that male participants were slightly more in positive side than female participants. For instance, the analysis of the item 2 which states, "*CUE lessons help me internalize my English learning*" reveals that positive responses of male participants were higher (42,8%) than the positive responses of female participants (32,6 %).

Moreover, when the responses of participants on the item 15 which states, "*CUE lessons help me overcome my hesitation in speaking English*" were analyzed, it can

be seen that while 54,7 % of male participants gave positive responses, 42,8 % of female participants gave positive responses.

In addition, the analysis of item 20 which states, "*CUE lessons help me improve my pronunciation*" revealed that while 61,7 % of male participants were on positive side, 42,8 % of female participants were on positive side.

Similarly, the analysis of the item 21 which states, "*With the help of CUE lessons I practice my English speaking skill*" puts forwards that 59,3 % of male participants stated their positive perceptions while 49 % of female participants stated their positive perceptions on this item.

On the other hand, the analysis of items 6, 14, 17, 18, 19, 23, 25, 26, 28, 29, 31, 33 which are twelve items in total revealed that female participants were slightly more in positive side than male participants were. To illustrate, the analysis of responses of participants on item 18 which states, "*CUE lessons contribute my learning of different vocabulary and terminology that belong different fields*" revealed that while 69,4 % of female participants were on positive side, 60,4 % of male participants were on positive side.

Furthermore, when the analysis of item 25 which states, "*CUE lessons help me see my skills that need improvement*" was analyzed, it can be pointed out that while 46,9 % of female participants gave positive responses, 37,2 % of male participants stated their positive responses. However, while 34,7 % of female participants were on negative side for this item, 30,3 % of male participants were on negative side.

In addition, if the responses of participants on the item 31 which states, "*CUE lessons help me improve my listening skill*" were analyzed, while much more than half of the female participants (61,2 %) were on positive side, slightly less than half of the male participants (46,5 %) were on positive side.

Other findings of analyzed items 3 and 32 revealed that both the responses of female and male participants were similar in percentages. While 47 % of female participants and 47,7 % of male participants were on positive side for the item 3 which states,

"CUE lessons help me relate English with daily life" , 24,5 % of female participants and 14 % of male participants were on the negative side for this item. When the findings of item 32 which states, *"I gain new knowledge apart from languages in CUE lessons"* were analyzed, while 63,3 % of female participants and 63,9 % of male participants stated their positive perceptions, 16,3 % of female participants and 12,8 % of male participants stated their negative perceptions for this item.

Final findings of responses of female and male participants on some items revealed that there is sometimes instability in their responses in terms of gender factor. For instance, if the item 14 which states, *"CUE means a new technic to learn English"* was analyzed, even if more female participants (55,1 %) stated positive perceptions than male participants (52,3%), more female participants (28,6%) stated negative perceptions than male participants (16,3 %) for the same item (item 14), as well.

What's more, for the item 29 which states, *"CUE means a comfortable and a sincere atmosphere"*, while 57,1 % of female participants were slightly more in positive side than male participants (54,6%), 22,5 % of female participants were also more in negative side than male participants (18,7 %) for this item.

Similar analysis can also be seen in item 37 which states, *"CUE lessons help me become more active student in other lessons"* ; whereas the responses of female participants were slightly less in positive side (44,9%) than male participants (45,3%), 16,3 % of female participants were on negative side which is again less than the percentages of responses of male participants (23,3%) for this item. The cumulative analysis of findings based on responses of both female and male participants will be examined more under findings in relation to main research question while examining the general responses of participants.

Concerning the demographic profile of participants in terms of their proficiency levels of English, the analysis of the items will be presented in Table 4.2.

Table 4.2

Percentages of Items Based on English Proficiency Levels of Participants

Statement	Strongly %				Agree %				Notsure %				Disagree %				Strongly %				Disagree %						
	PRE	INT	UPR	ADV	PRE	INT	UPR	ADV	PRE	INT	UPR	ADV	PRE	INT	UPR	ADV	PRE	INT	UPR	ADV	PRE	INT	UPR	ADV	PRE	INT	UPR
1. CUE lessons provide me with new learning opportunities.	13,3	27,5	4,3	12,1	26,7	15	48,9	36,4	13,3	32,5	23,4	45,5	40	20	21,3	3	6,7	5	2,1	3							
2. CUE lessons help me internalize my English learning.	6,7	17,5	6,4	12,1	20	35	40,4	21,2	46,7	25	25,5	36,4	26,7	17,5	23,4	24,2	0	5	4,3	6,1							
3. CUE lessons help me relate English with daily life.	13,3	20	10,6	12,1	26,7	30	42,6	27,3	46,7	37,5	25,5	39,4	13,3	10	10,6	18,2	0	2,5	10,6	3							
4. CUE lessons help me express myself in English in a better manner.	0	20	12,8	9,1	13,3	15	42,6	33,3	26,7	45	14,9	36,4	46,7	15	19,1	18,2	13,3	5	10,6	3							
5. CUE lessons raise my awareness in learning English.	13,3	17,5	10,6	12,1	20	30	34	30,3	20	30	31,9	33,3	46,7	20	19,1	21,2	0	2,5	4,3	3							
6. Producing anything by using English in CUE lessons motivates me to learn English.	26,7	32,5	21,3	18,2	13,3	25	36,2	39,4	26,7	30	23,4	27,3	33,3	12,5	17	9,1	0	0	2,1	6,1							
7. I recommend CUE lessons to all learners of English.	13,3	25	14,9	24,2	13,3	32,5	29,8	24,2	40	30	25,5	30,3	33,3	7,5	17	21,2	0	5	12,8	0							
8. Constantly using English in CUE lessons improve my motivation in learning English.	13,3	25	14,9	18,2	26,7	32,5	46,8	48,5	33,3	17,5	21,3	21,2	26,7	22,5	10,6	9,1	0	2,5	6,4	3							
9. I am glad to have taken CUE lessons.	13,3	25	10,6	18,2	13,3	32,5	34	33,3	33,3	30	23,4	24,2	26,7	7,5	14,9	12,1	13,3	5	17	12,1							
10. CUE lessons accelerate my speed of English learning process.	6,7	15	10,6	9,1	13,3	30	38,3	36,4	40	22,5	25,5	36,4	40	27,5	23,4	18,2	0	5	2,1	0							
11. I believe that CUE lessons contribute to my level of English.	6,7	22,5	14,9	21,2	20	17,5	44,7	30,3	33,3	45	23,4	36,4	33,3	10	8,5	9,1	6,7	5	8,5	3							
12. Generally speaking, I find CUE lessons beneficial.	13,3	22,5	6,4	18,2	6,7	37,5	46,8	30,3	40	22,5	21,3	27,3	26,7	10	8,5	18,2	13,3	7,5	17	6,1							
13. CUE lessons help me learn daily dialogues.	13,3	20	10,6	12,1	26,7	27,5	42,6	30,3	40	25	21,3	42,4	13,3	22,5	19,1	9,1	6,7	5	6,4	6,1							
14. CUE means a new technic to learn English.	6,7	25	14,9	21,2	33,3	35	31,9	39,4	40	22,5	29,8	18,2	13,3	12,5	12,8	15,2	6,7	5	10,6	6,1							
15. CUE lessons help me overcome my hesitation in speaking English.	6,7	25	14,9	12,1	20	35	40,4	30,3	46,7	25	17	18,2	20	12,5	19,1	33,3	6,7	2,5	8,5	6,1							
16. CUE means students' being active.	20	32,5	12,8	30,3	0	30	46,8	33,3	66,7	22,5	12,8	24,2	13,3	12,5	17	9,1	0	2,5	10,6	3							
17. Doing activities of my interest in CUE lessons improve my motivation in learning English.	20	40	27,7	21,2	26,7	15	34	42,4	26,7	27,5	17	27,3	20	12,5	19,1	6,1	6,7	5	2,1	3							
18. CUE lessons contribute my learning of different vocabulary and terminology that belong different fields.	20	30	25,5	18,2	20	42,5	40,4	42,4	26,7	12,5	12,8	21,2	33,3	12,5	10,6	18,2	0	2,5	10,6	0							
19. The practical nature of activities in CUE lessons helps me learn English in a long lasting manner.	6,7	35	14,9	9,1	20	30	44,7	39,4	33,3	15	21,3	30,3	40	17,5	14,9	12,1	0	2,5	4,3	9,1							
20. CUE lessons help me improve my pronunciation.	6,7	17,5	10,6	12,1	46,7	45	42,6	36,4	33,3	22,5	27,7	33,3	13,3	15	14,9	18,2	0	0	4,3	0							
21. With the help of CUE lessons I practice my English speaking skill.	13,3	20	17	21,2	40	40	40,4	27,3	20	22,5	21,3	36,4	20	10	8,5	15,2	6,7	7,5	12,8	0							

Statement	Strongly %				Agree %				Notsure %				Disagree %				Strongly %				Disagree %			
	PRE	INT	UPR	ADV	PRE	INT	UPR	ADV	PRE	INT	UPR	ADV	PRE	INT	UPR	ADV	PRE	INT	UPR	ADV	PRE	INT	UPR	ADV
22. CUE lessons help me improve my English by using my time effectively.	13,3	20	10,6	9,1	20	22,5	31,9	24,2	40	30	31,9	39,4	26,7	22,5	17	24,2	0	5	8,5	3				
23. CUE lessons help me boost my vocabulary range.	6,7	27,5	14,9	21,2	26,7	25	38,3	45,5	46,7	25	21,3	27,3	13,3	20	14,9	3	6,7	2,5	10,6	3				
24. CUE means the practical use of English.	13,3	22,5	23,4	18,2	26,7	27,5	40,4	27,3	33,3	25	17	39,4	13,3	17,5	10,6	12,1	13,3	7,5	8,5	3				
25. CUE lessons help me see my skills that need improvement.	0	17,5	8,5	15,2	20	25	38,3	24,2	13,3	30	27,7	30,3	53,3	22,5	23,4	27,3	13,3	5	2,1	3				
26. CUE lessons help me understand daily conversations better.	13,3	25	12,8	12,1	26,7	30	55,3	42,4	46,7	25	17	33,3	6,7	17,5	10,6	12,1	6,7	2,5	4,3	0				
27. CUE means learning English outside the classroom environment.	13,3	27,5	23,4	24,2	33,3	17,5	31,9	30,3	26,7	32,5	19,1	21,2	13,3	17,5	12,8	15,2	13,3	5	12,8	9,1				
28. CUE means fun activities.	20	32,5	27,7	33,3	40	30	29,8	27,3	26,7	22,5	23,4	21,2	13,3	10	10,6	9,1	0	5	8,5	9,1				
29. CUE means a comfortable and a sincere atmosphere.	13,3	22,5	17	21,2	20	45	34	36,4	53,3	12,5	19,1	33,3	13,3	15	21,3	3	0	5	8,5	6,1				
30. After CUE lessons, I feel more motivated for the following lesson to attend my other lessons.	0	12,5	10,6	18,2	13,3	27,5	38,3	12,1	26,7	27,5	17	36,4	33,3	22,5	12,8	27,3	26,7	10	21,3	6,1				
31. CUE lessons help me improve my listening skill.	13,3	40	12,8	12,1	33,3	20	44,7	24,2	40	17,5	23,4	45,5	6,7	22,5	12,8	12,1	6,7	0	6,4	6,1				
32. I gain new knowledge apart from languages in CUE lessons.	13,3	27,5	10,6	24,2	40	42,5	48,9	42,4	40	17,5	21,3	21,2	6,7	10	10,6	9,1	0	2,5	8,5	3				
33. CUE is a social activity.	20	30	27,7	24,2	53,3	37,5	44,7	39,4	20	22,5	4,3	18,2	6,7	5	14,9	6,1	0	5	8,5	12,1				
34. CUE lessons contribute to my personal development.	6,7	25	12,8	15,2	26,7	30	44,7	30,3	26,7	37,5	21,3	30,3	40	7,5	12,8	15,2	0	0	8,5	9,1				
35. CUE lessons help me improve my writing skill.	13,3	22,5	6,4	9,1	26,7	25	36,2	33,3	26,7	32,5	29,8	33,3	26,7	15	17	21,2	6,7	5	10,6	3				
36. CUE lessons help me improve my reading skill.	6,7	30	10,6	12,1	26,7	32,5	36,2	36,4	33,3	25	27,7	33,3	26,7	10	17	18,2	6,7	2,5	8,5	0				
37. CUE lessons help me become more active student in other lessons.	0	17,5	12,8	9,1	26,7	37,5	25,5	42,4	33,3	30	38,3	33,3	33,3	15	14,9	12,1	6,7	0	8,5	3				

The findings of item analysis according to proficiency levels of students were carried out cumulatively. Hence, positive perceptions as Agree and Strongly Agree, and negative perceptions as Disagree and Strongly Disagree were interpreted as a total score while perceptions regarding Notsure were not counted. As seen in Table 4.2., when the general findings of the items regarding English proficiency levels of participants were analyzed, it can be revealed that positive perceptions were stated by Intermediate Level students the most followed by Upper-Intermediate Level students and Advance Level students while Pre-Intermediate Level students stated their positive views the least.

When examined in detail, Intermediate Level students were more on positive side than the other levels for the items 2, 5, 7, 9, 12, 15, 18, 19, 20, 21, 28, 29, 31, 32, 35, 36, 37 which are seventeen items in total. To illustrate, if the item 2 which states, "*CUE lessons help me internalize my English learning*" was analyzed, while slightly more than half of Intermediate Level students (52,5%) stated their positive views, less than half of the other levels stated their positive views namely; Upper-Intermediate for 46,8%, Advance for 32,3% and Pre-Intermediate for 26,7%.

On the other hand, even if the percentages of given positive perceptions of Intermediate Level students are higher, findings of responses of Upper Intermediate level and Advance Level are also close to Intermediate Level on some items (5, 18). For instance, in item 5, which questions whether "*CUE lessons raised their awareness towards learning English*" or not, it is found that almost half of the participants agreed with the item in Intermediate, Upper Intermediate and Advanced levels. The participants' responses concerning their proficiency levels are as follows respectively; Intermediate (47.5%); Upper Intermediate (44.6%) and Advanced (42.4%). On the other hand, almost the same amount of the participants (46.7 %) in pre-intermediate level stated their negative concern for the same item. Although the findings were based on participants self-reports, this finding revealed that the level of proficiency show significant difference in terms of participants' perceptions with regard to raising awareness in learning English. That is, based on this specific finding it can be claimed that participants in pre-intermediate level do not believe the positive contributions of CUE lessons in raising their awareness towards learning

English. The reason of it might stem from their lack of proficient speaking skills which is a very vital component of task completion in the CUE lessons.

The analysis of the item 9 regarding proficiency levels of students pointed out that while 57,5 % of Intermediate Level students are "*pleased to have taken CUE lessons*", only 26,6% of Pre-Intermediate Level students are glad to have attended CUE lessons and 40% of Pre-Intermediate Level students were on the negative side. Slightly more than half of Advance Level students (51,5%) and 44,6% of Upper-Intermediate Level students are also glad to have taken CUE lessons. Therefore, the students who are not glad to have taken CUE lessons could be more in Pre-Intermediate Level.

Additionally, as for the item 12, much more than half of the Intermediate Level students (60%) were on the positive side followed by Upper Intermediate students with 53,2% and Advance Level students with 48,5% while only 20% of Pre-Intermediate Level students "*found CUE lessons beneficial*" and 40% of them were on the negative side, which shows that Pre-Intermediate Level students could not really benefit from these lessons.

Concerning the item 18 which states, "*CUE lessons contribute my learning of different vocabulary and terminology that belong different fields*", a great deal of Intermediate Level students with 72,5% agreed with the item followed by Upper Intermediate Level students with 65,9%, Advance Level students with 60,6% and Pre-Intermediate Level students with 40 %.

Regarding the analysis of item 20 which changes the order of positive views of Levels revealed that while 62,5% of Intermediate Level students thought that "*CUE lessons help them improve their pronunciation*" , more than half of Pre-Intermediate Level students (53,4%) and more than half of Upper Intermediate Level students (53,2%) found CUE lessons helpful for the improvement of their pronunciation followed by Advance Level students with 48,5% of whose pronunciation could be already in a good level.

Similarly, the analysis of the item 21 concerning the benefits of CUE lessons on speaking skill, which is one of the purpose of CUE lessons based on tasks pointed out that while much more than half of Intermediate Level students (60%) thought

that *"With the help of CUE lessons they practice their English speaking skill"* , 57,4% of Upper Intermediate Level students, 53,3% of Pre-Intermediate Level students and 48,5% of Advance Level students agreed with the item 21.

Moreover, for the item 28, while 62,5% of Intermediate Level students *"find Cue lessons fun"*, 60,6 % of Advance Level students and 60% of Pre-Intermediate Level students agree with the item followed by Upper Intermediate Level students with 57,5%. Therefore, it can be concluded that likewise the other level students, Pre-Intermediate Level students found CUE lessons helpful for their pronunciation, speaking skill and see CUE lessons as fun activities.

However, as for the item 29 which states, *"CUE means a comfortable and sincere atmosphere"*, not many Pre-Intermediate Level students have agreed with the item (33,3%) while much more than half of Intermediate Level students (67,5%) think CUE lessons including comfortable and sincere atmosphere followed by Advance Level students with 57,6% and Upper Intermediate Level students with 51%.

Concerning *"the contributions of CUE lessons to listening skill"*, which is stated in the item 31, much more than Intermediate Level students (60%) thought that CUE lessons help them improve their listening skill followed by Upper-Intermediate Level students with 57,5%, Pre-Intermediate Level students with 46,6% and Advance Level students with 36,3% of whose listening skills might be already in a good level.

Moreover, the analysis of item 32 which is about the personal development of students, a great deal of Intermediate Level students with 70% stated that *"they gain new knowledge apart from languages in CUE lessons"* while 66,6% of Advance Level students followed by 59,5% of Upper-Intermediate Level students and 53,3% of Pre-Intermediate Level students agreed with with them.

As for the benefits of CUE lessons on writing skill, the analysis of item 35 put forward similar findings among levels as 47,5% of Intermediate Level students followed by 42,6% of Upper-Intermediate Level students, 42,4% of Advance Level students and 40% of Pre-Intermediate Level students agreed that *"CUE lessons help them improve their writing skill."*

However, concerning the contributions of CUE lessons to reading skill stated in the item 36, the analysis of the item revealed that while much more than half of Intermediate Level students (62,5%) thought that "*CUE lessons help them improve their reading skill*", less than half of other levels as 48,5 % of Advance Level students, 46,8% of Upper-Intermediate Level students and 33,4 % of Pre-Intermediate Level students stated their positive views on the benefits of CUE lessons regarding their improvement of reading skills.

For the final item in which the percentages of positive responses of Intermediate Level students were higher, the analysis of item 37 which states, "*CUE lessons help me become more active student in other lessons*" revealed that while 55% of Intermediate Level students and 51,5% of Advance Level students stated their positive opinions on the item, 38,3% of Upper-Intermediate Level students and 26,7% of Pre-Intermediate Level students stated their positive perceptions on the item 37. Moreover, 40% of Pre-Intermediate Level students disagreed with the item 37.

On the other hand, the analysis of the items revealed that Upper-Intermediate Level students were more on positive side than the other levels for the items 1, 3, 4, 10, 11, 13, 24, 25, 26, 27, 30, 34 which are twelve items in total. To begin, if the findings of the item 1 which states "*CUE lessons provide me with new learning opportunities*" were analyzed, slightly more than half of Upper-Intermediate Level students (53,2%) were on the positive side while 48,5% of Advance Level students followed by 42,5% of Intermediate Level students and 40,2% of Pre-Intermediate Level students stated their positive views on this item. However, 46,7% of Pre-Intermediate Level students disagreed that CUE lessons provided them with new learning opportunities while only 6% of Advance Level students were on the negative side with the item 1.

When examined the findings of the statement 4, while more than half of Upper Intermediate Level students (55,4%) agree with the item which states, "*CUE lessons help me express myself in English in a better manner*" , less than half of other level students agree with the statement; Advance Level students with 42,4%, Intermediate Level students with 35% and Pre-Intermediate Level students only with 13,3%. Moreover, 60% of Pre-Intermediate Level students disagree with the statement 4.

Regarding item 10 which states, "*CUE lessons accelerate my speed of English*", the analysis pointed out that less than half of all of the students in different levels agree with the item; 48,9% of Upper Level students, 45,5% of Advance Level students, 45% of Intermediate Level students and only 20% of Pre-Intermediate Level students. What's more, 40% of Pre-Intermediate Level students and 32,5% of Intermediate Level students did not think that CUE lessons increase their speed of English.

Concerning the improvement of students' level, the analysis of the item 11 which states, "*I believe that CUE lessons contribute to my level of English*" pointed out that while more than half of Upper-Intermediate Level students (59,6%) followed by Advance Level students with 51,5% agree with the statement, 40% of Intermediate Level students and only 26,7% of Pre-Intermediate Level students agree with the contributions of CUE lessons to their English proficiency level. Furthermore, 40% of Pre-Intermediate Level students were on the negative side with the item 11.

Regarding the analysis of item 13 in which it can be inferred from the statement that "*there is an opportunity in CUE lessons to use daily dialogues abundantly*" pointed out that while more than half of Upper-Intermediate students (53,2%) agree with the statement, 47,5% of Intermediate Level students, 42,4% of Advance level students and 40% of Pre-Intermediate Level students agree with the item. All the negative opinions of students in different levels were below 30%.

When the analysis of item 24 including "*the contributions of CUE lessons to the practical use of English*" was examined, it was found that a great deal of Upper-Intermediate Level students (63,8%) were on the positive side followed by Intermediate Level students with 50% while 45,5% of Advance Level students and 40% of Pre-Intermediate Level students agree with the statement.

The analysis of item 26 whose content is similar to item 13 put forward that much more than half of Upper-Intermediate Level students (68,1%) followed by Intermediate Level students with 55%, Advance Level students with 54,5% and Pre-Intermediate Level students with 40% stated that *CUE lessons help them understand daily conversations better*.

Moreover, the analysis of the item 30 highlighting the benefits of CUE lessons on the motivation of students puts forward that while almost half of Upper-Intermediate

Level students (48,9%) and Intermediate Level students (40%) were on the positive side, 60% of Pre-Intermediate Level students were on the negative side. It can be concluded that Pre-Intermediate Level students could not really benefit from CUE lessons in terms of their motivation.

Another finding from the analysis of the items was that the percentages of responses of students from different levels were sometimes really close. To illustrate, when the analysis of item 6 which states, *"Producing anything by using English in CUE lessons motivates me to learn English"* was examined, 57,6% of Advance Level students, 57,5% of Upper-Intermediate Level students and Intermediate Level students (57,5%) all were on the positive side while 40% of Pre-Intermediate Level students agree with them.

Moreover, if the analysis of item 22, which states *"CUE lessons help me improve my English by using time effectively"* was examined, while 42,5% of both Upper-Intermediate and Intermediate Level students agree that they spend their time effectively with CUE lessons to improve their English, 33,3% of both Advance and Pre-Intermediate Level students were also on the positive side.

On the other side, the analysis of the items put forward that Advance Level students were also on more positive side than other levels on some items namely 8, 14, 16, 17, 23 which are five items in total. For instance, when the findings of item 8, which states *"Constantly using English in CUE lessons improve my motivation in learning English"* was analyzed a great number of Advance Level students (66,7%) agree with the benefits of CUE lessons to their motivation, while much more than Upper-Intermediate Level students (61,7%), Intermediate Level students (57,5%) and 40% of Pre-Intermediate Level students also agree with the benefits of these lessons to their motivation.

What's more, the analysis of item 16 which states, *"CUE means students' being active"* put forward that much more than half of Advance Level students (63,6%) followed by Intermediate Level students (62,5) and Upper-Intermediate Level students (59,6%) felt themselves active and actively participated in CUE lessons while only 20% of Pre-Intermediate Level students agree with the item and 66,7% of Pre-Intermediate Level students were not sure for this item. Hence, it can be

concluded that apart from Pre-Intermediate Level students, students in the other levels were really active in these lessons.

Regarding the benefits of CUE lessons to students' motivation more, the analysis of item 17 stating *"Doing activities of my interest in CUE lessons improve my motivation in learning English"* pointed out that a great deal of Advance Level students (63,6%), Upper Intermediate Level students (61,7%), more than half of Intermediate Level students (55%) and slightly less than half of Pre-Intermediate Level students did activities in their own interest in CUE lessons and their motivation increased to learn English.

Another example in which Advance Level students benefited from CUE lessons in some aspects the most is in the item 23, which is about the benefits of CUE lessons to their improvement of vocabulary range. In the analysis, while a great deal of Advance Level students (66,7%) agree with the item, slightly more than Upper-Intermediate Level students (53,2%) and Intermediate Level students (52,5%) also benefited from CUE lessons for their improvement of vocabulary range. However, only 33,4% of Pre-Intermediate Level students benefited from these lessons for their vocabulary range.

Final finding from the analysis of the items according to proficiency levels of students was that surprisingly Pre-Intermediate Level students were more on positive side than the other levels on one item which was item 33 stating *"CUE is a social activity"* since not many Pre-Intermediate Level students stated their positive views on most items. Regarding the analysis of item 33, a great deal of Pre-Intermediate Level students (73,3%) followed by Upper Intermediate Level students (72,4%), Intermediate Level students (67,5%) and Advance Level students (63,6%) found CUE lessons very social.

The cumulative analysis of findings based on responses of participants regarding their English proficiency levels will be examined more under findings in relation to main research question while examining the general responses of participants in the following lines.

4.2. Findings Based on Research Questions

The study enquired the perceptions of students related to task-based CUE lessons. In the purpose of finding out the perceptions of task-based CUE lessons on EFL learners' language learning process, which was the main focus of the first research question, each item in the scale was analyzed in order to depict the whole picture. The results of the analysis were depicted as percentages and frequencies in Table 4.3. Thus, based on the analysis of each item (items 1-37) in the scale; the findings were reported in the following sections.

Table 4.3

Percentages and Frequencies of Items Based on Research Questions

Statements	Strongly Agree		Agree		Not sure		Disagree		Strongly Disagree	
	%	F	%	f	%	f	%	f	%	f
1. CUE lessons provide me with new learning opportunities	14,1	19	33,3	45	30,4	41	18,5	25	3,7	5
2. CUE lessons help me internalize my English learning.	11,1	15	31,9	43	30,4	41	22,2	30	4,4	6
3. CUE lessons help me relate English with daily life	14,1	19	33,3	45	34,8	47	12,6	17	5,2	7
4. CUE lessons help me express myself in English in a better manner	12,6	17	28,9	39	30,4	41	20,7	28	7,4	10
5. CUE lessons raise my awareness in learning English	13,3	18	30,4	41	30,4	41	23,0	31	3,0	4
6. Producing anything by using English in CUE lessons motivates me to learn English	24,4	33	31,1	42	26,7	36	15,6	21	2,2	3
7. I recommend CUE lessons to all learners of English	20,0	27	27,4	37	29,6	40	17,0	23	5,9	8
8. Constantly using English in CUE lessons improve my motivation in learning English	18,5	25	40,7	55	21,5	29	15,6	21	3,7	5
9. I am glad to have taken CUE lessons	17,0	23	31,1	42	26,7	36	13,3	18	11,9	16
10. CUE lessons accelerate my speed of English learning process	11,1	15	32,6	44	28,9	39	25,2	34	2,2	3
11. I believe that CUE lessons contribute to my level of English	17,8	24	30,4	41	34,1	46	11,9	16	5,9	8
12. Generally speaking, I find CUE lessons beneficial	14,8	20	35,6	48	25,2	34	13,3	18	11,1	15
13. CUE lessons help me learn daily dialogues	14,1	19	33,3	45	29,6	40	17,0	23	5,9	8
14. CUE means a new technic to learn English	18,5	25	34,8	47	25,9	35	13,3	18	7,4	10
15. CUE lessons help me overcome my hesitation in speaking English	16,3	22	34,1	46	23,0	31	20,7	28	5,9	8
16. CUE means students' being active	23,7	32	33,3	45	24,4	33	13,3	18	5,2	7
17. Doing activities of my interest	28,9	39	29,6	40	23,7	32	14,1	19	3,7	5

18.	in CUE lessons improve my motivation in learning English	24,4	33	39,3	53	16,3	22	15,6	21	4,4	6
19.	CUE lessons contribute my learning of different vocabulary and terminology that belong different fields	18,5	25	36,3	49	23,0	31	17,8	24	4,4	6
20.	The practical nature of activities in CUE lessons helps me learn English in a long lasting manner	12,6	17	42,2	57	28,1	38	15,6	21	1,5	2
21.	CUE lessons help me improve my pronunciation	18,5	25	37,0	50	25,2	34	11,9	16	7,4	10
22.	With the help of CUE lessons I practice my English speaking skill	13,3	18	25,9	35	34,1	46	21,5	29	5,2	7
23.	CUE lessons help me improve my English by using my time effectively	19,3	26	34,8	47	26,7	36	13,3	18	5,9	8
24.	CUE lessons help me boost my vocabulary range	20,7	28	31,9	43	26,7	36	13,3	18	7,4	10
25.	CUE means the practical use of English	11,9	16	28,9	39	27,4	37	27,4	37	4,4	6
26.	CUE lessons help me see my skills that need improvement	16,3	22	41,5	56	26,7	36	12,6	17	3,0	4
27.	CUE lessons help me understand daily conversations better	23,7	32	27,4	37	24,4	33	14,8	20	9,6	13
28.	CUE means learning English outside the classroom environment	29,6	40	30,4	41	23,0	31	10,4	14	6,7	9
29.	CUE means fun activities	19,3	26	36,3	49	24,4	33	14,1	19	5,9	8
30.	CUE means a comfortable and a sincere atmosphere	11,9	16	25,9	35	25,9	35	21,5	29	14,8	20
31.	After CUE lessons, I feel more motivated for the following lesson to attend my other lessons	20,7	28	31,1	42	28,9	39	14,8	20	4,4	6
32.	CUE lessons help me improve my listening skill	19,3	26	44,4	60	22,2	30	9,6	13	4,4	6
33.	I gain new knowledge apart from languages in CUE lessons	26,7	36	42,2	57	14,8	20	8,9	12	7,4	10
34.	CUE is a social activity	16,3	22	34,8	47	28,9	39	14,8	20	5,2	7
35.	CUE lessons contribute to my personal development	12,6	17	31,1	42	31,1	42	18,5	25	6,7	9
36.	CUE lessons help me improve my writing skill	16,3	22	34,1	46	28,9	39	16,3	22	4,4	6
37.	CUE lessons help me improve my reading skill	11,9	16	33,3	45	34,1	46	16,3	22	4,4	6
37.	CUE lessons help me become more active student in other lessons										

A common belief that students' perceptions are crucial concerning the effects of CUE lessons since they are the actual language users and participants in these lessons. General analysis of findings based on "Perceptions of EFL learners towards task-based CUE lessons" revealed that, as it is seen in Table 4.3, over half of the participants have varying degree of positive perceptions towards CUE lessons in their language learning process.

When the picture is seen in detail, the results depicted in Table 4.3. will be handled item by item. The analysis of the items 1 to 37 sought general benefits of CUE lessons in English language learning process.

To start with, the analysis of the item 1 revealed that while almost half of the participants (47,4%) think that "*CUE lessons provide them with new learning opportunities*" 30 participants out of 135 which is 22 % in total do not agree with the statement.

The second item stating "*The effect of task-based CUE lessons on EFL learners' language skills and learning process*" revealed that 58 participants out of 135 which is 43 % in total have positive attitudes. That is, they believe that "*CUE lessons help them internalize their English learning*" while 34,4 % of the participants in total do not agree with the statement.

Besides, participants' responses to item 3, which states "*CUE lessons help me relate English with daily life*" revealed that almost half of the participants (47,4%) agree with the statement.

When asked if "*CUE lessons help them express themselves in English in a better manner*" (item 4), 41,5 % of the participants in total have agreed with the item. Additionally, it is found that, 30,4 % of the participants neither agree nor disagree with this statement. Therefore, it can be concluded that while some of the students found CUE lessons useful to improve expressing themselves better, some of them could not benefit from CUE lessons in this aspect.

On the other side, participants' positive attitudes towards CUE lessons can be seen in their responses to item 5, which states, "*CUE lessons raise my awareness in learning English*". While almost 44% of the participants stated that they agree with this statement, only 26 % of them are on the negative side.

In their responses to item 6, which states "*Producing anything by using English in CUE lessons motivates me to learn English*", over half of the participants (55,6%) realize a powerful relation between students' motivation and their use of English in CUE lessons while only 17,8 % of the participants do not agree with the item.

The analysis of the item 7 revealed that while almost half of the participants (47,4 %) "*recommend CUE lessons to all learners of English*", some of them (22,9%) do not recommend CUE lessons to all learner of English.

In terms of motivation, in accordance with the item 6, the analysis of the item 8 which states, "*Constantly using English in CUE lessons improve my motivation in learning English*" revealed that a great deal of the participants (59,3 %) think that CUE lessons contributes to their motivation to learn English while only 19,3 % of the participants do not share such a motivation.

Furthermore, the findings related to the item 9 presents the fact that almost half of the participants with 48,1% of which 44,9% of female and 50% of male students are "*glad to have taken CUE lessons*". Additionally, it is found that, almost a quarter of the participants (25,2%) disagree with this item.

Regarding the statement 10, while 43,7% of the participants believe that "*CUE lessons accelerate their speed of English learning process*", 37 participants out of 135 which is 27,4 % do not admit CUE lessons to increase their English learning speed. It can be inferred that while CUE lessons increased the learning speed of some students, they did not affect some students' learning speed.

The analysis of item 11 reveals students' perceptions on the contributions of CUE lessons to their level of English over their positive and negative opinions towards the statement "*I believe that CUE lessons contribute to my level of English*" with close percentages, 48,1 % and 46 % respectively.

When asked if "*students generally find CUE lessons beneficial*" (item 12), 68 participants out of 135 which is 50,4 % in total have agreed with the item. However, 24,4 % of the participants do not find CUE lessons beneficial.

In accordance with the item 3, the analysis of the item 13 revealed that while almost half of the participants (47,4 %) think that "*CUE lessons help them learn daily dialogues*", some of them (22,9 %) do not believe in the statement.

Besides, in their responses to item 14, which states "*CUE means a new technic to learn English*" most of the participants (53,3%) have positive perceptions. That is,

they believe that in reverse to English lessons attended regularly, CUE lessons follow a different syllabus.

Furthermore, the findings related to the item 15 presents the fact that slightly over half of the participants (50,4 %) believe that *"CUE lessons help them overcome their hesitation in speaking English"*.

In terms of the analysis of item 16, much more than half of the participants %57 (f=77) in total think that *"CUE means students' being active"* while 18,5 % of the participants respond on the negative side which reveals that students perform the language and produce through CUE lessons.

Besides, when asked if *"doing activities of their interest in CUE lessons improve their motivation in learning English"* as item 17, more than 58 % of the students reported on the positive side which reveals that students attend CUE lessons which are in their own interest and since they are interested in the chosen field, their intrinsic motivation increases through these lessons in which they perform and improve their English language.

Likewise, participants' positive attitudes towards CUE lessons seen in their responses to item 18, which states, *"CUE lessons contribute my learning of different vocabulary and terminology that belong different fields"*. While a great deal of 63,7% of the participants stated that they agree with this statement, only 20 % of them are on the negative side which reveals that CUE lessons present wide range of vocabulary input in different fields.

When asked if *"the practical nature of activities in CUE lessons helps them learn English in a long lasting manner"* (item 19), 74 participants out of 135 which is 54,8 % in total have agreed with the item while 22,2% of the participants took part in the negative side.

In terms of speaking skill, the analysis of item 20, which states *"CUE lessons help me improve my pronunciation"* pointed out that 54,8 % of the participants have agreed with the item while 17,1 % of the participants have disagreed with the item. Additionally, it is found that, more than a quarter of the participants (28,1%) took part in notsure part.

Moreover, majority of participants (55,5 %) agrees to the statement "*with the help of CUE lessons I practice my English speaking skill*" (item 21), on the other hand only 19,3 % of the participants declared their disagreement with the statement. Therefore, we clearly arrive to a judgment that most of the students participating in the study have benefited from CUE lessons to practice their English speaking skill.

Participants' responses to the statement that "*CUE lessons help me improve my English by using my time effectively*" (item 22) reveals that while less than half of the students (39,1 %) were on the positive side, 26,7 % of them stood on the negative side. Additionally, it is found that, 34,1% of the participants neither agree nor disagree with the statement. It can be interpreted that since CUE lessons are not optional and the absenteeism is important, students might have not seen the lessons to spend their time according to willingness of them. However, since the spent time through the lessons is valuable, most of the students think that CUE lessons contribute to improve their English through the CUE lessons attended.

When asked if "*CUE lessons help them boost their vocabulary range*" (item 23), more than half of the participants (54,1) have agreed with the statement. This finding showed that in accordance with item 18, CUE lessons contribute students' learning and improving their vocabulary in learning process.

Furthermore, in item 24, which states, "*CUE means the practical use of English*", slightly over half of the participants (52,6 %) responded on the positive side. That is, they believe that CUE lessons provide them to use and perform English language. Additionally, it is found that, almost a quarter of the participants (26,7%) neither agree nor disagree with this statement.

On the other hand, 40,8 % of students agreed to the statement (item 25) which states "*CUE lessons help them see their skills that need improvement*" while 31,8 % of the participants do not agree with the item, which is also high with 43 participants out of 135 in total. This finding pointed out that while many participants realize their lack of skills to be improved through CUE lessons as task-based lessons, some of them do not realize and control their own language improvement process in terms of learner autonomy.

When asked if "*CUE lessons help them understand daily conversations better*" (item 26), more than half of the students (%57,8) have agreed with the item in which most of the students showed their positive views. That is, students found chance to both listen, figure out and perform daily used English language through conversations with other students through CUE lessons since CUE lessons depending on Task-based language teaching approach, they provide a social environment and situations that are similar to real-life. improve their speaking skill through CUE lessons.

Similarly, the analysis of the item 27, which states "*CUE means learning English outside the classroom environment*" revealed that more than half of the participants (51,1%) were on the positive side, only 24,4% of them stood on the negative side. The responses given by students to the statement display CUE as task-based lesson meet the features of Task-based language learning approach.

The analysis of the item 28 giving one of the definitions of CUE revealed that much more than half of the participants (60 %) see CUE lessons as "*fun activities*" while only 17,1 % of them were on the negative side. This finding shows that a great deal of the participants enjoy CUE lessons while they are also practising English language.

Likewise, participants' positive attitudes towards CUE lessons seen in their responses to item 29, which states, "*CUE means a comfortable and a sincere atmosphere*". While almost 56% of the participants stated that they agree with this statement, only 20 % of them are on the negative side.

The responses given by students to item 30 which states "*After CUE lessons, I feel more motivated for the following lesson to attend my other lessons*" were similar in percentages in which students agree and disagree with the item respectively with 37,8% and 36,3%. These close percentages give us a hint that while CUE lessons give motivations to some of the participants for the following lessons, some of them do not feel that motivation.

Rather than speaking skill, in terms of other skills such as listening emphasized in item 31 which states, "*CUE lessons help me improve my listening skill*", slightly more than half of the participants (51,8 %) are on the positive side while only 19,2 %

of them are on the negative side. This finding shows that CUE lessons also help listening skills of the students improve in some way.

Moreover, as reflected in 4.3., majority of students find CUE lessons beneficial for gaining knowledge about other fields rather than just improving English language in such a degree that 63,7% of participants have positive perceptions to the item that "*I gain new knowledge apart from languages in CUE lessons*" (item 32).

In accordance with item 26, item 33 which states "*CUE is a social activity*" carries the features of task-based language teaching approach providing students a social atmosphere to perform the language with other students in interaction. The analysis of the item reveals that a great deal of participants, 93 out of 135 (68,9%) agree with the statement while only 16,3 % are on the negative side.

When asked if "*CUE lessons contribute to participants' personal development*" (item 34), slightly more than half of the students 51,1 % agreed with the statement while only 20 % of them were on negative side, which reveals that in accordance with item 32, students gain knowledge for their personal development through CUE lessons.

In terms of reading and writing skills apart from speaking and listening skills, the items 35 and 36 which state "*CUE lessons help me improve my writing skill*" and "*CUE lessons help me improve my reading skill*" respectively revealed in the analyses that while 43,7 % of the participants have positive perceptions on the item 35 which is about the contribution of CUE lessons on students' writing skill, 50,4% of the participants show positive perceptions on the item 36 which is about the contribution of CUE lessons on students' reading skill. Hence, even if participants in general benefited from CUE lessons for their improvement of reading skill and writing skill, they found CUE lessons to improve their reading skill more.

As for the final item (item 37) which is in accordance with item 30 in which the results were similar regarding participants' perceptions, the analysis revealed that 45,2 % of the participants agreed with the statement which states "*CUE lessons help me become more active student in other lessons*" while 20,7 % of them disagreed with item and 34,1 % of the participants were on notsure side. This finding revealed that CUE lessons give most of the students energy and enthusiasm to be more active in following lessons.

4.3. Findings Based on Student Interviews

In order to provide support for the interpretation of findings as well as to find out further details about the perceptions of the participants on CUE lessons, several semi-structured interviews both with students and teachers were carried out. The responses of the interviews students relayed will be discussed in the following lines.

As for figuring out participants' further concerns about CUE lessons and activities, as for the first interview question, they were asked about the good aspects of CUE lessons. Although participants responses to the first interview question were varying, the content analysis of the transcripts revealed that most of the students agree that CUE lessons are to socialize, meet new friends, have fun, relax, increase communication between teachers and students and be motivated as the pioneering good aspects of CUE lessons based on the analysis of participants responses. Some of the interviewees declared their responses as:

CUE has an encouraging effect that helps us to socialize and use time in an enjoyable way. I can meet new people and make new friends. CUE can help us to overcome our fear of speaking English. (Interviewee A)

Similarly, interviewee **D** explained his view as:

I especially enjoyed Graffiti CUE and helped me have enjoyable and effective time. Our teacher's energy also helped. I think the purpose of these lessons is to share information with each other and increase communication with the teacher to increase student's social and language improvement and it really helped.

Another interviewee (**F**) reinforced this point in the following words:

CUE is a moment of distraction, relax and communication. It permits students to know about each other, too. In our class we only know our classmates, but in CUE lessons, we also meet other students in the school and make friends. CUE is being in a group and practise English language.

Likewise, Interviewee (**I**) said;

I think it's excellent for me. The atmosphere provided friendship and I feel motivated to learn English. We also meet new teachers because we just know our teachers in our usual classes, so CUE also improves communication between teachers and us. I start to communicate with my teachers more easily because CUE improved our relationship with teachers.

Based on the analysis of the interview data, other outstanding good aspects of the CUE lessons are to learn new and interesting things in different fields, and improve English language skills in different aspects as more than half of participants stated. Some of the participants expressed their thoughts as:

There is an expression in English. One of them is "know", the other one is "speak". Nobody asks you "Do you know English?" because speaking English is important not to know it. CUE helps us speak English.
(Interviewee C)

CUE lessons are useful for my English language improvement. In practice, we learn English faster and better than in a classroom.
(Interviewee A)

We made a lot of group discussions, variety of activities through communications, talkings to learn English better. **(Interviewee I)**

Similarly, Interviewee **J** expressed the enjoyable time he had while mentioning the benefits of CUE lessons in English language learning process as:

I spend great time in CUE courses and learn how to speak properly with Toastmasters CUE. It's a very different way to learn English and it's very amusing. I learn very different things. I also make new friends and practise more. It is a very good way to spend time in a valuable way.
(Interviewee J)

The following three statements, taking attention to the contribution of CUE lessons on personal development and improving English language while enjoying the activities explained by interviewees (**B**, **E** and **M**) reflect:

We use English language out of the class. Another words, we use English in our life. I think these lessons are very interesting and enjoyable. It means that I can learn English by having more fun. One of the beneficial thing of CUE lessons is that I can improve not only my English skills, but also can improve my talents. (Interviewee B)

When I come to CUE lesson, I find a very nice atmosphere. I begin to think that life is more interesting that we have many opportunities! I think that it's our opportunity to learn English out of the lessons because it is not enough to study during the lesson or after the lesson. Practice is more important to learn a language. I want to use this language wherever I want such as in my job, travelling, to understand movies without subtitles...etc. (Interviewee E)

It's a really interesting way to learn English outside of our classes. CUE helps us improve our English with different activities and improve our knowledge in different fields. While we're doing CUEs, simultaneously we're improving our English. We have the opportunity to practise English with friends a lot. (Interviewee M)

Besides, another interviewee (G) and interviewee L echoed their similar thoughts as:

CUE helps us learn English outside of lessons, be active and improve speaking. It is effective for learning daily English. I also learned many social things which help in my life. CUE is both enjoyable and teaches us English. We experienced that school is not covered just with walls. (Interviewee G)

Thanks to CUE, we bring English into life and it provides creativity. It is both a social activity to learn new and interesting things and a manner of English language learning. I do the things I enjoy with English, so I actively participate in these lessons and have fun. We also relax our mind and body to continue studying English in our classes. (Interviewee L)

Interviewees **H**, **I** and **K** concentrated on the benefits of working together and having discussions to improve their English while achieving tasks in CUE lessons in their statements as:

We have so many discussions in CUE class that will force us to listen to other classmates and also give our own ideas to others, so day by day those discussions affect our English. CUE brings us new opportunities of learning English language. Everybody also knits up faster in CUE environment and it gives us chance to communicate more. We get to know each other with enjoyable activities. (Interviewee H)

It helps us to learn a lot of new words about the subject that we like and attend. If we learn something with interest, it can bring us really good opportunities of language learning and we enjoy learning. There is also an environment in CUE that we can share every information with each other in any case. The effort to speak to others increase our English learning speed. We also get used to each other, our teachers and environment faster. (Interviewee K)

To investigate the benefits of CUE lessons in English language learning more in detail, one more interview question is asked to students which states, "In your opinion, did the CUE lessons help you improve your English?" and they are required to explain their thoughts a little bit. Based on the analysis of the interview data, the responses to second interview question were all positive and supporting that CUE lessons especially contribute to the improvement of both speaking and listening skills, vocabulary range and pronunciation as most of the students stated. Besides, some of the students also stated that CUE contributes to writing and reading skills even to grammar knowledge.

Regarding the contributions of CUE lessons on vocabulary range, pronunciation, speaking and listening skills, which might improve together in a task-based lesson, some of the students stated their opinions as:

I enhanced my vocabulary range and improved my pronunciation. I can find a lot of people in CUE lessons to improve my speaking, so I improved my speaking. I also found chance to learn the meanings of new

words when I encounter unknown words while practising. (Interviewee A)

When we attend CUE lessons, we get used to pronunciation of words since we always speak English to do activities, so our pronunciation, listening and speaking skills improve. Many companies need people who can speak English fluently and CUE helps speaking fluently. (Interviewee E)

I enjoy CUE lessons already. I learn how I can use many words in a sentence naturally. It's awesome. I always learn new vocabulary in CUE lessons, as well. CUE is learning by experiencing. We learn English more easily and in an enjoyable way, so I don't get bored in the lessons. CUE lessons have more active activities to use English. (Interviewee I)

Along similar lines, Interviewee **H** explained his thoughts:

We use English in a social life in CUE lessons, so we learn faster and more permanently. It really contributed to English improvement such as speaking and listening and I see the difference on me, myself. I also learned the correct way of pronouncing the words and my ears get used to voice of English words. I really want CUE lessons to continue and other students attend these lessons.

CUE teaches us to speak in daily life and I think that means to accept the language. I also learned new words that I don't learn in our standard lessons. (Interviewee M)

The following statement explained by interviewee **K** also highlights the contribution of CUE lessons to vocabulary range and makes emphasis on the gaining daily use of English as:

There is a social atmosphere in CUE lessons, so I learn daily use of English. We also get familiar to new words in conversations. Word Games CUE was very joyful and educational. CUE helped to overcome my negative thoughts about English learning.

Another interviewee said:

I learn special terms and vocabulary of a field I am interested in. It also improves pronunciation and speaking. For example, we watch a movie with English subtitles in Movie CUE and I see the way they speak, so I try to correct my own English. (Interviewee L)

Likewise, interviewee **J** expressed similar views by giving examples from the CUE lessons he attended:

We improve our English especially speaking, communicate with each other and learn to speak accurately (Toastmasters) because in CUE lessons I attended, we watched movies with English subtitles (Movie CUE) and had discussions, played word games (Word games CUE) and intellectual games. (Interviewee J)

Similarly, with the emphasizes on the improvement of pronunciation and speaking skill, interviewee **F** stated that:

The things I mostly benefit from these lessons are speaking fluently and listening and I learn real pronunciation of words because I get used to listening to each other in discussions. We also learn how to use English in practice.

Besides, interviewee **D** expressed sincere thoughts and mentioned personal features of himself as a shy student and implied that CUE lessons helped him to come out of his shell as:

Even if I am a shy student, I started to speak English in CUE lessons because I really have fun in CUE lessons and wanted to speak with my friends in dialogues. When we use English in daily life, our English improvement accelerates and we find chance to use English like in daily life in CUE lessons. I also improved listening while listening to my friends and my teachers in our conversations and games.

In a similar vein, Interviewee **B** echoed the contributions of CUE lessons in language learning process and his sincere thoughts about the weakness of his English language which improved thanks to CUE lessons as he implied:

Even if I had difficulty in expressing myself and understanding what is said during activities. Later, I started to understand and speak, so I improved my speaking and listening with CUE. All skills can be improved because there are many Cue lessons to improve each skill such as writing and reading (Poetry CUE, writing reports in some CUEs, Reading Room)

As Interviewee B above and some participants below mentioned, it is revealed that CUE lessons also help improve the other language skills such as writing, reading and grammar knowledge:

CUE lessons helped me to improve my vocabulary, grammar, reading, writing and listening. We did researches and read in English. We also wrote reports and prepared writing in Online Newspaper CUE and exchanged with our friends. I improved my reading, writing, grammar and vocabulary in this way. (Interviewee C)

CUE helped me to improve my English and express myself better in English for the future. It also helped me write well without getting bored. (Interviewee M)

In other respects, the following statement makes emphasis on the creativity and critical thinking through CUE lessons expressed by interviewee **G** as:

CUE lessons help us learn the language more effectively because it brings us to think. They also make us creative to improve our English because what we get from the class, we should practise it after the lesson. CUE creates environment to practise it.

Besides the benefits and good aspects of CUE lessons, students' expectations, suggestions, and whether CUE lessons have negative sides were also investigated, so the third interview question which states, "What were the bad aspects of CUE lessons?" and fourth interview question which states, "What suggestions do you have

to improve CUE lessons?" were asked. The responses of students to third and fourth questions were collected and evaluated together. Even if participants responses to the third and fourth interview questions were varying, the content analysis of the transcripts revealed some remarkable results.

When bad aspects of CUE lessons and some suggestions were asked, the analysis of the responses of participants revealed some thoughts on the procedures of CUE lessons. That is, while some students found CUE lessons disciplined, some students found them relax as:

The schedule, organization of CUE lessons and everything is great. I really have fun and relax in CUE lessons. (Interviewee J)

CUE lessons should not be like lessons and they should be like activities. There should not be rules. For example, the discussion and report questions of Movie CUE is very difficult. It is already difficult to understand the movie and they ask questions in detail. I am afraid and do not want to attend the CUE because if I can't answer the questions, I can't get points. CUE lessons should be more flexible and easy. (Interviewee F)

The organization and the basis of CUE lessons should be arranged more carefully. (Interviewee K)

Moreover, the analysis of the third and fourth interview questions also revealed some thoughts on CUE instructors as people carrying out these lessons with students. That is, while some students find CUE instructors sincere and friendly, some students expect teachers to be more active, creative and energetic.

CUE instructors are friendly, helpful and sweet. They can't be better than now. (Interviewee M)

CUE lessons were fun, but I expect teachers to be more motivating. For example, I was really interested in Greek Mythology CUE and we found the content, stories and the process of the lesson very attractive, so teachers should be more energetic, active and creative. (Interviewee I)

In other respects, some students expect teachers to be more serious and disciplined as interviewee **L** stated:

Teachers in CUE lessons are very sincere and friendly and there is a relax atmosphere. Students sometimes don't take CUE lessons seriously. There should be more discipline and teacher should be more serious and have rules. (Interviewee L)

The responses of participants also revealed one remarkable finding that most of the students would like to attend CUE lessons optional and they do not want the attendance to be counted. Some interviewees declared their responses as:

I believe the projects in CUE lessons should not affect our usual lessons and our homework. It should be voluntary. (Interviewee B)

CUE is obligatory and attendance is important. I think, there mustn't be attendance otherwise students would be demotivated because if CUE lessons are interesting and teachers are motivating, there is no need for attendance. (Interviewee A)

Along similar lines, Interviewee **D** explained his thoughts:

If there is a compulsory attendance, it is nonsense to expect a lesson to be fun. I get bored if a lesson is compulsory. Even CUE lessons are enjoyable, creativity should be increased and the pressure on students should be decreased. It can also be less crowded. (Interviewee D)

Besides, another interviewee **M** and interviewee **L** echoed their similar views as:

In CUE, we get points and there is an attendance. If a student tries to get points, the student do not come to lesson voluntarily. CUE lessons should be optional, so whoever wants to improve their English can choose to attend or not. (Interviewee M)

There are sometimes students who just come to join lessons and they affect others badly. Who really wants to come to CUE lessons and

improve their English, they must come, so CUE should be voluntarily.

(Interviewee L)

Based on another finding in the present study, it is also reached that on the one hand some students actively participated in some CUE lessons on the other hand most of the students did not have chance to actively participate in the lessons because of the unlimitation of number of students attending a CUE lesson. Some of the students expressed their thoughts on the limitation of the number of students in CUE lessons as:

CUE lessons are very crowded such as Music and Media, so it is sometimes not effective. I suggest that they should separate some crowded CUE lessons into two groups, so it can be both effective and everybody can attend. (Interviewee E)

CUE classes get crowded, so we have small opportunity to learn and communicate with our teachers. (Interviewee I)

Another interviewee (G) reinforced this point in the following words:

There should be limited amount of students in each CUE. CUE is more interesting than our normal classes, so I want to attend a CUE with less people and benefit from it. (Interviewee G)

Another finding in the following statement highlights the separation of different levels in different classes explained by one interviewee (H) as:

There is a problem for lower level students. We can not actively participate to the lessons with higher level students. CUE classes should be homogen and each level should attend CUE lessons separately.

In other respects, the analysis of responses of participants revealed that some CUE lessons promote low language learning environment. Some of the students stated their views as:

There shouldn't be CUE lessons based on physical activities such as sports, basketball or football. They do not really contribute to English

improvement but just to practise daily speaking and they just improve us physically. We hear and learn limited new words from our teachers and speak less when we play sports. (Interviewee C)

Sports CUE should be removed since I hear limited English such as while the teacher wants the ball, but I just listen and speak a little bit. It is not a very effective CUE to learn English. I learn new terms, but learn limited vocabulary and we speak some daily conversations in Sports CUE. (Interviewee J)

As the final question of the interview, which states "Is there any CUE activity you can offer?" was asked to find out new CUE offers that students would like attend. The analysis of the final interview question revealed that there are a lot of enjoyable activities offered that students might benefit from while practising their English language as:

There should be more different genres in CUE such as special activities that help us learn about our academic fields. (Interviewee B)

There can be theatre and drama activities. (Interviewee C)

There can be CUE lessons such as electronics. (Interviewee D)

We can have online activities such as blogs or different activities on computer that we can use lab. (Interviewee E)

There should be more CUE lessons in different fields such as playing an instrument (guitar, piano..etc). (Interviewee G)

We can have Turkish Culture CUE, so we learn our things in English and have fun such as performing drama. (Interviewee H)

There can be more CUE lessons such as photography, travelling...etc. (Interviewee I)

There can be more CUE lessons such as mind games or competitions with creative projects or different kinds of competitions. (Interviewee J)

There should be more lessons based on music, cinema, drama, theatre which improves our speaking more. There can also be projects in CUEs based on our majors to learn some terminology before we start our academic year. (Interviewee K)

There can also be painting and cooking CUEs. We can also continue to attend CUE lessons in our academic year. (Interviewee M)

Overall, it appeared that many more CUE lessons based on tasks that promote high language learning environment would be adapted and added in which students improve their English language as well as having fun in their own interest. Furthermore, some of above mentioned CUE lessons were offered to the administration within the scope of the study with the results of semi-structured interviews, it was decided that if the budget is provided for the equipment, they would be opened in the second education year and in the second education year, more CUE lessons were added such as drama and photography.

4.4. Findings Based on Teacher Interviews

In terms of first gathered data to provide support to research questions and to find out the contributions of CUE lessons on students' language learning process, semi-structured interviews to gather qualitative data were also carried out through the first education year with the teachers of CUE lessons who delivered them in the modules. Within the scope of the study, the findings were also shared with the administration to help rearrange the syllabus of CUE lessons based on tasks for the second education year. The responses of semi-structured interviews CUE instructors relayed will be discussed in the following lines.

The responses to first interview question which states "*Did you have fun leading your CUE activity?*" were mostly positive. All CUE instructors of FIT, Words games, recycling, global village, media, online newspaper, cinema sessions apart from Reading room and Study Hall answered that they really had fun leading their CUE activity, which points out that teachers also enjoy during CUE lessons. The negative response of CUE instructor of Reading room could be because of the passive reading in the room and Study Hall just depends on mentoring to students for their lack of language skills.

When asked "How did students use and experience English during your CUE activity?", the analysis of the second interview question revealed that students used and experienced English in most of CUE lessons as most of the instructors explained the language outcomes of their CUE lesson as:

Students in my CUE lessons learned and repeated the exercise names and vocabulary related to the activity. They also performed the exercises later. (CUE instructor of FIT)

Learners read, spoke and wrote in English. Moreover, they made materials and created word games on their own apart from the games I supplied for them. (CUE instructor of Word Games)

Students in our CUE spoke and discussed issues in English in interaction. Furthermore, they presented them later. (CUE instructors of Global Village)

Students listened to English and spoke in English during the lessons. (CUE instructors of Sports)

Students watched clips, gave feedbacks and prepared speech in English. (CUE instructor of Toastmasters)

Learners learned the vocabulary related to recycling, discussed environmental problems and possible solutions in English. Furthermore, recycling students carried out a project to collect empty bottles in whole school and prepared a new year tree with collected bottles at the end of the module. (CUE instructor of Recycling)

On the other hand, students did not really perform English language in some of CUE lessons such as Study Hall and Reading Room whose instructors stated their views as:

Students only asked questions in English and studied on their lack of language skills. (CUE instructors of Study Hall)

Students read the appropriate level of books. (CUE instructor of Reading room)

It was seen that Study Hall and Reading room does not carry out the features of task-based lessons since they do not include much interaction. Reading Room has sometimes discussion part at the end of the lessons and summary exchange among students.

The analysis of question 3, which states, "*How did you feel about using the student-centered Attendance Sheets?(Appendix H) Were these sheets effective?*" revealed that while half of CUE instructors were on the positive side and stated that student-centered sheets are better to use and it helps students take their responsibility, half of CUE instructors were on the negative side since they stated that student-centered Sheets are fine, but it is hard to keep track of them. Since the syllabus of CUE lessons was to be rearranged in the new education year (2013-2014) concerning the syllabus of CUE lessons based on tasks, student-centered attendance sheet was offered to the administration to be eliminated within the scope of the study. Previously, students had to list which CUE activity they attend in each column of the Attendance Sheet and get the CUE instructor to sign this sheet (Appendix H). Besides, they had to attend 12 CUE lessons in a module and these CUE lessons could be different from each other. They also had to have one of their level teachers to sign their sheet every 3 weeks. Thus, in order to make it more organized with the suggestions of results of semi-structured interviews within the scope of the study, it was decided that students sign up only one CUE in the new education year, in which the principles of task-based syllabus could be carried out properly since the objectives of each CUE lesson and tasks during these lessons could be achieved better in a more planned period of time, which lasts 6 weeks for each CUE lesson with the same students. Moreover, another decision was that teachers keep sign up

attendance sheet of their students and hand in to administration at the end of each module in order not to cause any problems.

When asked if "*CUE lessons of instructors have a final goal or project at the end of the module*", more than half of CUE instructors namely Study Hall, Reading Room, FIT, Word Games, Sports, Weight training answered negatively while some of the CUE instructors responded positively as;

Students make presentations about chosen culture. (CUE instructors of Global Village)

Students organize an open Toastmasters expo. (CUE instructor of Toast masters)

Students carry out projects in the school to take the attention of all students at the university by transferring empty plastic bottles into projects. Moreover, they get prepared to expo with their projects and presentations. (CUE instructor of Recycling)

Depending on these feedbacks of fourth interview question, within the scope of the study and the meetings in program development unit, the content of some ongoing CUE lessons were planned again according to task-based syllabus for the following education year. A lesson plan sheet was required from CUE instructors including objectives and assessment stages.

Concerning the contributions of CUE lessons to improvement of language skills, fifth interview question which states "*Did your CUE activity help students learn skills that they cannot learn in class?*" was asked. The responses of CUE instructors to fifth interview question revealed that CUE lessons help students learn both language skills and skills that they can not learn in their regular English classes. Concerning the responses of CUE instructors, CUE lessons both contributed to students personal development and English language improvement. Some of the responses of CUE instructors were as follows;

Yes, they learned how to organize a class, how to tutor, help, teach and exercise patience. (CUE instructor of Study Hall)

Yes, they learned new fitness terms, which is hard to encounter in the content of regular lessons. (CUE instructor of FIT)

Yes, they learned the rules of the games thoroughly, developed strategies and expertised in the games. (CUE instructor of Word games)

Yes, they learned how to use English in an informal context and developed their abilities in sports. (CUE instructors of Weight training and Sports)

Not really. They just learned how to ask questions about issues they are not clear on. (CUE instructor of Study Hall)

Yes, they learned how to prepare a formal speech. (CUE instructor of Toastmasters)

Yes, they learned how to read fluently in English, which is not widely included in regular English lessons. (CUE instructor of Reading room)

Yes, they learned to give solutions on environmental problems. (CUE instructor of Recycling)

The analysis of sixth interview question which states, "Do you feel that you build connections with students during your CUE Activity?" revealed that majority of CUE instructors stated positive views except from CUE instructors of Sports and Toastmasters who answered as "to some extent". Some of the positive responses of CUE instructors as follows;

Yes, some students built connections with me while organizing lessons and tutoring. (CUE instructor of Study Hall)

Yes, students get to see me in a new light. (CUE instructor of FIT)

Yes, some students from my regular class attend my lessons, which helps us build better connections. (CUE instructor of Word games)

Yes, students being from different levels and classes helps them build better connections with each other and me. (CUE instructors of Global Village)

Yes, students see me also while training; not only while teaching English, so it helps me build better connections with students. (CUE instructor of Weight training)

Yes, I build connections especially with students coming to the center regularly. We talk about the books and discuss. (CUE instructor of Reading room)

The responses of CUE instructors to sixth interview question pointed out that CUE lessons also help teachers and students build interaction with each other, which was also stated by students in semi-structured interviews carried out with them.

Therefore, with the interaction, students' attention might be attracted to CUE lessons more and the interaction among teachers and students might motivate them for the following CUE lessons to attend and improve their English.

Regarding the improvements of CUE lessons, the seventh interview question was asked, which states, "What are some things you can do to make your CUE Activity better for students and you?". The analysis of responses on the improvement of CUE lessons puts forward that most of the instructors delivering CUE lessons do not know how to improve their CUE lessons better and need feedback or suggestions as some of them implied:

I can get feedbacks from students on how the games look like. (CUE instructor of Word games)

I can take some suggestions from my colleagues to make it better. (CUE instructor of Toastmasters)

I may not allow the students with no appropriate clothes to attend. (CUE instructor of FIT)

I can teach them some daily chunks used in sports lessons so that they use it in the game. (CUE instructor of Sports)

I can make it better by helping students who signed up get there and take a seat that is going to make it comfortable and effective for them. (CUE instructor of Reading room)

In other respects, some of the CUE instructors implied that they did everything they could do in their CUE lessons as they stated in their responses as:

There is no way to make it better. However, students can plan lessons and come to my office to brainstorm ideas on how to organize the groups. (CUE instructor of Study Hall)

We are doing everything as should be. (CUE instructors of Global Village)

Nothing really. (CUE instructor of Weight training)

When asked as the last interview question which states, "What are some things that Administration can do to make your CUE Activity better for students and you?", the analysis of responses of CUE instructors revealed the need for more equipment to make CUE lessons more effective while some of CUE instructors required nothing from the administration who implied that everything is going well in their CUE lessons. Moreover, some of the CUE instructors mentioned the limitation of number of the students attending CUE lessons since it is sometimes difficult to carry out task-based lessons to achieve tasks with all of the students in the class even if group-work is mostly used. Some of the responses of CUE instructors were as follows:

They can limit the number of students in each CUE. (CUE instructor of Study Hall)

They can provide a locker room. (CUE instructor of FIT)

They can provide some dictionaries and different word games in English such as Scrabble game. (CUE instructor of Word games)

They can think about the limitation of number of students to attend each CUE lesson since while a lot of students are coming to one CUE, less students are attending to another CUE.(CUE instructors of Global Village)

Some weightlifting machine should be fixed.(CUE instructor of Weight training)

Nothing in fact, but they can buy some more basketballs.(CUE instructor of Sports)

They can limit the number of students attending CUE lessons, which is going to make it possible for students to actively attend and benefit from the CUE. (CUE instructor of Toastmasters)

We can order more books to make the reading center CUE better. (CUE instructor of Reading room)

4.5. Conclusion

In this chapter, as quantitative data, the analysis of gathered data concerning the demographic information of the participants namely their gender and English proficiency levels was examined with the findings, discussion and some conclusions on the items first. Then, the interview findings carried out with some students and CUE instructors in the first education year to reveal their general perceptions towards CUE lessons, which also helped to rearrange the content and syllabus of CUE lessons based on TBLT for the following year were analyzed with the discussion and conclusion of them as qualitative datas. Finally, regarding the main research question, the analysis of the findings gathered from the responses of the participants in CUE perceptions scale was presented with the discussion and some conclusions on the items as quantitative data. In the lights of findings and discussion of the research data presented in this chapter, the conclusion of the present study will be put forward in the next chapter.

CHAPTER V

CONCLUSION, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

5.0. Introduction

In this chapter, the results of the analysis in the present study will be tried to be discussed with the similar studies reaching close results in the literature and some conclusions will be presented in the lights of both qualitative and quantitative findings of the study in the following lines. Moreover, some implications and recommendations for future studies will be put forward.

5.1. Discussion

This study has aimed to investigate the perceptions of EFL learners towards task-based CUE lessons. For this purpose, in lights of the above-analyzed findings, overall results have shown that CUE lessons based on Task-Based Language teaching approach are beneficial for improving EFL learners' the improvement of especially speaking skill, vocabulary range, pronunciation and listening skill as well as writing skill and reading skill, increasing their interest, enjoyment and motivation in English language learning process. CUE also contributes to students' gaining knowledge in the other fields in their own interest, socializing, having fun, relax, making friends and building teacher-student interaction.

Firstly, in the lights of analysis of both quantitative and qualitative findings, the present study mostly underlines the fact that most of the participants find CUE lessons beneficial for improving their language skills concerning especially speaking skill, pronunciation, vocabulary range and listening skill. Further, as it is found that task-based CUE lessons contribute to the improvement of communicative skills, which is one of the aims of Task-based language teaching approach, the present study revealed similar findings with Ismaili (2012) who investigated the impact of TBL on EFL students' speaking skills and found that tasks in which students enjoyed real-life and group activities are motivating and useful for vocabulary improvement based on experimental group results.

In terms of another language skill, participants in the present study found CUE lessons helpful for the improvement of English writing skill. Similarly, Zhaochun (2015) and Ahmed and Bidin (2016) found in their researches that TBL effects on the improvement of EFL learners' writing skill. The present study also found that task-based CUE lessons contribute to the improvement of writing skill.

Concerning reading skill, obtained results from the findings of the present study revealed that CUE lessons also contribute to improve reading skill of EFL learners. In terms of contributions of task-based lessons to the improvement of English reading skill, the present study is in the same line with Cairo (2013) who found task-based framework beneficial for improving learners' English reading skill.

Moreover, in consideration of findings of the study, it is also found that CUE lessons motivate EFL learners in their English language learning process. The findings of the present study also match up with the study results of Beglar and Hunt (2002) who carried out a research on a task-based project in which tasks motivated students intrinsically to enhance their listening and speaking skills and students recognized the benefits of task-based project.

This study also somehow associates with the research of Lochana and Deb (2006) who also found task-based activities improving learners' motivation and language proficiency. The present study did not aim to reveal in detail if task-based CUE lessons increase the proficiency level of students. However, apart from Pre-intermediate level students, most of the students in the other levels stated that CUE lessons contributed to their level of English. The analysis of the findings in the present study regarding the contributions of CUE lessons to students' motivation to improve their English put forward that CUE lessons contribute to motivation of students in their English learning process.

Furthermore, the present study reached similar findings with the study of Huang (2015) who implemented TBLT into a comprehensive English class and found that task-based lessons increase students' interest, autonomy, speaking and writing skills, enjoyment and motivation in English language learning process, which also revealed by the participants of the present study through their perceptions towards task-based CUE lessons.

5.2. Conclusion

In the lights of the results obtained from both Cue perceptions scale and semi-structured interviews revealing participants' perceptions towards task-based CUE lessons, some conclusions can be made:

- CUE lessons as task-based lessons are beneficial in English language learning process.
- CUE lessons contribute to the improvement of especially speaking skill, vocabulary range, pronunciation and listening skill as well as writing skill and reading skill.
- CUE lessons provide a fun, social, interactive and real-like environment for language use.
- CUE lessons increase interest and motivates students through their English language learning process.
- CUE lessons provide opportunities to enhance language learning inside and outside the classrooms in students' interest.
- CUE lessons provide students gain wide range of knowledge and vocabulary with continuous personal development in variety of fields.
- CUE lessons provide learners to socialize, make friends, have fun and relax.
- CUE lessons help to build interaction between teacher and student.

Concerning the analysis of items based on English proficiency levels of participants, it can be concluded that especially Intermediate Level and Upper Intermediate Level followed by Advance Level students have benefited from CUE lessons in their English learning process the most. However, the analysis of the items put forward that Pre-Intermediate Level students did not really state their positive views on the contributions of CUE lessons even if they expressed on some items that they benefited from CUE lessons in their English language learning process.

Regarding the gender analysis of items, whilst more male participants stated their positive perceptions on CUE lessons, both female and male participants expressed that CUE lessons contributed to their English language learning process.

5.3. Implications of the Study

The present study has put forward some key conclusions related to a new way of language practice namely CUE lessons based on TBLT. Concerning the conclusions of the study, some implications can be presented to shed light of practitioners and researchers.

Firstly, even if many projects have been carried out based on TBLT to apply in EFL learners' language learning process, task-based CUE lessons can be a new way of learning and practicing the language along with its varieties of aspects. CUE may be employed as task-based lessons for the purposes of invaluable contributions mentioned above in EFL learners' language learning process.

The findings concerning the demographic information of EFL learners revealed that task-based CUE lessons should be adapted properly concerning lower level students namely Pre-Intermediate level students who did not really state their positive views on task-based CUE lessons in the present study.

Depending on the feedbacks of students and instructors in semi-structured interviews, the number of students for each CUE lesson would be limited so that students may benefit from these lessons more in their English language learning process and actively participate in CUE lessons.

In terms of another finding revealing that students would like to attend CUE lessons optional rather than compulsory, it would be offered that as attending CUE lessons is optional the participation would decrease, CUE lessons may continue as compulsory.

In addition, some CUE lessons would be cancelled as the use of English language level was too low to promote learning such as Sports CUE and Reading Room. Thus, Sports CUE would be set aside or some tasks that promote more language use would be added. Reading room would also be separated from CUE lessons as extensive reading sessions for the joy and language improvement of students. Moreover, Study Hall would also be separated from CUE lessons since it does not also include the principles of task-based lessons rather than mentoring and helping students with their lack of language improvement even if it includes some interaction limited between teachers and students.

Moreover, there are lots of nice and beneficial CUE lessons students suggested which can enhance their language skills, their vocabulary range more in different fields such as lessons by using the internet and technology, cooking, drama, theatre, playing instruments and painting CUEs. Hence, there would be more CUE lessons to be added. However, since a lot of materials are required to be supplied for different CUE lessons as task-based lessons, teachers and administrations should take expenses into consideration.

Finally, apart from CUE lessons, more task-based lessons may be developed according to learners' age and abilities and applied since the perceptions of EFL learners towards task-based CUE lessons were pretty positive and TBLT is a proven approach of teaching and learning a foreign language.

5.4. Recommendations for Future Studies

Regarding the conclusion and implications of the present study, some suggestions can be set forth for future studies in the field of foreign language teaching.

When considered the participants in this study including English learners of only one private university to reveal contributions of a task-based lesson, the study can be carried out with more English learners from other universities, high schools, secondary and primary school to let them benefit from task-based lessons. Thus, a better and more general conclusion can be reached to find out contributions of TBLT in language learning.

Furthermore, perceptions of CUE instructors were taken with only 7 interview questions in the present study, a scale can be developed to reveal perceptions of teachers towards a task-based lesson in a more detailed way.

What's more, since this study is based on the perceptions of EFL learners, future researches may be carried out to find out the student success and the improvement of proficiency level of students through CUE lessons.

The results can also be evaluated regarding more different variables such as the types of tasks (types of CUE lessons) attended and more demographic information such as majors of students in future studies.

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APPENDICES

- 1. Appendix-A.** CUE Perceptions Scale
- 2. Appendix-B.** Open-Ended Items Survey
- 3. Appendix-C.** Item Qool
- 4. Appendix-D.** Piloted Scale
- 5. Appendix-E.** Pictures of CUE Sign-up Day
- 6. Appendix-F.** A Sample of Venue List of CUE Lessons Inside the Classrooms with CUE Instructors In a Module
- 7. Appendix-G.** CUE Fair Pictures
- 8. Appendix-H.** Student Centered Attendance Sheet
- 9. Özgeçmiş**

APPENDIX A

CUE Perceptions Scale

Dear Participant,

The purpose of this scale is to determine your attitudes, beliefs and expectations about CUE (Creative use of English) lessons and to search the benefits of the lessons to your English learning. Your responses will entirely be used for academic and scientific research purposes and I would like to thank you on your contribution to my studies. Please do not leave any items unanswered.

Ebru Alkan

Akdeniz University

English Language Education

Please denote the below questions to what extent you agree with 1(Strongly agree), 2(Agree), 3(I am not sure), 4(Do not agree), 5(Strongly disagree).

1= Strongly agree, 2= Agree, 3= I am not sure, 4= Do not agree, 5= Strongly disagree

Student number:

Gender : () Female () Male

Faculty / Department:

Level: () Elementary () Pre-Intermediate () Intermediate () Upper-Intermediate () Advance

Attend CUE lessons:

1. CUE lessons provide me with new learning opportunities	1	2	3	4	5
2. CUE lessons help me internalize my English learning.	1	2	3	4	5
3. CUE lessons help me relate English with daily life	1	2	3	4	5
4. CUE lessons help me express myself in English in a better manner	1	2	3	4	5
5. CUE lessons raise my awareness in learning English	1	2	3	4	5
6. Producing anything by using English in CUE lessons motivates me to learn English	1	2	3	4	5
7. I recommend CUE lessons to all learners of English	1	2	3	4	5
8. Constantly using English in CUE lessons improve my motivation in learning English	1	2	3	4	5
9. I am glad to have taken CUE lessons	1	2	3	4	5
10. CUE lessons accelerate my speed of English learning process	1	2	3	4	5
11. I believe that CUE lessons contribute to my level of English	1	2	3	4	5
12. Generally speaking, I find CUE lessons beneficial	1	2	3	4	5
13. CUE lessons help me learn daily dialogues	1	2	3	4	5
14. CUE means a new technic to learn English	1	2	3	4	5
15. CUE lessons help me overcome my hesitation in speaking English	1	2	3	4	5
16. CUE means students' being active	1	2	3	4	5
17. Doing activities of my interest in CUE lessons improve my motivation in learning English	1	2	3	4	5
18. CUE lessons contribute my learning of different vocabulary and terminology that belong different fields	1	2	3	4	5
19. The practical nature of activities in CUE lessons helps me learn English in a long lasting manner	1	2	3	4	5
20. CUE lessons help me improve my pronunciation	1	2	3	4	5
21. With the help of CUE lessons I practice my English speaking skill	1	2	3	4	5
22. CUE lessons help me improve my English by using my time effectively	1	2	3	4	5
23. CUE lessons help me boost my vocabulary range	1	2	3	4	5
24. CUE means the practical use of English	1	2	3	4	5
25. CUE lessons help me see my skills that need improvement	1	2	3	4	5
26. CUE lessons help me understand daily conversations better	1	2	3	4	5
27. CUE means learning English outside the classroom environment	1	2	3	4	5
28. CUE means fun activities	1	2	3	4	5

29. CUE means a comfortable and a sincere atmosphere	1	2	3	4	5
30. After CUE lessons, I feel more motivated for the following lesson to attend my other lessons	1	2	3	4	5
31. CUE lessons help me improve my listening skill	1	2	3	4	5
32. I gain new knowledge apart from languages in CUE lessons	1	2	3	4	5
33. CUE is a social activity	1	2	3	4	5
34. CUE lessons contribute to my personal development	1	2	3	4	5
35. CUE lessons help me improve my writing skill	1	2	3	4	5
36. CUE lessons help me improve my reading skill	1	2	3	4	5
37. CUE lessons help me become more active student in other lessons	1	2	3	4	5

If you have any other thoughts or opinions related to CUE lessons, please write below:

APPENDIX B

Open-Ended Items Survey

CUE is the abbreviation of Creative Use of English which is a lesson in an English Language Training Program and includes variety of activities in which language learners perform the language in special spaces(a room with a projector, a sports salon, a basketball court..)with special materials(clothes,Dvds..).

We would like to get your views on CUE Lessons. Please answer the questions as completely and truthfully as you can. Your identity will remain anonymous and all information will be used for statistical analyses only. The purpose of this survey is research. Completion of the survey constitutes consent to participate and authorization to use the data for this purpose. You may choose not to answer any or all questions. Please only respond once to this survey. If you have already responded to this survey, please disregard this invitation. This study is carried out in English Language Training Program in Antalya International University. We hope to present our preliminary results at the upcoming Academic Term.

The survey consists of 12 questions and should take about 15 minutes to complete. Thank you in advance for taking time to complete this survey.

Date: October 2012
Academic Term: Autumn
Faculty/Department:
Gender:
L1:
Country:

- 1) How do you think you learn English best?

- 2) What does CUE(Creative Use of English) mean for you?

- 3) What do you expect of this course?

- 4) What do you expect from your instructors/staffs in this course?

- 5) Do you think these lessons will be useful for your English Language improvement?

- 6) In what ways do CUE lessons help you to learn the language more effectively?

- 7) How can you benefit from these lessons (CUE)?

- 8) Which language skills can you improve thanks to CUE activities? Why?
(Speaking, Listening, Writing, Reading, Grammar, Vocabulary..etc.)

- 9) What kinds of activities do you think you will find in these lessons?
(Weightlifting...etc.)

- 10) What tasks would you like to study on in CUE Lessons? Ex. special
terms(vocabulary) of a field(Law), different genres(sports,music..etc).

- 11) Do you believe that CUE will bring you new opportunities of language learning?

- 12) Do you believe that CUE will improve communication between student (you) and
teacher?

APPENDIX C

Item Pool

A. Sizin için CUE ne ifade ediyor?
1.Benim için CUE sınıf dışında da İngilizce öğrenmek demektir.
2.Benim için CUE İngilizcenin pratik kullanımını demektir.
3.Benim için CUE eğlenceli aktiviteler demektir.
4.Benim için CUE sosyal bir etkinliktir.
5.Benim için CUE İngilizce öğrenmem için rahat ve samimi bir atmosfer demektir.
6.Benim için CUE İngilizce öğrenmeye yönelik yeni bir teknik demektir.
7.Benim için CUE öğrencinin aktif olması demektir.
B. Cue derslerinin amaçları İngilizce öğrenme yöntemlerinize hizmet ediyor mu?
8. Derslerin İngilizce anlatılması İngilizceyi iyi öğrenmeye yardımcı olur.
9.Öğrendiğim İngilizce yapıyı nerede kullanacağımı bilmem öğrenmeye yardımcı olur.
10.İngilizce konuşan insanların kültürünü öğrenmek İngilizceme katkı sağlar.
11.İngilizceyi oyunlar ve aktiviteler uygulandığında iyi öğrenirim.
12.Arkadaşlarımla İngilizce konuşmak İngilizcemi geliştirir.
13.İngilizce günlük hayatla ilişkilendirildiğinde iyi öğrenirim.
14.Grup aktivitelerinin yapılması İngilizce öğrenmeye katkı sağlar.
15.İngilizceyi en iyi rahat bir ortamda öğrenirim.
16.İngilizceyi en iyi sürekli konuşma pratiği yaparak öğrenirim.
17.İngilizceyi en iyi izleyerek ve dinleyerek öğrenirim.
C. CUE dersleri, İngilizce öğrenim sürecinizde yardımcı oluyor mu?
18.CUE dersleri İngilizcemi geliştirmemde yardımcı olur.
19.CUE derslerinin İngilizce seviyeminin ilerlemesine katkı sağladığına inanıyorum.
20.CUE dersleri İngilizce konuşmamı geliştirmemde yardımcı olur.
21.CUE dersleri akıcı bir İngilizce konuşma becerisi edinmemi sağlar.
22.CUE dersleri İngilizce konuşmada çekingenliğimi aşmama yardımcı olur.
23.CUE dersleri İngilizceyi günlük hayatla ilişkilendirmemde yardımcı olur.
24.CUE dersleri günlük hayatta İngilizce kullanmamı kolaylaştırır.
25.CUE dersleri İngilizce günlük konuşmaları öğrenmemi ve daha iyi anlamamı sağlar.
26.CUE dersleri İngilizce telafuzumu geliştirme olanağı sağlar.
27.CUE dersleri İngilizce diyaloglar kurmamda yardımcı olur.
28.CUE dersleri İngilizce kelime dağarcığımin artmasına katkı sağlar.
29.Cue dersleri İngilizce okuma becerimi geliştirmemde yardımcı olur.
30.CUE dersleri İngilizcemi doğru kullanmamda yardımcı olur.
31.CUE dersleri İngilizce yazma becerimi geliştirmemde yardımcı olur.
32.CUE dersleri İngilizce dinleme becerimi geliştirmemde yardımcı olur.
33.CUE derslerinde sürekli İngilizce kullanmamız İngilizce öğrenme motivasyonumu artırır.
34.CUE derslerinde ilgi alanıma giren etkinlikler yapmak İngilizce öğrenme motivasyonumu artırır.

- 35.CUE derslerinde İngilizce kullanarak bir şeyler üretmek beni İngilizce öğrenmeye motive eder.
- 36.CUE dersleri farklı alanlara ait terimler öğrenmeye katkı sağlar.
37. Cue derslerinde İngilizceyi aktif katılarak öğrenirim.
- 38.CUE dersleri İngilizce öğrenmemde farkındalık uyandırır.
- 39.CUE dersleri İngilizce öğrenme sürecimi hızlandırır.
- 40.CUE dersleri İngilizce öğrenmede eksik yanlarımı görmemi sağlar.
- 41.CUE dersleri yaşantıya dayalı olduğu için kalıcı öğrenmeyi sağlar.
- 42.CUE dersleri İngilizceyi içselleştirmemi, özümsememi sağlar.
- 43.CUE derslerinde yaptığımız pratiğe dayalı alıştırmalar İngilizceyi daha iyi öğrenmemde yardımcı olur.
44. CUE dersleri zamanımı etkili kullanarak İngilizcemizi geliştirmemi sağlar.
45. CUE dersleri İngilizcenin yaşamımın bir parçası olmasını sağlar.
- 46.CUE dersleri bana dil öğrenmede yeni fırsatlar sunuyor.
- D. Genel olarak CUE derslerine karşı tutum ve inançlarınız nelerdir?**
- 47.CUE dersleri kendimi daha iyi ifade etmemde yardımcı olur.
48. CUE dersleri kişisel gelişimime de katkı sağlar.
- 49.CUE dersleri ile dil dışında farklı alanlarda da yeni bilgiler edinirim.
50. CUE dersleri diğer derslerde daha aktif katılımcı bir öğrenci olmamı sağlar.
51. CUE dersleri boş zamanlarımı da etkili değerlendirmemi sağlar.
- 52.CUE derslerinden çıkınca kendimi daha aktif ve enerjik hissediyorum.
53. CUE derslerinden çıkınca bir sonraki derste motivasyonum artıyor.
- 54.CUE dersleri yeni arkadaşlar edinmemi sağlar.
- 55 .CUE derslerini tüm İngilizce öğrenenlere tavsiye ederim.
56. Lisans eğitimin süresince CUE derslerini almaya devam etmek isterim.
- 57..CUE derslerini almaktan memnun oldum .
- 58.Genel olarak CUE derslerini yararlı buluyorum.
- E. CUE derslerinden beklentileriniz nelerdir?**
- 59.CUE dersleri içerik açısından ilgi çekici olması gerektiğine inanıyorum.
- 60.CUE dersleri işleniş açısından ilgi çekici olması gerektiğine inanıyorum.
- 61.CUE derslerine düzenli katılım olması gerektiğini düşünüyorum.
- 62.CUE derslerine katılımın isteğe bağlı olması gerektiğine inanıyorum.
- 63.CUE derslerinin etkili olabilmesi için devamlılığın kontrol edilmesi gerektiğini düşünüyorum.
- 64.CUE dersleri ile ilgili kural ve gerekliliklerin öğrencilere önceden duyurulması gerektiğine inanıyorum.
- 65.CUE dersleri ile ilgili gereklilikleri yerine getirmeyen öğrencilerin bu derslere katılan diğer öğrenciler üzerinde olumsuz etki yaptıklarına inanıyorum.
- 66.CUE derslerine İngilizce dil seviyesi farklı olan öğrenciler birarada katılmaması gerektiğine inanıyorum.
- 67.CUE derslerinin öğrenci kontenjan sayısının sınırlı olması gerektiğine inanıyorum.
- 68.CUE derslerinin öğrenci başarı değerlendirmesinde dikkate alınması gerektiğine inanıyorum.
69. CUE derslerinde süreç değerlendirmesi olması gerektiğini düşünüyorum.
70. CUE dersleri sonrasında bir ürün/final projesi olmalıdır.
- 71.CUE derslerinin saatlerinin artırılması gerektiğine inanıyorum.
- F. CUE derslerinde öğretmenlerinizden beklentileriniz nelerdir?**
- 72.CUE derslerinin etkili ve verimli olmasında öğretmenlerin tavır ve davranışlarının etkin rol oynadığına inanıyorum.
- 73.CUE derslerinin etkili ve verimli olmasında öğretmenlerin ders anlatış tarzlarının etkin rol oynadığına inanıyorum.
- 74.CUE derslerinin etkili ve verimli olmasında öğretmenlerin istekli olmalarının etkin rol oynadığına inanıyorum.
- 75.Öğretmenlerin CUE dersleriyle İngilizce öğrenmeyi eğlenceli hale getirmelerini beklerim.
- 76.CUE derslerinde öğretmenlerin samimi ve arkadaş gibi olmalarını beklerim.
- 77.CUE derslerinde öğretmenlerin bizi katılmaya motive etmesini beklerim.
- 78.CUE derslerinde öğretmenlerin disiplinli olmaları gerektiğini düşünüyorum.
- 79.CUE derslerinin öğretmen ve öğrenci arasındaki iletişimi arttıracığına inanıyorum.

Cue dersleri ile ilgili eklemek istediğiniz görüş ve düşünceleriniz varsa lütfen yazın:

APPENDIX D

Piloted Scale

Dear Participant,

The purpose of this survey is to determine your attitudes, beliefs and expectations about Cue (Creative use of English) lessons and to search the benefits of the lessons to your English learning. Your responses will entirely be used for academic and scientific research purposes and I would like to thank you on your contribution to my studies. Please do not leave any items unanswered.

Ebru Alkan
Akdeniz University
English Language Education

Please denote the below questions to what extent you agree with 1(Strongly agree), 2(Agree), 3(I am not sure), 4(Do not agree), 5(Strongly disagree).

1=Strongly agree, 2=Agree, 3=I am not sure, 4=Do not agree, 5=Strongly disagree

Student number: _____

Gender : Female () Male

Faculty/Department : *Business Administration*

Level: () Elementary () Pre-Intermediate () Intermediate Upper-Intermediate () Advance

Attended CUE lessons: _____

A.					
1. CUE means learning English outside the classroom environment.	1	2	3	4	5
2. CUE means the practical use of English.	1	2	3	4	5
3. CUE means fun activities.	1	2	3	4	5
4. CUE is a social activity.	1	2	3	4	5
5. CUE means a comfortable and a sincere atmosphere.	1	2	3	4	5
6. CUE means a new technic to learn English.	1	2	3	4	5
7. CUE means students' being active.	1	2	3	4	5
B.					
8. With the help of CUE lessons I practice my English speaking skill.	1	2	3	4	5
9. CUE lessons help me acquire the ability to speak fluently.	1	2	3	4	5
10. CUE lessons help me to overcome my hesitation in speaking English.	1	2	3	4	5
11. CUE lessons help me to relate English with daily life.	1	2	3	4	5
12. CUE lessons help me understand daily conversations better.	1	2	3	4	5
13. CUE lessons help me improve my pronunciation.	1	2	3	4	5
14. CUE lessons help me learn daily dialogs.	1	2	3	4	5
15. CUE lessons help me boost my vocabulary range.	1	2	3	4	5
16. CUE lessons help me improve my reading skill.	1	2	3	4	5
17. CUE lessons help me improve my writing skill.	1	2	3	4	5
18. CUE lessons help me improve my listening skill.	1	2	3	4	5
19. Constantly using English in CUE lessons improve my motivation in learning English.	1	2	3	4	5
20. Doing activities of my interest in CUE lessons improve my motivation in learning English.	1	2	3	4	5
21. Producing anything by using English in CUE lessons motivates me to learn English.	1	2	3	4	5
22. CUE lessons contribute my learning of different vocabulary and terminology that belong different fields.	1	2	3	4	5
23. CUE lessons raise my awareness in learning English.	1	2	3	4	5
24. CUE lessons accelerate my speed of English learning process.	1	2	3	4	5
25. CUE lessons help me see my skills that need improvement.	1	2	3	4	5
26. The practical nature of activities in CUE lessons helps me to learn English in a longlastening manner.	1	2	3	4	5
27. CUE lessons help me internalize my English learning.	1	2	3	4	5
28. CUE lessons help me improve my English by using my time effectively.	1	2	3	4	5
29. CUE lessons provide me with new learning opportunities.	1	2	3	4	5

30. CUE lessons help me express myself in English in a better manner.	1	2	(3)	4	5
31. CUE lessons contribute to my personal development.	1	(2)	3	4	5
32. I gain new knowledge apart from languages in CUE lessons.	1	2	(3)	4	5
33. CUE lessons help me become more active student in other lessons.	1	2	(3)	4	5
34. After CUE lessons, I feel more energetic and active.	1	2	3	4	(5)
35. After CUE lessons, I feel more motivated for the following lesson./to attend my other lessons.	1	2	3	4	(5)
36. CUE lessons help me make new friends.	(1)	2	3	4	5
37. I believe that CUE lessons contribute to my level of English.	1	2	(3)	4	5
38. I recommend CUE lessons to all learners of English.	1	(2)	3	4	5
39. I desire to continue taking CUE lessons during my undergraduate studies.	1	2	3	4	(5)
40. I am glad to have taken CUE lessons.	1	2	(3)	4	5
41. Generally speaking, I find CUE lessons beneficial.	1	(2)	3	4	5
C.					
42. I believe that the content of CUE lessons should be appealing.	1	2	(3)	4	5
43. I believe that CUE lessons should be appealing in terms of how to apply it.	(1)	2	3	4	5
44. I think that regular attendance to CUE lessons is necessary.	1	2	(3)	4	5
45. I believe that attending to CUE lessons should be voluntary based.	1	2	(3)	4	5
46. The rules and requirements related to CUE lessons should be announced to students beforehand.	1	2	3	4	(5)
47. I believe that students who do not obey the requirements of the CUE lessons negatively influence the other students who are attending these lessons.	(1)	2	3	4	5
48. I believe that students from different levels should not attend the same CUE lesson together.	(1)	2	3	4	5
49. I believe that the numbers of the students should be limited for different CUE lessons.	1	2	(3)	4	5
50. I believe that it is necessary to take into account the student success at CUE lessons during student evaluation.	(1)	2	3	4	5
51. I believe that the hours of CUE lessons should be increased.	1	2	3	(4)	5
52. I believe that teachers have an important role in making CUE lessons efficient and effective.	(1)	2	3	4	5
53. I expect that teachers should make English learning fun with CUE lessons.	(1)	2	3	4	5
54. I expect that teachers should be sincere and friendly in CUE lessons.	(1)	2	3	4	5
55. I expect that teachers should encourage/motivate us to actively participate in CUE lessons.	(1)	2	3	4	5
56. I think that teachers should be disciplined during CUE lessons.	1	2	(3)	4	5
57. I believe that CUE lessons will enhance the communication between the teacher and the student.	(1)	2	3	4	5

UE is
Ang YES

If you have any other thoughts or opinions related to Cue lessons, please write below:

- In CUE there mustn't be attendance otherwise student would be demotivated
- if CUE lessons interesting & teachers are motivating there is no need to attendance

APPENDIX E

Pictures of CUE Sign-up Day



APPENDIX F

A Sample Venue List of CUE Lessons in a Module

CUE Lesson	Instructor(s)	Day of CUE Lesson	Room
Media	Fatma & Ayse O.	Tuesday	A1 48
Reading Room	Deb	Monday	Reading Center, AG 54
Reading Room	Deb	Tuesday	Reading Center, AG 54
Reading Room	Deb	Wednesday	Reading Center, AG 54
Reading Room	Deb	Thursday	Reading Center, AG 54
Online Newspaper	Imge & Serkan	Monday	AG 68 (Computer Lab)
Recycling	Ayse A & Cindy	Wednesday	A1 50
Word Games	Elinor	Thursday	AG 09
Page Turners	Kayla & Zeljana	Wednesday	AG 10
Cinema Sessions	Ali & Ebru	Wednesday at 1:00 PM	A1 90-91
Literature Circle	Cayan	Monday	AG 09
Global Village	Colleen & Figen	Thursday	AG 12
Debate	Irina	Wednesday	AG 10
Hot Topics	Loren	Monday	A2 48
Fashion Show	Daniel	Thursday	AG 60
Journaling & Creative Writing	Ryan	Monday-Thursday	Writing Center, AG 52

APPENDIX G

CUE Fair Photos



-Media CUE



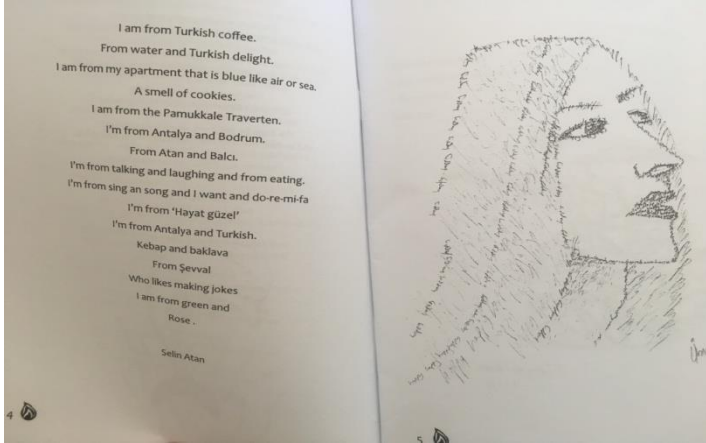
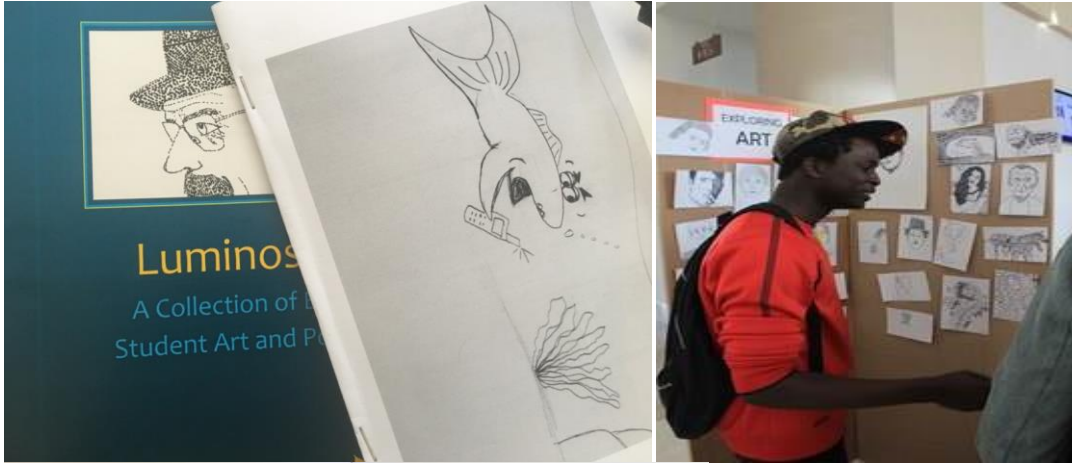
-Eco-Warriors CUE



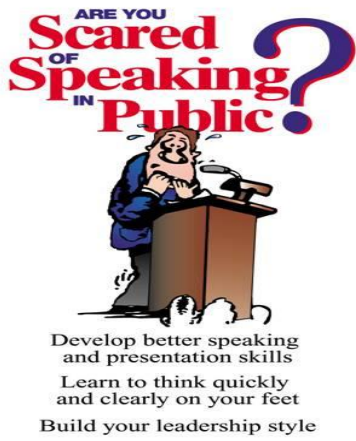
-Global Village CUE



- Recycling CUE



-Exploring Art and Poetry CUE



-Toastmasters CUE

-Painting CUE



-Sports CUE



-Word Games CUE



-Wing-Chun CUE



-Tai Chi CUE

APPENDIX H

Student-Centered Attendance Sheet

Name: Acea CALISGAN
 Student Number: 100101035
 Section: INT1-C

CUE Activities

At each CUE activity that you go, you must list which CUE activity you attend, sign for that day, and get the CUE Host to sign this sheet. You must attend 12 CUE activities between (give the dates). Also, you must have (one of your level teachers) sign this CUE activity form every 3 weeks.
 (DO NOT LOSE THIS SHEET. If you lose this sheet, you must get a new sheet and start over.)

CUE Activity	Host Name	Host Signature	Date
1 Language Learning Strategies	Murat Kaplan	[Signature]	12.11.12
2 Study Hall	RAY	[Signature]	18.11.12
3 Cinema Sessions	Ebru A.	[Signature]	15.11.12
4 Language Learning Strategies	Murat Kaplan	[Signature]	19.11.12
5 TOA	Loren	[Signature]	20.11.12
6 Reading Center	Del	[Signature]	27.11.12
7 Reading Center	Hayla	[Signature]	11/12/12
8 Law ESP	Zobeyr Yildirim	[Signature]	09/12/2012
9 ESP Law	S. Sigmund Gobi	[Signature]	21.11.2012
10 ESP Law	Euren	[Signature]	23/11/2012
11 Language Learning Strategies	Murat Kaplan	[Signature]	10/12/12
12 Reading Room	Del	[Signature]	12/12/12

Week 3:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

Week 6:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

Final CUE Collection Signatures:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

Name: Debra ALVAREZ
 Student Number: 100101015
 Section: INT1-C

CUE Activities

At each CUE activity that you go, you must list which CUE activity you attend, sign for that day, and get the CUE Host to sign this sheet. You must attend 12 CUE activities between (give the dates). Also, you must have (one of your level teachers) sign this CUE activity form every 3 weeks.
 (DO NOT LOSE THIS SHEET. If you lose this sheet, you must get a new sheet and start over.)

CUE Activity	Host Name	Host Signature	Date
1 Language Learning Strategies	Murat Kaplan	[Signature]	12.11.12
2 Cinema Sessions	Ebru A.	[Signature]	15.11.12
3 ESP Law 1	Seygin Sigmund	[Signature]	21.11.12
4 English Learning Strategies	Murat Kaplan	[Signature]	19.11.12
5 English Learning Strategies	Murat Kaplan	[Signature]	20.11.12
6 ESP	Seygin Sigmund	[Signature]	22.11.12
7 ESP	EVREM YURT	[Signature]	23.11.12
8 English Learning Strategies	Murat Kaplan	[Signature]	7.12.12
9 Cinema Sessions	Ebru ALVAREZ	[Signature]	6.12.12
10 ESP Law	Zobeyr Yildirim	[Signature]	5.12.12
11 English Learning Strategies	Murat Kaplan	[Signature]	10.12.12
12 Cinema	Ebru A.	[Signature]	17.12.12

Week 3:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

Week 6:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

Final CUE Collection Signatures:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

Name: Liah
 Student Number: 100101006
 Section: INT1-C

CUE Activities

At each CUE activity that you go, you must list which CUE activity you attend, sign for that day, and get the CUE Host to sign this sheet. You must attend 12 CUE activities between (give the dates). Also, you must have (one of your level teachers) sign this CUE activity form every 3 weeks.
 (DO NOT LOSE THIS SHEET. If you lose this sheet, you must get a new sheet and start over.)

CUE Activity	Host Name	Host Signature	Date
1 Basketball	Serka	[Signature]	08.11.2012
2 English Learning Strategies	Murat Kaplan	[Signature]	12.11.12
3 Basketball	Greg	[Signature]	13.11.12
4 Basketball	Serka	[Signature]	15.11.12
5 English Learning Strategies	Murat Kaplan	[Signature]	13.11.12
6 Basketball	[Signature]	[Signature]	20.11.12
7 English Learning Strategies	Murat Kaplan	[Signature]	26.11.12
8 Cinema Sessions	Ebru A.	[Signature]	15.11.12
9 Law ESP	S. Sigmund Gobi	[Signature]	21.11.2012
10 Law ESP	Euren	[Signature]	[Signature]
11 Seminar	Murat Kaplan	[Signature]	05 Dec
12 Law ESP	Zobeyr Yildirim	[Signature]	[Signature]

Week 3:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

Week 6:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

Final CUE Collection Signatures:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

Name: Imat Rehimat
 Student Number: [Blank]
 Section: INT1-C

CUE Activities

At each CUE activity that you go, you must list which CUE activity you attend, sign for that day, and get the CUE Host to sign this sheet. You must attend 12 CUE activities between (give the dates). Also, you must have (one of your level teachers) sign this CUE activity form every 3 weeks.
 (DO NOT LOSE THIS SHEET. If you lose this sheet, you must get a new sheet and start over.)

CUE Activity	Host Name	Host Signature	Date
1 Global Village	Colleen	[Signature]	Nov 5th
2 Global Village	Colleen	[Signature]	Nov 15th
3 Cinema Sessions	Ebru	[Signature]	15.11.12
4 Java	Hunde	[Signature]	17.11.12
5 Speaking	Jesse	[Signature]	20 Nov
6 Theatre	Sara	[Signature]	Nov 26
7 Cinema Sessions	Ebru A.	[Signature]	Nov 22
8 Cinema Sessions	Ebru A.	[Signature]	Nov 22
9 Speaking	Jesse	[Signature]	27 Nov
10 Global Village	Colleen	[Signature]	[Signature]
11 Reading	Aylin A.	[Signature]	23.11.12
12 Cinema	Ebru	[Signature]	Nov 25

Week 3:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

Week 6:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

Final CUE Collection Signatures:
 Student's Signature: [Signature]
 Teacher's Signature: [Signature]

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı ve Soyadı : Ebru ALKAN
Doğum Tarihi ve Yeri : 04.06.1988 / Antalya

Eğitim Durumu

Lisans Öğrenimi : Akdeniz Üniversitesi / Eğitim Fakültesi
/ Yabancı Diller Eğitimi Bölümü
/ İngilizce Öğretmenliği
Bildiği Yabancı Diller : İngilizce
Almanca

İş Deneyimi

Çalıştığı Kurumlar : Akdeniz Üniversitesi, 2014 - (Halen)
Antalya Bilim Üniversitesi, 2012-2014

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Tarih : 04.07.2017

Perceptions of EFL learners towards task-based CUE lessons

ORJINALLIK RAPORU

%8

BENZERLIK ENDEKSI

%6

İNTERNET
KAYNAKLARI

%3

YAYINLAR

%4

ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1

%1

Submitted to Akdeniz University

Öğrenci Ödevi

Ebru Alkan

Ebru ALKAN Yard.
Doç.
Dr.

Mustafa Çarner

Mustafa ÇARNER