AUTHENTICITY VIA INSTRUCTIONAL TECHNOLOGY IN EFL CLASSES AT
A PRIVATE UNIVERSITY IN TURKEY

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ABSTRACT

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The study aimed to investigate EFL learners' perceptions on the implementation of the authentic tasks with the use of technological instruments and to find out to what extent these tasks had a positive or negative impact on EFL learners' perceptions of the ability to use the language in authentic situations.

Parallel convergent mixed method design integrating both quantitative and qualitative instruments was implemented in the study. The data were gathered from 68 students in three classes in two semesters. The analysis of the quantitative data was carried out through the SPSS IBM. For the qualitative data, with the constant comparison method, codes, categories and themes were aggregated and frequencies were calculated.

The results of the study illustrated that learner' perceptions of the ability to use the language in an authentic situation for authentic purposes increased significantly. Furthermore, learners acknowledged that the tasks were essential and they contributed to their language learning in addition to the affirmation of feeling of enjoyment during the tasks according to the statistical findings. In the same vein,

semi-structured interviews and open-ended parts of the surveys and task evaluation forms unearthed learners' appreciation of the implementation of authentic tasks in EFL setting thanks to the benefit to learning English, to the acquisition of world knowledge, literacy of technology and real life situations. Apart from certain problems with regard to both some specific tasks and foreign language education in general, learners' recommendations for the amelioration of the tasks and new perspectives might be noteworthy for classroom practices.

Keywords: Authenticity in EFL, authentic texts, tasks and learning environments, instructional technology

ÖZ

TÜRKİYE'DE ÖZEL BİR ÜNİVERSİTEDE YABANCI DİL SINIFLARINDA TEKNOLOJİK ARAÇLAR ARACILIĞI İLE GERÇEKLİK

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Bu çalışma, öğrencilerin teknolojik araçları kullanarak tamamlamış oldukları otantik aktiviteler üzerine, onların tutumlarını araştırmak ve bu aktivitelerin öğrencilerinin yabancı dili otantik durumlarda kullanmalarına ne derecede pozitif ya da negatif bir etkisi olduğunu araştırmayı amaçlamıştır.

Bu çalışmada, hem nicel hem de nitel araçları kullanan paralel yakınsak karma yöntem uygulanmıştır. Veriler üç farklı sınıfta iki ayrı dönemde toplam 68 öğrenciden elde edilmiştir. Nicel veri analizi SPSS IBM aracılığıyla gerçekleşmiştir. Nitel veri analizi içinse sürekli karşılaştırma metodu ile kod, kategori ve temalar kümelere ayrılarak ve veride görülme sıklıkları el ile hesaplanarak yapılmıştır.

Araştırmanın sonuçları, öğrencilerin on adet otantik aktivite tamamlamaları sonucunda, öğrencilerin kendi ifadelerine göre, yabancı dili gerçek ya da gerçeğe çok yakın bir koşulda gerçek bir amaç için kullanabilme yetileri önemli bir şekilde arttığını göstermiştir. Ayrıca, yine nicel verilere göre, öğrenciler aktivitelerde eğlenme duygusunun yanı sıra, aktivitelerin dil öğrenimi için gerekliliğini ve onların dil eğitimine olan katkısını tasdik etmiştir. Aynı şekilde, yarı yapılandırılmış görüşmeler, anket ve aktivite değerlendirme formlarının açık uçlu kısımları da

öğrencilerin bu aktivitelerin yabancı dil eğitiminde uygulanmasının İngilizce öğrenmeye, genel kültür edinimine, teknoloji bilgisine ve gerçek hayattaki durumlara katkısından dolayı takdir ettiklerini açığa çıkarmıştır. Belirli aktivitelerle ilgili problemler ve yabancı dil öğrenimindeki genel problemlerin yanı sıra, öğrencilerin aktivitelerin iyileştirilmesi konusundaki önerileri ve yeni bakış açıları sınıf uygulamaları için manidar olabilir.

Anahtar kelimeler: İngilizce'yi yabancı dil olarak öğretimde gerçeklik, otantik metin, aktivite ve öğrenme ortamları, öğretim teknolojisi

To my mother, Aysel Gedik

and

To my father, Ömer Gedik

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

CHAPTER 1

INTRODUCTION

1.1 Background

For language education various English language teaching approaches and methods have been recognized in the pursuit of different language learning purposes over the decades. Some of the accepted and widely used language learning/teaching methods have consisted of Grammar-Translation Method, The Direct Method, The Audio-Lingual Method, The Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response and Communicative Language Teaching successively.

Specifically, Communicative Language Teaching is one of the most acknowledged and appreciated approach all around the world nowadays and its primary focus is on the meaning and communication instead of grammar structures or the knowledge of vocabulary. As opposed to the appreciation of its heavy emphasis on the use of the language, it has also been criticized for the negligence of the teaching of grammar and causing lack of accuracy in the pursuit of fluency (Verikaite, 2008, p.72). However, it still has a deep influence over the curricula of many language teaching settings.

Moreover, certain types of learning associated with communicative language teaching have also emerged like *interactive learning* in which learners account for the receiver and sender of the message and communicate the meaningful message, *learner centered learning* which considers learners' learning needs and objectives and gives them power in the learning process, *cooperative learning* which promotes cooperation rather than competition, *task based learning* which has a certain objective, feasible content, a well-developed procedure, and a set range of outcomes, and *content based learning* in which language is regarded as a means for obtaining

knowledge about other subjects (Hung, 2012). Moreover, *constructivism* in which learners constructs the knowledge instead of acquiring it with an active and contextualized process, *active learning* where learners think individually and react differently and *problem based learning* addressing the problems with the use of knowledge and skills in a given task are also several of the new approaches mentioned by Gru Prasad (2014).

Just as language is evolving, methods and approaches to teaching the language are also flourishing as it can be inferred from the explanations aforementioned. Actually, all the methods and approaches' chief aim is to promote learners' use of the language for communication purposes, and all of those have engaged with authentic texts for distinctive aims. Materials focused approaches have dealt with authentic texts in the translation of the target language or illustrating the grammar points in the context. Humanistic approaches have also been in line with the use of real texts for autonomous and self-directed learning. Indeed, the use of genuine texts has gained most attention in communicative approach by dint of the learners' necessity to be exposed to the real language (Mishan, 2004).

Even though the essentiality of both spoken and written authentic texts for the development of the use of language in real life has been recognized, there is still some debate on the exact definition of authenticity. Even if authenticity has been assessed in terms of the quality of the text in the past twenty years, it has also been interpreted by different researchers in distinctive ways. Some researchers (Harmer, 1991; Wilkings, 1976; Martinez, 2002) have focused on the native inception, which refers to the production of the text by a native speaker, whereas some others have put emphasis on the native reception, introduction of the text for native speakers. There are others who mentioned both features of the text, requiring the texts to be both native produced and used (Bacon, 1992; Bacon & Finnemann, 1990; Joiner, 1991; Rings, 1986; Rogers & Medley, 1988; Scarcella & Oxford, 1992).

Furthermore, some writers have also mentioned the purpose of the creation of the text without considering the native speaker perspective. They have primarily

considered a text authentic when it is produced for the purposes other than teaching (Bacon and Finneman, 1990; Lee, 1995; Nunan, 1998; Tomlinson, 1998; and Widdowson, 1979). Considering English as the lingua franca and the concepts such as world Englishes and Inner and Outer circle countries for the language learning, authenticity definition might have another challenge to describe. However, in this study, authentic text has been accepted as the text which is not produced for pedagogical purposes and produced by and for native speakers or the global world.

On the one hand, authentic texts have been appreciated a lot because of many reasons as providing authentic input, representing the culture of the target language, improving language skills, being updated, especially, motivating learners because of the relevancy of them to the daily life. On the other hand, the use of these genuine texts has also been criticized due to their challenge, complexity, causing some affective factors as demotivation and frustration and going out of date swiftly. Moreover, other problems with these texts such as access to the materials, selection and implementation of the texts in classes have also posed a threat to the effectiveness of the use of authenticity in the language learning process. Consequently, the texts alone have not created the language environment necessary for a real like communication without some other factors. Therefore, different types of authenticity terms have come in view such as text authenticity, task authenticity, authentic instruction and authentic learning activities and authentic learning environments. Especially, it has been acknowledged that the task authenticity is a requirement for the efficiency of the authentic texts to promote the real life communication considering the communicative purpose of the text.

Furthermore, with the development of technology, many Web 2.0 tools have provided feasibility and prevented the possible problems regarding the use of authentic texts. According to Mohd Deni and Zainal (2009), substantial progress in the Internet technology influenced learning and teaching in a number of positive ways. Learning became more meaningful, interesting and challenging with a variety of easily-attainable websites and diverse communication tools via synchronous and asynchronous means (p.112). With the diverse sources on the Internet, there is hardly

any problem in terms of reaching the authentic texts and materials. Even the audio and audio visual materials are easy to access, which facilitates the integration of authentic materials into the language classes. However, to be able to integrate those materials into the courses, a language teacher should keep abreast of all the latest developments and pick up steam in the process of both learning and teaching the language. In the same vein, the use of technological tools should not be limited to the teachers inasmuch as the learners are the digital natives of the era and their interest in the new technologies might motivate them more in the language learning phase. With this case study, the perceptions and the experiences of learners might provide some insight into both benefits and challenges of the integration of not only authentic materials and tasks but also some Web.02 tools.

1.2 The statement of the problem

One of the problems in language education in a foreign language setting in Turkey might be the fact that even though our students have the ability to memorize all the grammar points before the exams and sometimes even outperform in the quizzes, they may actually lack the competence of using this acquired knowledge in real life setting. Learners may not be able to utilize what they have learned in their writing papers or spoken interaction with a native speaker of English. As it is claimed by Larsen-Freeman (2003), whereas the presentation and practice are handled by language learners, production, a more communicative aspect of a lesson that requires transfer of knowledge, is the challenging part of learning process (as cited in Ozverir & Herrington, 2011, p.1425). One of the reasons why language learners can not produce the language as it is expected in an interaction might be the fact that both instructors and learners try to fulfill the course requirements via pedagogical tasks most of which are destitute of complexity, deep understanding and connection to real life (Ozverir and Herrington, 2011). Even though school subjects are taught to practice them in real world, students may not connect their knowledge with their real surroundings. The reason might be the inauthentic procedures, which restrain learners' creativity in language learning process.

4

Considering language learning settings, ESL (English as a second language) environment is more advantageous than EFL (English as a foreign language) setting inasmuch as ESL learners are not limited to classroom and they have a chance to reach authentic use of language outside the classroom and interact with native people and practice their language (Ozverir and Herrington, 2011, p.1423). Nevertheless, it may not be the case in an EFL setting, therefore, to make learning more authentic, native speakers of English are recruited as instructors in foreign languages departments and authentic texts are harnessed by non-native language teachers. Mishan and Strunz (2003) contend that advertisements, newspaper articles, books, photographs, leaflets etc. have been used to create authenticity, yet these texts have formed only "cosmetic authenticity" (p. 239). So, what causes this inauthenticity in language classroom? It may not be the text itself that makes a classroom setting authentic, thus the use of authentic material and dependence on native teachers may have not changed the situation and resulted in this inauthenticity in class even with the engagement of learners with authentic texts. As learners read these authentic texts and answer comprehension questions with multiple choice items or true false activities, learners' interaction with the text does not develop any real world competency, indeed and the logic behind all the exercises is comprehension of the text without the appreciation of its communicative function. What communicative function refers here is the relevance of the task to the purposes for which we read an article or listen to a lecture or news online. In real life setting, we read or listen to be informed about something or use that knowledge to create or perform another task. It is not just being informed, Mishan (2004) has listed many communicative aims like persuading, comparing, analyzing, reporting etc. That is, we use the language for such purposes in life not to answer comprehension questions. Therefore, language tasks might be designed considering those communicative purposes in real life.

As a result, it is almost impossible to have authenticity in language classes without applying authentic tasks and activities apart from the use of the material for the sake of realizing the communicative function. In order to have authentic learning environments in which learners can use the knowledge and expertise that they have

acquired and share with their peers, there are some sets of requirements listed by Herrington and Oliver (2000) after their fully fledged review of literature in situated cognitive and authentic learning contexts. With the application of these characteristics of authentic learning environments, learners can be provided a chance to proceed to the production step and connect their learning to their real world by means of completing tasks that entail their use of multiple sources, creativity, collaboration and reflection. Nevertheless, there is not much research on the effectiveness of the use of these criteria for an authentic learning environment, especially in EFL setting. Therefore, some research focusing on not just the materials but the tasks and learning environments should be conducted to see the effect of these characteristics on the learners' perceptions of their language development. Especially, in Turkey, there isn't any research on the implementation of the authentic tasks. Thus, the study might be initiative for the prospective studies.

Integration of technological instruments in language classes can also be very crucial in terms of offering learners an authentic learning environment. Whereas some classes have only one blackboard and an instructor to disperse the knowledge, some institutions, especially the private ones might be equipped with the new technologies. This difference might also pose a problem for the digital learners who have the traditional classroom. However, having smart boards, projectors in classes may not even serve the purpose for the digital learners. As it was mentioned Shafi and Mansor (2009), digital learners anticipate having active, interesting, fun activities and immediate satisfaction. As a consequence of this, whenever they confront traditional learning environments or instructions, they may easily give up learning.

Actually, the use of technology by the instructor is appreciated by both the digital learners and otherwise, yet the use of it by the learners may even promote authentic learning more and prevent some possible challenges of authentic learning. Furthermore, technology might be an invaluable tool providing access to many written and spoken authentic materials in EFL setting. For instance, authentic texts might be considered rare in the past, yet with the technology today, it is very easy to reach a number of authentic sources. Another reason of integrating technology might

be the affective factors that it provides. With the online sources, learners' anxiety can go down during the engagement with authentic tasks. In addition to that, learners can have more learner autonomy since they will be able to have a chance to select their own materials and determine the pace of their learning. Last but not the least; learners can enjoy the use of technology in language learning in a digital age where everything is performed with a click on the button.

On the other hand, the integration of technology does not guarantee authenticity all the time. For all these assumptions stated above, there should be some concrete evidence and emphasis on those areas. Besides, the relation between the use of instructional tools and authenticity should be searched in detail in distinctive settings so that the extent how they complement eachother can be found out. Which technological instrument works with what kinds of authentic tasks or activities should also be investigated in order that classroom practices get the most out of the use of instructional tools for a genuine language learning environment. In the same vein, learners' perceptions on their experiences with those tasks and tools are also crucial to enlighten the effectiveness of the integration of technology and authenticity. All in all, it is vital that there should be some investigation into the use of authentic tasks with the technological tools and the Internet sources in EFL to assess the applicability and effectiveness of them and enhance some pedagogy for the integration of those tasks in EFL context.

1.3 Significance of the study

Present study might have an utmost significance for both the case context, a foreign languages department at a private university in Turkey, and the language teaching and learning in general. Inasmuch as it covers a few debated methods and dimensions in foreign language education, the study may introduce some new perspectives on incorporating authentic learning materials, tasks and technology. In addition, it may exemplify the implementation of integrated language skills with the support of communicative approach putting emphasis on meaning rather form.

First of all, present study is rather significant in terms of providing some insight into the use of both authentic texts, materials, tasks and technological tools. This study might inspire curriculum developers to integrate more technological tools and consider authenticity, not just text authenticity, while preparing some language materials and tasks, especially, portfolio tasks in the context. That is, the assets and challenges of the implementation of authentic tasks in this study might guide the curriculum developers in the process of selection, adaption and implementation of the authentic materials and tasks. Furthermore, the study provides an example of integration of distinctive skills in single tasks, which might support or refute some ideas like the skills should not be taught separately. The study might also be useful for the teachers who aim at benefiting from authentic online sources. For instance, in view of the data collected during the study, the focus on the meaning and learners' interaction with classmates in a social network like Edmodo may encourage teachers and program developers to replace online course book materials, which only include fill in the blank type of exercises having no communicative purpose, with such social networks in which learners may benefit more.

Moreover, the study might also be noteworthy for the researchers in EFL context in terms of providing a comprehensive literature review on authenticity in language education and a sample case implementing both authentic texts and tasks with the implications for classroom practice and further research. The literature review encapsulates a variety of topics and suggests the process from authentic materials to the authentic learning environments, thus introducing almost fully fledged review and guidance to the prospective research studies. Furthermore, there are many studies on the effectiveness of authentic materials for distinctive skills, yet there are not enough studies on the effectiveness of the authentic learning enviroments/tasks in EFL setting. Therefore, this study might be a preliminary for prospective research studies as it involves both authentic tasks and activities not just the texts.

In addition, the significance of the study in the specific context might be summarized with its contribution to the learners. First of all, with this study learners have the chance to express their feelings, attitudes and suggestions regarding the instruction in

the school, thus, have a voice in curriculum. Besides, they have gained some skills and strategies to deal with the real world English by being exposed to the authentic input both online and offline. Not only have they enhanced their real communication in the target language but they have also been encouraged to use technological tools while progressing in their both productive and receptive language skills. Consequently, they have accessed to the knowledge that they can use in their real settings and in their future careers. Apart from the language skills, learners have gone through not only autonomous learning process but also collaboration and cooperation in group activities by putting language into their lives, developing strategies to deal with the authentic sources, doing extensive reading, projects, interacting with friends and native speakers in the target language outside the classroom context. To summarize, the study is noteworthy for the setting in which it is carried out. However, this advantage of being exposed to the real life materials and tasks can be provided to other learners in different EFL settings.

All in all, present study might have a great significance in terms of revealing both benefits and problems of authentic learning activities via technological tools. Apart from the practical implications, it contributes to literature with the implementation of ten authentic tasks not just one for the whole semester in EFL classes.

1.4 The purpose and research questions of the study

The purpose of the study was to explore EFL learners' perceptions on the implementation of the authentic tasks with the use of technological instruments. Three main research questions asked in the study were:

1. Before the implementation of ten instructional technology supported authentic EFL tasks, what are the perceptions of EFL intermediate learners on
    a) their competency in the use of English in real life settings?
    b) their competency in using technological tools
    c) the characteristics of the EFL language learning and teaching tools?

2. After the implementation of ten instructional technology supported authentic EFL tasks, what are the perceptions of EFL learners' on the effectiveness of ten authentic tasks?

3. How did the implementation of authentic EFL tasks affect the learners' perceptions of their competency in the use of English in real life settings?

CHAPTER 2

LITERATURE REVIEW

2.1 Definition of authenticity

With the development of communicative methods and integrating technology in ELT authenticity term has been reused over and over again. Terms like authentic texts, authentic tasks, authentic instruction, authentic context, authentic testing etc. are frequently mentioned by most foreign language experts defending the communicative methods of teaching. However, there is no consensus on the exact definition of the authenticity, which is quite predictable to be controversial considering the distinctive contexts in which authenticity term is mentioned.

2.1.1   Definition of authentic materials

Defining authenticity is a challenging work even when you just refer to the authentic materials since scholars vary in their explanations regarding authenticity. Some focus on native inception or reception whereas some put emphasis on the reality of the materials; moreover, the general definition acknowledged by many authors attaches particular importance to the texts created for the real purposes rather than the pedagogical ones while defining authentic materials.

To begin with, some experts are in the opinion that the material should be produced by native speakers of the target language whereas some others consider that the material or text should also be produced for native speakers of the target language to be regarded as the authentic texts or materials. To exemplify, Harmer (1991) identifies authentic texts as 'materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language.'(as cited in Tamo, 2009). In addition to that, Wilkins (1976) also regards

the authentic texts as the products introduced for native speakers (as cited in Trabelsi, 2014). Martinez's (2002) definition also compromises that authentic materials are catered for native speakers. Indeed, a widespread definition of authenticity includes both and it is the unchanged text which is created by native speakers and for native speakers (Bacon, 1992; Bacon & Finnemann, 1990; Joiner, 1991; Rings, 1986; Rogers & Medley, 1988; Scarcella & Oxford, 1992).

Secondly, some scholars emphasize the reality and genuineness of the texts while defining authentic materials. Morrow (1977) describes 'authentic text as the language produced by a real speaker or writer for a real audience, which is expected to indicate a genuine message.' (as cited in Baghban, 2011) Rogers and Medley (1988) also lay emphasis on the naturalness and describes authentic as 'language samples reflecting a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers" (p.468) (as cited in Al-Musallam, 2009).

Lastly, considering all of the viewpoints above, there is actually a primary definition of authentic material acknowledged by a number of researchers interested in authenticity such as Bacon and Finneman (1990), Lee (1995), Nunan (1998), Tomlinson (1998) and Widdowson (1979). Bacon and Finnemann (1990) regard authentic materials as 'the texts produced by native speakers for non-pedagogical purposes.'(p.469). Lee (1995) asks for a real-life communicative purpose to identify a text and defends that it should not be produced for teaching purposes. Nunan (1998) also states authentic material is created for purposes other than teaching language. Tomlinson (1998), supporting the same idea, advocates that a text which is not written or spoken for language teaching purposes is called authentic. Whereas a newspaper article, a novel and a story can be authentic, a story written for the purpose of exemplifying a structure like reported speech or and a dialogue scripted to illustrate an illocutionary act like inviting are not authentic according to him (p. ix). Besides, Thornburry (2006) provides his utterance that a classroom text is authentic if non-classroom audience is thought while the text is written. While he considers songs and newspaper articles authentic, he regards the drills and dialogues in the

course book non-authentic (p.21). In addition, Mishan (2005) also endorsed that notion by claiming that authenticity has to do with the real communicative purpose of the text (p.33). For instance, a text is authentic when it is created to serve a purpose like informing, engaging or persuading people not to illustrate or emphasize the grammar points.

Actually, variation of the definitions of authenticity is expected considering the development and use of it in distinctive teaching and learning approaches and methods in history. Considering the incoherent history of authenticity, there are primarily three approaches that appreciate the use of authentic materials to date. These approaches and their developments are explained in detail by Mishan (2004). However, to illustrate the history of authenticity, these three approaches and the rationales of their integration of authentic materials can be examined in Figure 1 given below.
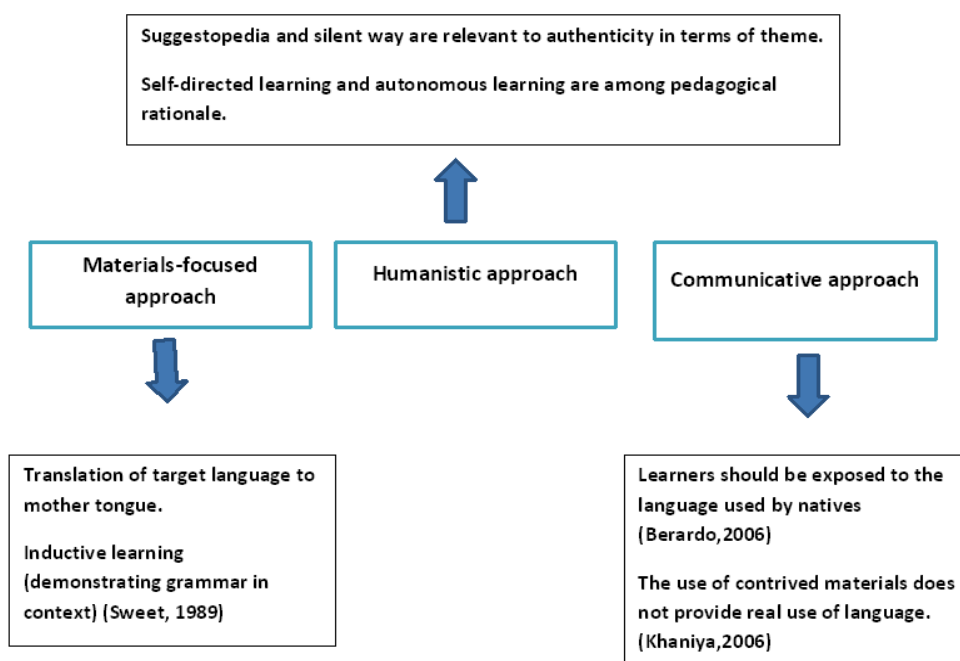
Figure 1: History of authenticity by Mishan (2004)

As a result, considering the dominance of communicative language teaching method in language classes for the last two decades, the assertion that the material should not be produced for educational purposes, instead, should be created for the real life communicative purposes is also endorsed by many researchers as the definition of authentic materials for now.

When we think about the materials introduced for real purposes, the menus in a restaurant, an article in an updated online newspaper, any entry written on a social network or on a blog are all created for real purposes not for pedagogical purposes to be used in a language classroom environment. On the other hand, these materials introduced for real purposes outside the class are grouped into two by Ianiro (2007). The former includes print materials such as magazines newspapers, greeting cards calendars etc. whereas the latter involves auditory materials like radio broadcasts, TV programs, videos, DVDs, podcasts etc. Gebhard (2006) also classifies authentic materials as: 'authentic listening/viewing materials (movies, TV commercials songs etc.), authentic visual materials (slides photographs, stamps etc.), authentic printed materials (newspapers printed, advertisements, history books, business cards etc.) and realia (doll, puppets, rings, umbrellas, wallet, plants masks etc.) (p. 103-104).

Nevertheless, as Wallace (1992) implies, any text brought into classrooms for pedagogical purposes loses its authenticity (as cited in Joy, 2011). That is, the context is class and even if you bring the supposed authentic material into class, it will lose its authenticity due to the fact that this material will be exploited for the purpose of teaching. Widdowson (1998) also incessantly maintains that there is a contradiction when the authentic texts are used in language classes as he believes that the authenticity does not come with the text when it is brought into the class for pedagogical purposes (p.711). Moreover, Chavez (1998) maintains that assumed authentic text becomes inauthentic when it is brought into classroom since it is separated from its original context and audience. However, these ideas are also challenged by Taylor (1994), advocating that classroom has its own genuineness and naturalness (p.5). He asserts that in language classroom, learners provide their own authenticity as they do somewhere else. Tatsuki (2006) also verbalizes that the real

world is not actually more real than the classroom and what makes classroom environment seem unreal is the interaction realized there (p.3). Similarly, Berardo (2006) also finds authentic materials beneficial for language learning even though classroom environment cannot be as natural as the real world.

2.1.2 Beyond its original meaning: Different types of authenticity

With regard to all the definitions provided for the authentic materials, there are two prevalent definitions as stated before. The former is the text produced by and for native speakers and the latter is the text or material produced for real world purposes not for pedagogical aims. As it is obvious with these definitions, the early description of authenticity primarily focused on the text authenticity, and text or material authenticity is grasped without mincing matters now even though authenticity is still vague when it goes beyond the text. Consequently, the emphasis is on different types of authenticity now and the debate on these various authenticity types has emerged with its use with different kinds of collocations such as authentic text, task, situation etc. Actually, this development or expanding definition of authenticity results from the fact that authentic text or material advocated for two decades is not enough to create the expected benefits of authenticity. Hitherto, this situation exposes a various types of authenticity. Consequently, authenticity, which was referred as authentic materials or texts in the past, goes beyond its original meaning.

2.1.2.1 Authenticity factors

Chavez (1994) introduces 12 factors for her study and this classification of the authenticity term is a comprehensive one as it can be seen in Table 1 below. Moreover, they are rather illuminating, indeed since it considers a variety of factors with regard to the authenticity term.

Table 1: Authenticity factors by Chavez (1994)

	Authenticity Factor	Explanation
1	Immediacy	Non-recorded discourse, listening or watching as the discourse develops
2	Currency	Up-to-date information
3	Medium authenticity	e.g. dialogues not presented in writing but orally
4	Native inception	Produced by a native speaker
5	Native reception	Produced for a native speaker
6	Cue authenticity	Being exposed to natural range of clues e.g. watching people speak and not only listening to them speak
7	Intent authenticity	The information stand to influence actual behavior, i.e., one reads a movie schedule because one actually wants to go to a movie
8	Inclusive	Learner participates; versus learner exclusiveness: learner does not participate
9	Source authenticity	Discourse appearing in its original and natural context or environment; newspaper articles not printed in a textbook.
10	Initiative authenticity	Discourse solicited by learner; instead of introduced by teacher or another party
11	Setting authenticity	Target language environment; versus non-target language environment
12	Cultural (goal) orientation	Versus linguistic (means) orientation

According to the findings of her study, native inception factor is significant whereas native reception is less important, which might require a change in the definition of authenticity which claims they should be created by and for native speakers of the target language.

Apart from Chavez's (1994) factors for authenticity in foreign language classes which illustrate that the naturalness of the text is not the only factor for authenticity, Mishan (2005) believes that the crucial thing is not whether the text happens in a real environment but what we do with the text (p.30). She considers a text authentic when it has a communicative purpose and it is used in a similar way as it is used in real context (p.79). Widdowson (1978) also differentiates the genuineness of the text and authenticity: 'Genuineness is a characteristic of the passage itself and as an absolute quality. Authenticity is a characteristic of the relationship between the passage and

the reader and it has to do with the appropriate response.'(p.80). He exemplifies this relation by noting that when the parts of a whole article in a newspaper is drawn from its natural context and presented in class, the text loses its authenticity even if the text itself is a genuine piece of language. In the same vein, Breen (1985) mentions three different versions of authenticity; the authenticity of the input used in language classes, authenticity of the learners' interpretation of the text and authenticity of social situation (as cited in Baghban, 2011, p.5). Guariento and Morley (2001) also have a similar classification including authenticity of purpose, authenticity of target tasks, authenticity of classroom interaction and authenticity of learner engagement. In this taxonomy, the language is used for a real purpose, students are expected to deal with real life tasks and work in pairs or groups. Moreover, they are interested and engaged in the task. Joy (2011) details another categorization and identifies four schools of authenticity; text, task, learner and classroom authenticity which are actually mentioned by other writers with different viewpoints (p.11). With respect to many different taxonomies provided by some authors, the striking ones are given with the distinctive perspectives together with the realationship among the tenets of authenticity in Figure 2.
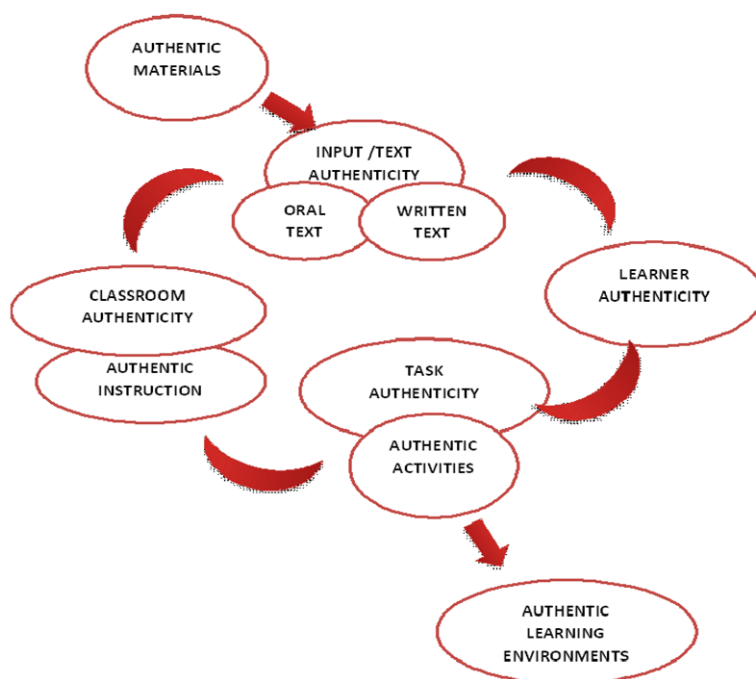
Figure 2: Concept map of authenticity

As it can be observed in Figure 2, the starting point is the authentic material which is distinguished from the authentic input since authentic materials can also include realia. However, with the development of the language teaching approaches and methods, definition of authenticity transcends and today what is crucial in language classes is to create an authentic learning environment with the integration of authentic materials and tasks.

2.1.2.2 Input authenticity

Input is described as the language written or spoken to the foreign or second language learner. Input authenticity refers to the real written or spoken texts that are introduced to the students. Brown and Menashe (2008) classify the authentic input into five categories as it is illustrated in Table 2.

Table 2: Five different input authenticity by Brown and Menashe (2008)

	Input authenticity
1	genuine input authenticity
2	altered input authenticity
3	adapted input authenticity
4	stimulated input authenticity
5	inauthenticity

In genuine input authenticity, the input is created for the real world use and has no change in itself during the use of it in language classes. For instance, watching a movie or TV series without interfering or using scripts of the movie can be considered genuinely authentic. In altered input authenticity, even though there is no difference in meaning, there are some changes on visual quality of the input or it might be presented as fragments and not a complete version. Adapted authenticity can be seen when some structures or vocabulary items are changed to make the text easier for the students having low level of English proficiency. Simulated input authenticity mostly refer to the texts created by the teacher or a writer as though it is written for the real audience like advanced listening and reading texts in course books. Inauthenticity means that there is no effort to make the text seem authentic which can be seen in some text books including explanations for the grammar points

(Brown and Menashe, 2008). In view of this taxonomy, we can say that what we refer to 'authentic' is actually 'genuine input authenticity'.

2.1.2.3 Learner authenticity

According to Kaikkonen (2000), learner authenticity derives from the word authentees, meaning subject or agent, therefore, in language learning authenticity is regarded as the genuineness of the learning procedure in which there is more emphasis on the learner as an active participant of his learning (as cited in Autio, 2012, p.8). Van Lier (1996) refers to authenticity of learner by implying that authenticity is not just the quality of the text, it is the characteristic of the learners' self-determination and dedication to comprehending it. Lee (1995) also distinguishes text and learner authenticity and indicates that learner authentic materials are rather learner centered and they promote students' interest and enthusiasm to learn a foreign language. She also maintains that materials should be pertinent to students' experiences and have a communicative aspect so that learners appreciate or fancy the given material (p.323-324). Moreover, MacDonald, Badger and Dasli (2009) claim that non-native reader or listener realizes learner authenticity by responding to the text appropriately. Consequently, learner authenticity complements text and task authenticity since neither of them is enough without having a response from the learner. In a sense, learner authenticity is the last stage of authenticity since if learner is not engrossed in tasks; both the text and the task will automatically seem inauthentic. Actually, Widdowson's (1978) definition of authenticity 'the relationship between the learner and the input text and the learners' response to it, that should be characterized as authentic rather than the input itself' is very close to the learner authenticity since it emphasizes the learners response to the text not the text itself.

2.1.2.4 Classroom authenticity

Taylor (1994) states that it is not right to cast the classroom context aside and call everything in it as artificial (p.6). Duda and Tyne (2010) also imply the classroom authenticity by concluding that authenticity is no longer is related to just materials but the conditions where they are utilized, which can be called the classroom setting.

Breen (1995) describes an authentic classroom which provides the context where students can share their problems and progress in language learning process as a social activity (as cited in Macdonald et al., 2000), Regarding the provision of classroom authenticity, Newmann and Wehlage (1993) express that it is the expertise of the teachers to provide a context in the class where learners, texts and tasks can merge to create a meaningful interaction.

2.1.2.5 Authentic instruction

As it is stated earlier, classroom authenticity is primarily provided by the interaction among students and instructor and teacher has a paramount role in the authenticity of this interaction. However, it is not only the teacher but the whole instruction process that creates authenticity. Therefore, Newmann and Wehlage (1993) have created five standards of authentic instruction and these can be seen in Table 3.

Table 3: Five standards of authentic instruction by Newmann and Wehlage (1993)

Five standards of authentic instruction
1 Higher- order thinking
2 Depth of knowledge
3 Connectedness to the world beyond the classroom
4 Substantive conversation
5 Social support for student achievement

According to Newmann and Wehlage (1993), lower-order thinking realizes when the students are asked to gain and repeat the information or rules through the repetitive acts whereas higher-order thinking can be seen with the students' synthesis, analysis and interpretation of the information. With regard to the depth of knowledge, students have superficial knowledge when they have subtle understanding of the ideas and concepts presented to them; however, knowledge is deep when students have the distinctions, developed arguments, sophisticated understanding and solutions to the problems. Connectedness to the real world refers students' engagement with real life problems and use of their personal experiences. Substantive conversation necessitates students to have great deal of interaction about the subject and if the teacher just introduces pre-determined questions and a selection

20

of information, it means class has little or no substantive conversation. Substantive conversation is quite high in classes where the conversations, exchange of information are not totally controlled. The last standard for the authentic instruction is social support which is higher in classes where the teachers and students have a mutual respect and there is encouragement for the students against the challenge of the tasks apart from the assistance during the process.

2.1.2.6 Task authenticity

While defining authenticity, some authors have focused on the material whereas some others have put emphasis on the both spoken and written input. Moreover, some of them have described authenticity through learner engagement or social context, but there are also some others who have especially prioritized the tasks while defining authenticity. For instance, Breen (1985) claims that authenticity is not only about the language (authentic texts) chosen for language classes but to the tasks learners are engaged with and the social setting is formed in the classroom (Al-Musallam, 2009). Guariento and Morley (2001) also note that whereas the authentic input is essential for the improvement of the competence in the target language, by itself, it is not enough and authenticity has to the with the task more than the text itself. (p.349). Autio (2012) also has defined authenticity as the classroom activities in which the communicative purpose of authentic text is acknowledged (p. 15). That is, authentic task emerged as one of the facets of describing authenticity.

However, there are also distinctive descriptions of authentic task. For instance, Tomlinson (1998) describes an authentic task as: 'A task which involves learners in using language in a way that replicates its use in the real world outside the language classroom.' Thus, filling in blanks, changing the verb from one tense to another and having a substitution chart are not authentic tasks. However, responding to a letter or an email, discussing different points of views and comparing a variety of brochures or websites to choose holiday resort are authentic activities (Tomlinson, 1998, p. ix). Nunan (1989) also differentiates two different types of tasks including pedagogical tasks engaging students in task which they are unlikely to perform outside the class and real life tasks requiring students to perform the sorts of

behaviors that they are supposed to have in real world beyond the classroom (p. 40-41). Real life tasks can be considered as the authentic tasks here. Furthermore, Brown and Menasche (2006) classify task authenticity into three, which are genuine, simulated and pedagogical and they also emphasize that there is not a real task authenticity and they only have considered immersion but for an instructor as the genuine task authenticity. According to Mishan (2005), in order for a task to be authentic, they should have certain characteristics which are listed in Table 4 below:

Table 4: Characteristics of an authentic task by Mishan (2005)

Characteristics of an authentic task
1. Reflect the original communicative purpose of the text
2. Be appropriate to the text on which they are based
3. Elicit response- engagement with the text
4. Approximate the real life tasks
5. Activate learner's existing knowledge of the target language
6. Involve purposeful communication between learners

She also gives details on the communicative purposes after a review of literature and introduces seven different communicative purposes with their functions as illustrated in Table 5 below.

Table 5: Communicative purposes of the text by Mishan (2005)

	Communicative Purposes	*Communicative purpose of the text is to*	*Functions*
1	Informative	Transmit information	Transactional
2	Persuasive	Persuade (purchase, opinion, action etc)	Transactional
3	Soliciting	Interact or transact (business or personal)	Transactional
4	Instructional	Give instruction or implementing a process	Transactional
5	Provocative	Provoke emotive, intellectual kinesthetic reaction	Interactional
6	Interactive	Interact or transact (business or personal)	Interactional
7	Engaging	Engage imagination, emotions (including humour)	Reactional

Moreover, when she maintains that the task should be appropriate to the text, she emphasizes that the task should be designed to reflect the original communicative purpose of the text. Regarding the response and engagement, task is expected to reflect the reaction and response of the learner to the text. Therefore, it is significant to look the engagement of a native speaker with the text. 'Does a native speaker of English skim and scan the text or refer back to it for guidance?' Asking the comprehension questions after reading a newspaper article is questionable since in real life, we do not read a newspaper article word-for-word, instead we skim the text, which is called partial understanding. Actually what is authentic is the partial understanding not full comprehension of a text (Mishan, 2005). Approximating the real-life tasks is having tasks that a native speaker does when listening or reading a text in real life. For instance, taking notes for the people and main topic of the news and considering the non-verbal elements in it since these are the actions done by the native speakers subconsciously while they watch the broadcasts. Learner's existing knowledge of the target language is also very significant and the tasks should build new information on their previous knowledge. For instance, before showing a café scene, they might be asked to write a dialogue to illustrate students' perception of the payment and ordering habits. Mishan (2005) also claims that many communicative activities actually end up being a pedagogical task since there is not creativity in it. She suggests tasks including a concreate outcome like a report of a small research project or a survey.

Besides the characteristics of authentic task, she also proposes some task types given in Table 6 below and she introduces task samples for each typology.

Table 6: Task typologies by Mishan (2005)

Task typologies	Description	Examples
Reaction	Reaction (including kinesthetic) to written audio or audio visual input of non-emotive nature acting on written, audio or visual instructions in order to create something, accomplish a task or participate in an activity.	Make plans on the basis of weather forecast
Response	Response (manifested orally or represented in writing) to audio, written, visual or audio-visual input of emotive nature.	Listen to an instrumental section of a song and write a prose piece, poem, or draw a picture to illustrate what it evokes
Inference	Inferring and interpreting the information concepts (including cultural) from audio, written, visual or audio-visual input	Watch a series of film trailers and infer the genre, setting, basic story etc.
Transference	Transference, translation or paraphrase from one medium, genre or culture to another (includes awareness of significance of these transferences)	Deconstruct a newspaper magazine article reporting findings of a survey to infer and write the original survey
Extraction	Extracting factual information (including factual cultural indicators) from audio, written, visual or audio-visual input	Extract factual information (price, ingredients, unique features of a product from advertisements)
Analysis	Awareness-raising of linguistic forms and functions and of emotive figurative subjective use of language.	Analyze how newspaper headlines achieve impact Analyze conversational strategies on basis of dialogues from interviews films soaps
Extension	Extension prediction of development outcome of an event situation via audio, written, visual or audio-visual input.	Identify with a character in novel story or film and develop characterization

All in all, Mishan's (2005) perspectives on authenticity reflect the source of authenticity, which is the communicative purpose of the text.

Moreover, Lee (1995) also considers the task design crucial when authentic materials are used; therefore, he suggests some points to consider while designing the tasks. These points are listed in Table 7 below.

Table 7: Some suggestions for designing authentic tasks by Lee (1995)

Suggestions for designing authentic tasks
1. In real-life communicative situations it is very common to use more than one language skill to achieve different communicative purposes, and for this reason an integrated skills approach is recommended.
2. Contexts have to be provided for tasks, so that learners can practice the skills in a natural, meaningful, and relevant way.
3. The task content should be related to the authentic materials selected so that students can use them as a springboard for the tasks.
4. Whether the task is used as pre-activity, practice activity, or post-activity depends on the course objectives, the skill(s) to be practiced, and learners' preferences.

As it was clearly indicated by Lee (1995), authentic tasks should incorporate not just one language skill but it should also include integrated skills. Implementing integrated skills are actually required to have a real interaction and communication, therefore integrated skills can be observed in some approaches like task based learning cooperative learning and content based learning. According to Tatsuki (2006), there are eight advantages of integrated skills approaches:

1. It exposes English language learners to authentic language;
2. It challenges them to interact naturally in the language;
3. Learners rapidly recognize the richness and complexity of the English language;
4. Learners see that English is not just an object of academic interest nor merely a key to passing an examination; instead,
5. English becomes a real means of interaction and sharing among people;
6. It allows teachers to track students' progress in multiple skills at the same time;
7. It promotes the learning of real content, not just the dissection of language forms;
8. It can be highly motivating to students. (Tatsuki, 2006)

Moreover, having a relevant context is also significant while preparing authentic tasks, thus, tasks can be presented students via using some real situations. Of course, this also depends on the materials used in class. Materials and the contexts and the task should complement each other. Finally, task should be designed according to the needs and requirements of the language program.

2.1.2.7 Authentic activity

Jonassen (1991) describes authentic activities as tasks which are relevant to the real world and supply learners with the reasonable amount of complexity and give a chance to students to choose the level of challenge and also involvement (as cited in Herrington, Oliver & Reeves, 2002) Newmann and Wehlage (1993) regard authentic activities as the real-life tasks that one can come up against at work, at home or in other kinds of social setting.   Ozverir and Herrington (2011) indicate that pedagogical tasks bereft of reflection of real life activities create negative impact on students' development of knowledge, and recommend that characteristics of authentic activities have utmost significance to accomplish authenticity (p. 1423). To sum up, authentic activities actually are interwoven with authentic tasks and their primary goal is to present authenticity to the language learners.

2.1.2.8 Authentic learning environments

There is a confusion regarding the authentic learning environment and authentic task. Even though authentic tasks and authentic learning environments are not the same things, they are interwoven since their primary function is to demonstrate the relevance of them and to encourage learners to develop skills that they can use in their daily lives or in their future careers (Gulikers, Bastiaens & Martens, 2005, p.510). Petraglia (1998) claims that engaging learners with authentic tasks is nearly impossible without a realistic context; moreover, Honebein et al. (1993) also think that an authentic task without an authentic context does not reflect a full picture of the real world (as cited in Gulikers et al., 2005, p.511). Thus, an authentic learning environment is the context which mirrors how the language, knowledge or the skills acquired will be used in real life without extraction of its limitations and complexities. According to Herrington and Oliver (2000), abstract knowledge is not attainable in real life contexts because of remissness of the interdependence of cognition and situation. If the context is separated from the learning, learners see knowledge as the final product instead of a means to solve real life problems (p.23). Hitherto, what is taught in school and the situation in a working environment does not match at all and all complaints expressed by the companies are about the impractical knowledge that the employees have and the lack of practicality,

26

creativity and problem solving skills after they complete their degrees in colleges or universities. Taking cognizance of that type of problems, authentic learning environments can be a solution to those kinds of challenges as students are encouraged to improve related skills by encountering learning simulating their real life experiences or future careers in authentic learning environments, which is also supported with the constructivist approach as it can be seen below.

> According to constructivist approach, 'learning is realized by the learner in an active meaningful cooperative and authentic way. Therefore, learning situations, environments, skills, contents and tasks must be real like and authentic and represent the complexity of the life (Oguz & Bahar, 2008, p.329).

Moreover, Herrington (2006) also maintains that authentic learning environments have the power to enhance learner engagement and pedagogical outcomes taking into account the learners who fail to deal with didactic and outdated instructional approaches that permit one-way of transformation of knowledge from teacher to students.

As concerns the characteristic of authentic learning environments, they put emphasis on real-life complex problems; their solutions through problem based activities case studies etc. and they are not constructed to teach a disciplinary (Lombardi, 2007). According to Ozkan (2001), there are four characteristics of authentic learning environments (as cited in Oguz &Bahar, 2008), which are listed in Table 8 below:

Table 8: Characteristics of authentic learning environments by Oguz & Bahar (2008)

Characteristics of authentic learning environments
1. Structuring information completing some tasks
2. Relating learning to students' real lives
3. Keeping on learning in non-social settings such as home, workplace etc.
4. Cooperation and communication

Additionaly, Oguz and Bahar (2008) also contend that teachers' ability to use authentic materials in a manner that learners can make use of them is very crucial while creating an authentic learning environment (p.332). After reviewing a great literature in cognitive apprenticeship and situated learning, Herrington and Oliver

(2000) have created a scheme for the characteristics of the authentic learning environments and they call these factors as characteristics of authentic activities and tasks in their later studies, which are described in Table 9.

Table 9: Characteristics of authentic learning environments, tasks or activities by Herrington and Oliver (2000)

Characteristics of authentic learning learning environments	
1. Have real-world relevance.	Providing authentic contexts that reflect the way the knowledge will be used in real life and activities match as nearly as possible the real-world tasks of professionals in practice.
2. Provide authentic activities and tasks.	Activities and tasks are ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity. Comprise complex tasks to be investigated by students over a sustained period of time.
3. Provide access to expert performances and the modelling of processes.	There is access to expert thinking and access to learners in various level of expertise opportunity for sharing
4. Provide multiple roles and perspectives.	Providing the opportunity for students to examine the tasks from different perspectives, using a variety of resources.
5. Provide the opportunity to collaborate.	Support for the collaborative construction of knowledge. Tasks are addressed to groups rather than individuals
6. Provide the opportunity to reflect.	Activities enable learners to make choices and reflect on their learning
7. Promote articulation to encourage students to verbalize their knowledge and thinking.	Articulation enables tacit knowledge to be made explicit and activities provide opportunities for students to articulate the knowledge they gained.
8. Tasks are seamlessly integrated with assessment.	Providing for authentic assessment of learning within the tasks rather than separate artificial assessment removed from the nature of the task.
9. Create polished products.	Creating polished products valuable in their own right rather than as preparation for something else. Allow competing solutions and diverse outcomes.
10. Provide coaching and scaffolding at critical times.	Instructor does not attempt to 'transmit' knowledge.Instructor's role is supporting rather than didactic.

Herrington and Kervin (2007) introduce one example task for each characteristic suggesting ten cases integrating technology into authentic learning environment. The subject area of the tasks varies from geography to English language.

2.2 Rationales for the use of authentic texts and materials in language classes
2.2.1 Authentic Input

It is a well-known fact that input is frequently mentioned requirement for both foreign and second language acquisition. However, what kinds of input can foster language learning more, genuine spoken and written texts or contrived and simplified texts? Authentic input is preferred because of some reasons like providing a whole picture of language, illustrating the styles and some discourse markers neglected by non-authentic texts, providing a meaningful context for students to have generalizations about the language structures, and its challenge that make them more comprehensible.

To begin with, Close (1965) and Broughton (1965) are suspicious of the benefits of graded and pedagogical materials since they believe that the language presented in those texts does not represent the target language (as cited in Latifi, Youhanaee & Mohammadi, 2013, p.8). Moreover, Murdoch (1999) also advocates that if learners are only exposed to the contrived materials prepared by the course book writers or teachers, they may not be acquainted with the whole picture of the language and they may fail to notice some facets of language, so he believes that authentic texts provide the necessary input for the learners to raise the awareness of language use in both spoken and written contexts and they lessen the dependence on the structural rules of language (p.3). In addition to that, Miller (2003) also claims that academic course books for listening are radically distinct from real thing. According to the findings of the study, it is reported that an authentic lecture involves a great number of false starts, repetitions and redundancies; nevertheless, none of such kinds of features appear in textbooks. Georgieva (n.) also supports Miller (2003) with the explanation that students do not get the diverse patterns of a language such as a variety of patterns of pronunciation, accents and inaccurate use of language which is restricted in standard teaching texts. On the other hand, Haines (1995) indicates that authentic

materials provide real language in which structural and lexical items are various (p.62). Moreover, as Mousavi and Iravani (2012) states, authentic materials involve all of the points some of which can be neglected in a non-authentic text like hesitations, gap fillers, pauses, backchannels etc. Besides, slow flow of speech, artificial pauses and other kinds of discourse markers can create problems like the loss of the intonation etc. Therefore, Cook (1981) says that providing the authentic input to the students is the only way to guarantee that we give the learners what they are in need of. Gebhard (2006) also appreciates the invaluable input that the authentic materials provide since learners are exposed not just to the language introduced with the text or the teacher (p.105). Therefore, learners get what a teacher might neglect to give in terms of structure or vocabulary by means of this authentic input.

Apart from having a range of structures, vocabulary and some points regarding discourse stated above, authentic materials also contain a wide range of different language styles which might not be found in traditional teaching materials (Tamo, 2009, p.76). Considering the contrived texts used in language classes, authentic materials can profoundly assist foreign language instructors while showing the distinctive features of different styles. For instance, authentic materials may exemplify the distinct qualifications of written and spoken version of the language. Moreover, learners might be exposed to a newspaper article in which they may just comprehend the headline but they will see the style of a news headline or it might be an advertisement or graffiti.

Gilmore (2007) also appreciates authentic texts as the rich sources for language input whereas he is against the constrained texts introduced in course books. With consciousness raising activities, students can have generalizations about the structures of the target language through these authentic texts. It is significant to have a meaningful context instead of practicing lexical and grammatical items in isolation. Therefore, as it was indicated by Gilmore (2004), learners should not be deprived of natural language and they should be provided with the true nature of

conversation to some degree if the aim of language learning is to work autonomously in the second language outside the classroom.

Finally, one of the most acknowledged hypotheses of Krashen (1981), input hypothesis does not refer to the simplicity of the text but the comprehensibility of it. It defends the challenge of the text should not be too easy or too difficult for the learners. Instead, the input should be just above the level of the learner and I+ 1 term is used to signify the comprehensible input hypothesis. Considering the dichotomy in his statement, it is not the comprehensibility but the subtle incomprehensibility that stimulate acquisition here. Therefore, he has adopted both written and spoken authentic texts, which are comprehensible for the students who are advanced enough (as cited in Mishan, 2005, p.22). Moreover, authentic texts can be more authentic than the contrived or simplified input since they represent the whole language and include the instrumental clues to understand the text instead of omitted pieces of it.

To put it in a nut shell, authentic input is one of the reasons of inviting authentic texts in language classes since the value of them cannot be debatable considering their illustration of a variety of structures, vocabulary items, discourse markers, different writing styles and their challenge and clues that reinforce comprehensibility.

2.2.2 Affective Factors

Authentic texts are also attractive in terms of the positive affective factors that have impact on learners' language learning. These elements include personalization, learner autonomy, positive attitudes, motivation, feeling of achievement and self-confidence, and enjoyment during the engagement with authentic texts.

First of all, Newmann and Wehlage (1993) consider conventional schooling inauthentic since the work does not permit students to make use of their minds creatively and has no intrinsic meaning or value to students beyond the classroom achievement. Behizadeh (2014) thinks that real world depends on students' personal interests, social and cultural experiences and knowledge of their society. Thus, if the texts are relevant to learners' personal interests, learning process will be much faster.

Accordingly, Murdoch (1999) claims that it is necessary to use the authentic materials in language classes to increase the learner participation since each and every learner has his or her own learning style and abilities and authentic texts create chances for learners to use their previous knowledge to interpret the texts.

Moreover, learner autonomy is another reason for the integration of authentic materials. Since learners see the value of using authentic materials in language classes, they are inspired to use these kinds of texts outside the class. Georgieva also believes that authentic texts encourage autonomous learning by inciting extensive reading or listening authentic sources in the target language. According to Autio (2012), authentic tasks encourage learners to process knowledge in a critical and reflective way as opposed to mechanical exercises completed in class; thus raising their own contribution to their learning process.

In respect to positive attitudes, with the authentic texts, students can familiarize themselves with the culture so they may not feel anxiety or develop negative attitudes towards the language itself; consequently this attitude can affect their acquisition of language. Actually, there are many studies on the attitudes of learners towards authentic input and most studies refer to the learners' positive reaction to authentic texts. For instance, Kienbaum, Russel and Welty (1986) tried to compare the communicative approach in which learners use authentic materials with the traditional instruction with textbook materials in the control group. The attitude survey unveiled that learners in the experimental group have favored the absence of textbook materials and are well-motivated. Sabet & Mahsefat (2012) also mention the positive attitudes and satisfaction after the implementation of authentic listening materials in class when the feedback given by the learners are examined. By the same token, Hillyard, Reppen, and Va´squez (2007) refer to the great satisfaction with an intensive English program based mainly on exposing the students to a variety of authentic texts. Al-Musallam (2009) had similar findings after the implementation of authentic texts to enhance learners reading skills in reading courses in EFL context at college level (p. I). Both language learners and teachers reacted positively to authentic reading materials, yet the integration of both authentic texts and

textbooks is the ideal one in reading courses according to the participants in the study. Moreover, Kim (2000) also has conducted a study on the attitudes of language learners towards the use of authentic texts and according to the results of the study, even though both experimental and control group are deprived of self-confidence in terms of comprehension of authentic texts, majority of the students in the treatment group have expressed that their negative perceptions regarding authenticity turn into positive and their proficiency has enhanced.

Another rationale for the use of authentic materials is motivation. Considering the challenges of an instructor in an EFL setting, one of the major problems is how to arouse learner's interests, motivate them for the tasks and activities in class and keep their enthusiasm to engage with the materials. Authentic materials are notable for the motivation factor and many teachers or textbook writers include authentic materials in their classes or books. Some experts (Bacon & Finneman, 1990; Baddock, 1981; Berardo, 2006 ;Guariento and Morley, 2001; Gilmore, 2007; Morrison, 1989; Kienbaum et al,1986; Morton, 1999; Peacock, 1997, Sherman, 2003; Swaffar, 1985; Tamo,2009; Thanajaro, 2000) in ELT think that authentic materials are the source of motivation in foreign and second language classes and the findings of their study maintain that the overall findings are positive in terms of the motivation of the students.

With regard to the reasons of motivation, Mishan (2005) proclaims that with the selection of right authentic materials in terms of students' interests, teacher can instigate learners' intrinsic motivation (p.27). The reason that she claims for the increase in learners' motivation is not just selection of the interesting materials for students but also the challenge that has a motivating factor (p.60). Murdoch (1999) also believes that the increase in motivation of the students might be because of the fact that they read authentic texts not only for pedagogical purposes like learning a function or structure in the text. McNeill (1994) thinks that the motivation of the learners stem from the fact that they feel they are learning the real language. Kılıçkaya (2004) and Guariento and Morley (2001) also believe that authentic materials provide motivation as students feel that they acquire the real language,

which is actually spoken by its native people. Nuttal (1996) also claims that authentic texts are motivating since they are evidence that the language is practice by real people for real aims (as cited in Latifi et al. 2013, p. 8). Moreover, Young (1980) mentions that authentic materials are interesting, captivating and beneficial thanks to the content that does not result in culture shock or any negative effect to the language learners (as cited in Kim, 2000). Cook (1981) also refers to the motivation derived from the flavor of the everyday life and he thinks they seem exotic and gripping because of the unusual foreign life (p. 5).

Peacock's (1997) study reveals that motivation increases when the learners use authentic materials according to the findings of the self-report. Barfield (2001) also has given the details about his observations in his reading course that the students have turned into more self-organized and self-motivated readers thanks to the authentic texts.

Apart from all the rationale given above, authentic texts also provide feeling of achievement and self-confidence, which has been supported by many research studies. For instance, the students in the research study conducted by Woo, Herrington, Agostinho and Reeves (2007) stated that they felt self-confident because of the ownership of the products or the task they completed. According to Ghadarpanahi's (2012) study, learners' self- confidence increased after the treatment of authentic listening. Apart from that, learners expressed that they felt more comfortable with the listening outside the class after they were exposed to authentic aural materials in class. Thanajaro's (2000) dissertation had similar exploration that use of authentic materials in this ESL classroom increased the level of comfort and their self-confidence while they were listening to target language. According to Latifi et al.'s (2013) interview results, almost all of the learners indicated that their self-confidence also enhanced with the use of authentic movie materials.

The last affective factor that the authentic text provides for language learning is feeling of enjoyment during the engagement with authentic texts. Haines (1995) believes that listening to songs and reading magazines are enjoyable for students

since they are real (p.62). Chavez (1998) also supports that authentic materials are quite enjoyable for language learners and they interact with the real language. Oguz and Bahar (2008) also believe that supplying students with a range of authentic texts will encourage them to read more and enjoy reading (p.331). In the same way, Tamo (2009) alleges that authentic materials can instigate learners to read for pleasure since materials can attract students' attention because of the topics included in them.

To summarize, the affective factors such as motivation, positive attitudes, perceived self-confidence and feeling of achievement, enjoyment and also learner autonomy are some of the affective factors that support the incorporation of authentic materials in language classes.

2.2.3 Presenting the culture

Culture is defined as not only the norms, values standards of a community but also literature, music and art of a society. Language and culture are interwoven, which means they cannot be separated. Therefore, trying to separate the culture and language only hampers language acquisition process. As Kılıçkaya (2004) acknowledges, knowing a language is not just learning the grammatical rules, vocabulary or pronunciation; it also requires learners to be familiar with the cultural elements of that target language to be able to communicate efficiently (p. 3).

Moreover, integration of culture in language classes does not need any extra effort since what represents the culture of a society can be fully represented in an authentic text. According to Spelleri (2002), cultural insight is one of the three layers that make authentic materials highly valuable (as cited in Trabelsi, 2014). By the same token, Sherman (2003) declares that authentic material is crucial for language learning as it is a mirror that reflects the culture. Rogers and Medley (1988) assert that cultural and sociolinguistic features of the language are abundant in authentic texts, so students can access to cultural information through the authentic texts easily and these texts assist them to use the target language in an authentic way (as cited in Matsuka, n.d). Bacon (1992) and Kim (2000) also regard the authentic materials both culturally and linguistically rich and more interesting than the traditional texts used

in language classes. Moreover, Matsuka (n.d) also indicates that authentic video programs introduce a range of cultural elements such as verbal and non-verbal means of communication (p.43). Verifying the ideas here, Herron, Cole, Corrie, and Dubreil's (1999) study demonstrated that upon watching videos, cultural knowledge of the students significantly enhanced. In addition to that, Kienbaum at al.'s (1986) study also concluded that the use of slides by foreign language teachers and interviews with the citizens revealing native's daily life engaged the students with the culture of the target country (p.26). Therefore, the best way to make learners endowed with the cultural elements of the target language is the integration of authentic texts and materials in language classes since brochures, newspapers, some advertisements, novels, movies, TV series and menus are the certain representatives of the target culture.

However, the cultural elements in an authentic text might not be observed by all the students unless there is not a cultural awareness. That is, without noticing, an authentic text might not provide the cultural elements with which students can broaden their horizons and enhance their language acquisition. Furthermore, it is not possible to integrate culture like another skill in language learning. Therefore, there might be some activities to provide noticing in language classes such as comparing or contrasting the elements of the native and the target culture.

As a result, reflection of culture in authentic texts is one of the rationales of incorporating authentic materials in language classes since a number of scholars underpin the value of authentic materials in terms of offering cultural content and raising awareness to the sociocultural elements of the language.

2.2.4 Currency

Kane (1991) indicates that selecting texts primarily from outdated texts causes a reduction in authenticity in projects and inadequate representation of the modern society (as cited in Feng & Byram, 2002 p. 64). Moreover, both languages and the cultures are constantly in a state of flux; therefore, learners should be exposed to the

most up-to-date authentic texts which mirror the social and linguistic changes in their cultures and others (Feng & Byram, 2002, p.76).

Mishan (2005) names this currency and she refers to it as the up-to-datedness and topicality (p.55). She also claims that one of the three central pedagogical rationales for using authentic materials in foreign language teaching is actually this up-to-datedness. Currency in authentic input does not just provide topics and language in current use but also the relevancy to the learners (p. 44).

According to Kienbaum et al. (1986), learners favored current events materials and controversial topics gingered learners to read further about the topic (p. 26). Vaiciuniene and Uzpaliene's (2012) survey findings also reported that being informed what was happening in the world was the second highest score in relation to the benefits of authentic materials. All in all, up-to-datedness is one of the reasons of appreciation of authentic materials.

2.2.5   Real life relevance -Preparing for the real life experiences

In view of the fact that the utmost aim of learning a foreign language is the desire to communicate that language in real world, the need of the learners is to acquire the language of a real world. Considering learners who aim to live in the target country, their learning how to read a time table for the bus schedule, their interpretation of an advertisement, a newspaper article or a review of a movie will be required in their social context since they are supposed to interact with native speakers of that language daily. It is not just for those kinds of learner, indeed. Even for a learner whose purpose is to use the language to interact with people from other countries in an international setting, the use of authentic materials will equip them for possible situations in which they can value use of materials used in real world. They will at least have a perspective or cultural noticing and they will prepare themselves for the real tasks in real world because of the materials. Therefore, language learners should be exposed to the authentic use of language with the authentic materials in order that they can familiarize themselves with the language that they are supposed to use outside the class as it has been uttered by many writers (Bacon, 1989; Hadley, 1993;

Rogers & Medley, 1988 and Widdowson, 1979) if an EFL program aims to endow learners with the language to be able to cope with it outside the classroom.

Ur (1996) mentions that students experience the challenge of comprehending texts outside the classroom inasmuch as texts in language classes do not reflect the language of the real world (as cited in Al-Musallam, 2009, p.22). Moreover, Polio (2014) also argues that exposed to the textbook language only, learners are devoid of how language is used in real life. Considering these challenges, Shrum and Glisan (2000) plead that using authentic materials is an effective way of presenting real world and students will have the opportunity to see the use of real language (as cited in Baghban, 2011). Furthermore, Murdoch (1999) asserts that authentic spoken texts supply students with the strength to handle the conversations or situations in real world. Breen (1985) also supports the same idea and believes that students can handle the situations in real life only if they are exposed to the substantial authentic use of language (as cited in Al-Musallam, 2009, p.18). Cook (1981) takes attention to the necessity of the authentic materials and tasks to communicate and interact in the social environment especially if the learners aim to go to the target country (p. 6).

To summarize, taking the instruction realized in language schools or classes into consideration, the contrived texts in traditional textbooks do not expose students to the samples of real language used in daily life. On the other hand, Wong, Kwok and Choi 's (1995) study concludes that authentic materials are the effective sources linking the classroom to the real world (as cited in Al-Musallam, 2009) and Newmann and Wehlage (1993) also support that when there is more connection to the world outside the class, a lesson becomes more authentic. Therefore, it is acknowledged that the real life materials are more beneficial while preparing students to encounter real English outside the classroom as it has also been emphasized by Mousavi and Iravani (2012).

2.2.6   Improving language content and skills

The most significant rationale of integrating authentic texts into language classes is the improvement in language skills when learners are exposed to these texts. Regarding language skills in general, Harmer (1994) mentions the value of the

authentic material for language teaching and he indicates that it assists learners to acquire the language swiftly and produce it very efficiently. Lira's (2012) dissertation also concluded that three quarters of teachers participating in the study indicated that authentic materials improve language proficiency more than inauthentic materials. In addition, Duquette, Dunnet and Papalia (1989) predicated that because of authentic materials, children having elementary level of English proficiency developed linguistically (as cited in Mousavi and Iravani, 2012). Actually, there are many research studies conducted to verify the contribution of authentic learning materials to the progress of each language skill.

First of all, as regards the language contents such as grammar and vocabulary, it is acknowledged that thanks to the authentic input, learners are exposed to a variety of structures and vocabulary, which is also discussed under the title of *authentic input.* As it is stated in Murdoch (1999), students need exposure to the authentic data so that they can hypothesize the rules for the language structures. This can be achieved with the conscious raising activities and students can have their own generalizations through the authentic texts (p. 4-5). With regard to vocabulary acquisition, learning a vocabulary does not mean knowing just the meaning of it; it also refers to the knowledge of the collocations, pronunciation and spelling etc. Therefore, having an authentic use of the word in an authentic text can increase the understanding of the acquisition of the words. Ranalli (2008) used authentic The Sims game to teach vocabulary to the ESL learners and the results indicated that there was a substantial improvement in word knowledge of the students after the implementation. Pinsonneault's (2008) study also demonstrated that the young learners acquired lexical chunks in the target language upon being exposed to the authentic materials. Demircan's (2004) study, investigating the impact of authentic materials on both learners' and teachers' perceptions regarding the teaching , learning and retention of the grammar, concluded that the majority of the high school students were more successful in enhancing and sustaining grammar knowledge when they made use of authentic materials.

Listening is another reflective language skill enhanced through the exposure to authentic input and quite a few studies have been carried out whether authentic texts has a substantial influence on the listening skill compared to the inauthentic aural materials for the last two decades.

First of all, Mousavi and Iravani (2012) carried out a study in which he had both a pre-test and a post-test for the proficiency of learners' listening skills after the treatment with authentic texts. The findings of the study revealed that students improved their level of comprehension in the post-test. Thanajaro's (2000) study and Ghaderpanahi's (2012) study also discovered that listening skill was improved when authentic materials were incorporated in the class.

With regard to the some experimental studies conducted with both an experimental and control group, Herron and Seay (1991)'s study with the students who had intermediate level proficiency of English illustrated that students who were exposed to the authentic input in classroom had more understanding in spoken texts than those students who did not get authentic listening texts during the semester. In addition, Barekat and Nobakhti (2014) conducted a similar experimental study the aim of which was to search the effect of authentic and non-authentic materials in cultural awareness training on the EFL learners' listening ability. The findings of the pre-tests and post-tests showed that the experimental group which had the treatment made progress better than the control group instructed with inauthentic materials. Sabet& Mahsefat (2012) also concluded in their study that experimental group having the authentic listening materials outperformed the control group in listening comprehension. In Latifi et al.'s (2013) experimental study, the experimental group did not have aural texts only, they were subjected to authentic movies with some advanced organizers and post listening activities whereas control group had pedagogical movies in the treatment. Both groups had the same pre and post-tests of a selected part of IELTS test. Results indicated that the improvement in listening skill in the authentic group was much higher than the control group. A similar study was carried out with authentic videos instead of movies this time by Weyers (1999)

on with learners of Spanish and the results were in line with the previous studies (as cited in Al-Musallam, 2009 p.22).

To put it in a nutshell, it is admitted by many researchers that listening comprehension skill develops with the exposure to the authentic texts more than when learners exposed to the inauthentic input.

Another language skill thought to be developed through authentic texts is reading skill. Berardo (2006) considers non-authentic materials unnatural, so he thinks that these materials are not appropriate for acquiring reading skills even though he acknowledges that these can be used to teach structure of the language. On the other hand, Dunlop (1981) thinks that authentic materials should be integrated by ESL and EFL teachers as learners should be able to read that type of texts (p.51). Murdoch (1999) also emphasizes the need for genuine texts to assist and improve reading comprehension (p.3). Harmer (2001) also accredits solely authentic materials to enhance listening and reading skill (Al-Musallam, 2009, p.2). Haines (1995) also agrees that authentic texts assist learners to enhance listening and reading strategies (p.63). Considering the research studies to gauge the effect of authentic texts on learners' reading skill, Young's (1999) study illustrated that learners' recall scores were higher when compared with the scores of the learners instructed with the simplified versions of the texts (Al-Musallam, 2009, p.20-21).

Not just reading or listening but one of the productive skills, writing is also believed to enhance though authentic texts since authentic texts provide both stylistic and more common structures and words used in the target language. Moreover, Morton (1999) in an EAP (English for academic purposes) claims that learners develop some strategies to cope with the authentic texts, which can assist them improve their writing skills. According to, Xerri's (2012) action research study, the writing skill of the students displayed a gradual improvement in terms of language use, coherence cohesion. Apart from that, learners in writing courses had positive attitudes towards the effect of the use of authentic materials on their writing skills (p.47).

The last productive language skill, speaking, is also conjectured to progress through authenticity in language classes. Matsuka claims that authentic audiovisual materials exemplify connected and normal-pace of speech by native speakers and they may be very beneficial for learners in terms of acquiring the right pronunciation and intonation. Bacon and Finnemann's (1990) study reported that when the authentic materials were incorporated, oral language development of the learners increased. In addition to the speaking proficiency, communicative competence is also highly regarded for the last two decades. Nonetheless, using only inauthentic or graded text does not necessarily prepare learners for a substantial communication or other functions of the target language in real contexts. Penamaria & Benavent (2012) believe that for communicative aims in mind, authentic materials are essential as they create an environment like an immersion model which supply a realistic context for the activities that are concerned with the learners' needs and experiences (p. 89). Gilmore (2007) also advocates that learners should be able to have access to the language in context until that becomes a part of communicative competence and this context can be provided with authentic piece of texts. Georgieva (n.d) also asserts that authentic texts are beneficial since they expose students to the real language used in natural contexts, therefore facilitating the development of communicative competences. Consequently, authentic materials are considered crucial for the development of communicative skills and the existence of authenticity in language classes is also emphasized in communicative language teaching contexts. For instance, Guo (1995) indicates that text authenticity is the key to the communicative language teaching approach (as cited in Feng & Byram, 2002). Hadley (2001) also claims that the communicative language teaching and proficiency-based teaching put emphasis on authenticity and contextualization (as cited in Al-Musallam, 2009, p. 15). Gilmore's (2011) experimental study which investigated whether the use of authentic materials would create a difference in enhancing the five types of communicative competence illustrated that experimental group having the treatment got higher scores than the control group using textbook materials in the tests implemented for the study (p.786).

As a result, language content such as vocabulary and grammar and also language skills such as reading, listening, writing and speaking are claimed to enhance through the use of authentic input. However, real communication requires an integrated skill approach, therefore, authentic materials are highly appreciated since they not only require authentic use of language with authentic tasks and activities but also an authentic context in which language skills are used interchangeably for a real communicative purpose in mind.

2.3 Arguments against authentic materials

Considering all of the rationales for the integration of authentic texts into language classes, there are also some arguments against the use of authentic texts in language classes. These arguments consist of the difficulty of authentic materials, affective factors such as anxiety, frustration and demotivation, the challenge of implementation of the authenticity in class as it requires too much time for selection, planning and dealing with the cultural bias that the authentic texts may have, learners' dependence on traditional methods and textbooks and authentic texts' going out of date quickly.

2.3.1a Challenge or difficulty of authentic materials

One of the striking mentioned drawbacks of the authentic texts is the challenge that the authentic texts possess, so it is believed that authentic materials are not appropriate for the low level of the students. The argument that the authentic texts are challenging is actually acknowledged by many writers. (Mishan, 2005; Ommagio, 2003; Haines,1995; McNeill (1994) Ommagio (2003), Rogers and Medley (1988) Brown and Menasche (2006)   Young (1999) Kılıçkaya (2004) Berardo, 2006; Kehaniya, 2006; Guariento & Morley, 2001).

Haines (1995) and McNeill (1994) claim that authentic texts are too challenging for the low level students. Haines (1995) thinks that teachers hardly expect their low level of students to comprehend a British radio program or a famous novel written by a British author and the length of the authentic texts is also considered as an adverse effect of authentic texts.

Young (1999) claimed that these texts might be too complicated in terms of syntactic and lexical structures in them or conceptually unusual to learners (as cited in Al-Musallam, 2009, p. 28) Rogers and Medley (1988) also regard authentic texts hard to comprehend. Apart from being challenging, Omaggio (1986) argues that unedited authentic texts might also be impractical for low level of students (as cited in Shomossi &Ketabi, 2008, p.179).   Brown and Menasche (2006) also report that authentic materials do not have any benefit when the proficiency of the students is low. Besides, Richards (2001) also states that authentic language is challenging and it has unnecessary vocabulary and complex grammar structures, which cause a problem for low level students (as cited in Kılıçkaya, 2004). Kılıçkaya (2004) and Kim (2000) also assert that the authentic materials should be solely used with learners except for low level students and Kılıçkaya (2004) gives the reason stating that structure vocabulary and functions all are randomly distributed in the text. Tatsuki (2006) also assures that authentic materials are useless in certain situations where learners' proficiency level is low. Vaiciuniene and Uzpaliene's (2012) survey findings also illustrated that the challenge of the authentic texts was mostly because of the very specific vocabulary and authentic spoken English. As a result, in view of some studies carried out, it is acknowledged that authentic texts encapsulate a variety of sophisticated structures that may challenge beginner level language learners.

2.3.1b Counter argument against challenges' of authenticmaterials

As opposed to the acknowledged hardship of the authentic materials, there are also some counterarguments on this issue such as the necessity of some amount of challenge in the language teaching texts with some researchers' beliefs that they should be introduced in the earlier stages of learning, and certain recommendations in relation to the challenge of the authentic input.

First of all, it is believed that the challenge that the authentic materials provide is necessary for the motivation and engagement of the students in language classes. Even elementary level students need this kind of a challenge to be immersed in the task and keep their interest in the task. Haines (1995) also claims that authentic texts can be applied to all types of learners without considering their level since a variety

of tasks can be graded according to the level of the students from easy to difficult (p.63). Moreover, scholars such as Bacon (1989) and McNeill (1994) recommend that authentic materials should be introduced to the students in the earliest stages of language learning since thanks to these texts learners will develop practical strategies for more complicated tasks in the future. Bernhardt and Berkemeyer (1988) also concluded that students without considering their levels were able to handle using authentic texts (as cited in Sabet & Mahsefat, p.219). Maxim's (2002) study also demonstrated that low level of grammar did not deter learners from reading the authentic texts with the help of their teachers and classmates and Ilen et al.'s (1988) study also affirmed that even beginners captured meaning from authentic texts (as cited in Al-Musallam, 2009, p. 25).

Secondly, some solutions or suggestions regarding the difficulty of authentic texts for the low levels have been proposed. One of them includes the simplification of the texts according to the level of the language learners. Even though some experts like Widdowson (1976) and Young (1999) maintain that the simplification is required for the authentic texts to be comprehensible for beginners, others such as Bacon & Finneman (1990), Berardo (2006), Morrow (1977), Swaffar (1985) and Young (1999) are against simplification since they believe that simplification of the texts is not beneficial but detrimental to comprehension of the text due to the elimination of clues to comprehend the text. Furthermore, Ellis and Johnson (2002) indicate that authentic material loses its authenticity if it is adapted by omitting, simplifying or turning one medium of communication into another (as cited in Juan, 2014).

Furthermore, some others have advocated the simplicity of the texts not the simplification of the text, which means the texts chosen for the language classrooms, should be from the simple authentic materials and texts. For instance, there are lots of naturally graded authentic materials which can be easily comprehended by the low level of students such as menus in a restaurant, headlines of a newspaper or advertisements, some bulletin boards, TV talk shows, some other websites used by native speaker of English.

Another solution is also not grading the text but the task in which the authentic text is dealt with which was also proposed by Rutherford (1987) (as cited in Murdoch, 1999, p.10). Moreover, the simplification of the task but not the text is accepted by other writers like Nunan (1989) and Mishan (2005). As language teachers, avoiding the authentic sources and preventing learners from the real language is not reasonable. Instructors can easily integrate authentic texts with the simple authentic tasks as realized in this study; learners can use a genuine shopping website to do some shopping. With this activity they learn a few new words and they get familiar with an authentic website. The task is just choosing the material to buy, and while they are searching they are exposed to the target language.

Lastly, learners should endure the ambiguity in an authentic text and try to understand the global meaning in it since they are not supposed to know each and every word in the texts and while engaging in texts, they need to develop some learning strategies to enhance the understanding of the texts. For instance, using non-verbal clues during the use of authentic texts is one of the techniques to lessen the difficulty of the authentic texts. Along with that, the media, students' world knowledge any visual or auditory clues will provide comprehensibility in the authentic texts whether it is written or spoken.

As a matter of fact, not only the learners but the instructors also can do something about that. First of all, as Oguz and Bahar (2008) stated, teachers should not require learners to comprehend everything at once since the texts are produced for native speakers not for EFL learners (p.332). Moreover, teachers can teach some vocabulary critical to understand the text and they can also foster learning process with some explanations or critical questions regarding the text to make it more comprehensible. Moreover, learners can also be provided with an authentic text which they are already familiar with. For instance, a chapter of a well-known book can be used and a variety of activities can be implemented (Polio, 2014 p.3). Moreover, to increase the comprehensibility of the authentic task some pre and post reading activities will assist in language classes according to Rivas (1999) and Garcia (1991) (as cited in Al-Musallam, 2009, p. 30).

In summary, the hardship of the authentic texts is one of the most accepted drawbacks of the authentic input; however, the counter arguments with some research studies are explained and suggestions to diminish the challenges of the texts are provided with some references above.

2.3.1 Demotivation- Frustration

Another assumed drawback of authentic materials is affective factors like anxiety, demotivation and frustration due to the encounter with authentic input. Guariento and Morley (2001), McNeill (1994) and Kılıçkaya (2004) also argue that authentic texts can cause confusion, frustration and demotivation when students are exposed to them. Guariento and Morley (2001) think that for learners having upper-intermediate level of English proficiency, authentic materials can be appropriate; nonetheless, for low level students, it might cause learners' frustration and confusion if the texts are not selected appropriately in relation to the lexical and syntactic forms. Ur (1984) and Vande Berg (1993) also believe that the use of authentic texts with low proficiency level students might be very disappointing,; therefore, they should be preferred for the high level of students (as cited in Kim, 2000, p.190). Moreover, Huessien (2012) had a survey on the difficulties of using authentic materials with the participation of 100 teachers in Iraq and one of the results illustrated that slightly under three quarters of the teachers agreed that learners feel demotivated with the authentic materials. Bacon and Finnemann (1990) also think that when learners confront with the authentic texts they may feel anxious and comprehension can be affected (p.461). All in all, even though Matsuka also thinks that the authentic materials can cause feeling of frustration and anxiety, he also defends that using audio visuals can assist comprehension and popular songs from the target language can decrease the students' anxiety and frustration for the authentic materials (p.43).

2.3.2 Taking too much time and energy

Another disadvantage of authentic materials is the requirement of time and energy for the teachers to make use of authentic texts. Some writers such as Duda &Tyne

(2010), Kılıçkaya (2004), Matsuka (n.d), Penamaria & Benavent (2012) and Polio (2014) think that it may be time consuming to choose, prepare and engage authentic materials in language classrooms. Georgieva (n.d) appreciates the availability of a variety of authentic texts and materials online; nonetheless, she also regards the process of searching and finding the most appropriate authentic texts rather time consuming. In Kienbaum et al.'s (1986) study, teachers of the program also verified that extra time and effort were spent for both selection and planning of authentic texts. According to Polio (2014) some teachers consider that authentic materials take too much time and she thinks that if the teachers have a lot to cover in class, authentic materials can slow down the process (p.5). Penamaria & Benavent (2012) agree that the preparation of authentic materials for language classroom might be very time-sink. Matsuka also assumes that a teacher may need more time to get prepared for the instruction in low level classes and that might create time constraints for the teacher (p.41). Actually, not only the preparation or catching the curriculum, it is sometimes really challenging for the teacher to explain the culture embedded in the texts if the learners are not familiar with the target culture since as it is stated by Martinez (2002), authentic texts might be too culturally biased and too hard to comprehend for the learners outside the language community (Al-Musallam, 2009, p. 28). Freemann and Holden (1986) also consider authentic texts as culturally biased and regard them burden on learners. Therefore, while spending time for the explanations of the cultural elements, the instructor can be overwhelmed with the explanations and the significance of the main task will possibly be lost during the process. To sum up, implementation of authentic materials might take too much time in the process of selection, planning and also dealing with the cultural bias that authentic materials might include.

2.3.3   Dependence on traditional methods and no interest in authenticity

Even though the authentic texts introduces a variety of lexical items and language structures, some students who are used to learning through pedagogical rules or rote learning may not like the idea of self- discovery in an authentic task and they may find the texts ambiguous and they may not be enthusiastic to take the risk. Murdoch

(1999) maintains that learners unwilling to take the risks or feel anxiety because of the complexity of the text might be uneasy when introduced with the authentic text (p.11). In some contexts in which students try to learn a language for the purpose of passing an exam, learners might not be that much interested in the authentic use of language or texts in class. They may ask for the language rules that they generalize to solve the sample questions for the exams.

2.3.4   Going out of date quickly

Another drawback of authentic materials is that they lose their attractiveness quickly since they go out of fashion rapidly as it is also mentioned by Haines (1995) with the explanation that reading and talking about a news having occurred yesterday is rather motivating even though talking about the same news a few month or years later will not have the same effect on the motivation of learners (p.64). A newspaper article which is quite surprising or interesting today might not take that much attention tomorrow. As Cook (1981) stated, authentic materials mirror a specific time now and they might be meaningless a few days later. Penamaria & Benavent (2012) also restate the fact that they become easily outdated and the teachers have to prepare new authentic text samples over and over again. Consequently, authentic materials are disadvantageous as they cannot keep their currency and they become inappropriate to use in class as learners will not appreciate the characteristic of up-to-datedness in the texts.

2.4 Selection of authentic materials

When a language teacher knows what the challenges and benefits of an approach are, he can easily decide on whether to include or exclude that type of materials or approaches in general. Nonetheless, what is crucial is not only being aware of the advantages or the disadvantages of authentic input but how to select these materials to get most out of them. Therefore, some researchers put emphasis on some criteria that should be considered while choosing authentic input.

Bacon and Finneman (1990) believe that authentic input should include cultural relevance. Lee (1995) emphasizes the course objectives while choosing the texts. On

the other hand, McGrath (2002) identifies seven criteria for the selection of the authentic materials which can be seen in Table 10.

Table 10: Criteria for selection of authentic materials by McGrath (2002)

Criteria for selection of authentic materials
1. Relevance to the course book and learners needs
2. Topic interest
3. Cultural fitness
4. Logistical considerations
5. Cognitive demands
6. Quality
7. Exploitability

Berardo (2006) also introduces four criteria including similar elements to the characteristics suggested by McGrath but the checklist given by Berardo (2006) is a more comprehensive and compact one and the explanations regarding the criteria can be seen in Table 11.

Table 11: Criteria for selection of authentic materials by Berardo (2006)

	Selection of authentic materials	
1. **Suitability of content**	Does the text interest the student? Is it relevant to the student's needs? Does it represent the type of material that the student will use outside of the classroom?
2. **Exploitability**	Can the text be exploited for teaching purposes? For what purpose should the text be exploited? What skills/strategies can be developed by exploiting the text?
3. **Readability**	Is the text too easy/ difficult for the student? Is it structurally too demanding/ complex? How much new vocabulary does it contain? Is it relevant?
4. **Presentation**	Does it "look" authentic? Is it "attractive"? Does it grab the student's attention? Does it make him want to read more?

All in all, not just being convinced that authentic input would create authentic language communication in the end but also choosing the right authentic materials considering the given criteria and implementation of them with authentic tasks in an authentic-like context are crucial in EFL context.

2.5 Integration of instructional technology tools for the authentic learning

In this digital age, people are becoming addicted to the technological devices more and more. When you just look around, you can see many people dealing with their smart phones, tablets, or any other technological tool.That is, learners can access information anywhere and anytime with the help of the Internet and mobile devices. Considering this, as language teachers, there is a need to adapt our courses making use of technology. For that purpose in mind, we can utilize many ESL- EFL websites or programs for our learners, as Taylor (2009) states; there are a number of acknowledged benefits of purpose-built language learning websites online environments. Technology can encourage learner to use powerful cognitive tools and support high order learning and instead of using it to transfer the information to the learners, it can be used by the learners themselves as tools to analyze and synthesize the information and interpret their understanding (Herrington and Kervin, 2007, p.220). A technologically prospered learning context endorses students' performance of tasks and improves their learning outcomes, provide a source of language input, and invigorate relationship between real world and the classroom (Vaiciuniene & Uzpaliene, 2012, p.197). Actually, there are a number of rationales for the integration of technological tools into language classrooms, yet the question is why we are supposed to integrate them with the authentic materials and tasks for foreign language classes. The answer is that we can increase the gains of use of authentic materials and lessen the assumed drawbacks of them; moreover, students will benefit more from the use of authentic websites or authentic use of online sources in EFL classes since learners will learn by doing with authentic tasks that the students are possible to come across in their real life.

First of all, in the past, some people thought that the authentic materials were scarce and expensive, therefore not affordable for the use of language classes. However, with the technology now, it is really easy to access many authentic written and spoken texts. Thus, learners can easily engage in these texts in an online environment as something interesting for every learning style such as audio-video material,

pictures and text, various links inviting interaction and offering multiple input channels can be gained with the help of the World Wide Web (Taylor, 2009).

Secondly, it is thought that learners can be anxious or worried when they deal with the authentic input; however, if these authentic materials are provided online, their anxiety level decreases since they have chance to ease their engagement with the authentic input or the task by making use of online dictionaries or search engines or any kinds of forums when they are stuck during the process of completing the task. Furthermore, a variety of learners ranging from inhibited to outgoing or introvert to extrovert learners have the opportunity to express their thoughts in an asynchronous environment in online world.

Furthermore, learners can be able to determine their own choices and preferences and the process of their own learning with a well-prepared authentic task on the internet. Even if they consider the text or the task challenging, they have quite a lot of time when they deal with the online materials. They know that they can search or they can use dictionaries, so they know that the pace of their learning is their choice. Since they do not have to complete the task during the limited class hour, they can create polish products according to their wish. As a result, integrating technology provides more learner centered approach to foreign language education since only the facilitation is incumbent on the teacher. According to Carmean and Haefner (2002), when learners have their ownership, deeper learning is realized and this can be leveraged via online sources (p.33).

In addition, authentic projects lay stress on the process of learning as discovery and assist learners to improve necessary critical thinking skills, as well as the skill of discovering the right information and enhancing collaboration (Windham, 2007). They can make use of online communities like Facebook to communicate and share information with their friends, therefore, having collaboration. As Carmean and Haefner (2012) state an online world is a social world in which learners can communicate with their peers and they can get a lifelong skill which is working in a team (p.29-30).

Last but not the least, the integration of technology in language classrooms makes learning more enjoyable and captivating for the language learners. Since traditional learning environments or the use of textbooks are considered ordinary, language learners will be motivated for the use of something unusual or something different from a course book. Moreover, language learners are very proficient users of technological tools and applications nowadays, therefore, are called digital natives. According to Prensky (2001), digital natives love getting information really fast, multi- tasking, and they work best when connected to the network (p. 2). Moreover, as Carmean and Haefner (2002) mentioned, some communication tools like chat rooms, discussion boards or any social network will make learning environment more enjoyable and social for language learners. Consequently, the idea of using what they adore, technology, more to acquire a foreign language will tempt them; thus, the integration of technological tools and online programs are de rigueur.

As a result, both online and offline technological tools have utmost prominence to increase the effectiveness of an authentic learning environments thanks to providing a variety of sources, decreasing the anxiety and demotivation that the authentic texts cause, increasing learner autonomy since learners identify their own space and pace of learning, developing required critical thinking skills and captivating learners.

2.6 Studies on authentic learning environments, activities and tasks

Considering all of the extension of the definitions, benefits, drawbacks of the use of authentic materials, the end point is not just the use of authentic materials but the necessity of providing authentic learning environment along with the integration of technology. There are some studies on authentic learning environments and some other studies implementing authentic online tasks in language learning and teaching context and other pedagogical settings.

2.6.1 Studies in relation to authentic learning environments in general educational settings

Regarding the authentic learning environment in other context, it mainly refers to the apprenticeship since it is the context that the students can be trained for their

prospective positions. However, not just the apprenticeship but the classroom environment should reflect the real life tasks. At least with the embedded online courses, students can be trained for real-world problems and encouraged for creativity in their fields.

Regarding the learning environments, the most comprehensive literature on the definition of the authentic activities was carried out by Herrington and Oliver (2000) and after reviewing the studies with the given reference to the situated learning theories, they introduced ten characteristics of authentic learning environments and they implemented those in their later studies.

First of all, Herrington and Oliver's (2000) study was a comprehensive one in terms of the literature review as it exposed ten facets of authentic learning environments. In this study, the researchers had an online program on the assessment in Math and they observed and later interviewed eight pre-service teachers to explore their perceptions regarding this situated learning environment. Moreover, Herrington, Reeves and Oliver (2002) had implemented the authentic online learning environments in a few courses and the interviews with teachers, authors, instructional designers and anyone dealing with the course were realized. Researchers mostly focused on the patterns of engagement in this study by exploring the reasons for the change in learners' engagement from the beginning to the end of the course and their suspension of disbelief. Moreover, Herrington, Reeves, Oliver and Woo (2004) differentiated real life tasks and pedagogical tasks and they illustrated distinctive courses having authentic learning environments. The cases were realized in *Online Teaching and Learning, Research Methods, North American Fiction* and *Film and Writing in Organizations, Coastal Marine Systems* and *Biology courses.*

In another study, Herrington, Oliver and Reeves (2006) had three authentic cases in their study. They had three different courses named as *Research Methods, North American Fiction and Film* and *Writing in Organization.* In all three cases, they integrated both an authentic task conducted whole semester and technological tools like an online graduate research center or virtual environments that learners can

reach course tasks and a great number of sources. In the first case, the participants included master students in education in the first course and they conducted a research study relevant to their real world. In the second one, teacher seemed the journal editor and students were asked to write journals for films and fictions. In the third one, students were supposed to take positions in a company and write a project after having some interviews with managers. With this study, they examined the synergy among learner task and technology.

In addition, Woo, Herrington, Agostinho and Reeves (2007) had a study on authentic tasks in web-based learning environment with two cases integrated with the *Instructional Design Course* and *Online Learning Course.* Twelve master students participated in in the former course while fourteen students attended to the latter. In each case, students were required to complete a few authentic tasks. After the implementation, in-depth interviews were realized with two instructors of these courses and seven students from the participants in the study. The study revealed some challenges of these two courses along with the perspectives of learners regarding this rewarding experience. Apart from those studies, Herrington and Kervin (2007) suggested ten different authentic tasks in different subject areas integrating one of the characteristics of authentic learning environments such as collaboration, reflection, coaching and scaffolding etc. The subject areas in the authentic activities included Science, Mathematics, Geography, Writing and Human Society, Training for pre-service teachers and English Language. On the other hand, Gulikers et al. (2005) study studied the authentic learning environments, especially, distinguishing the authentic tasks from authentic learning environments. One group had treatment in which an authentic task and characteristics of authentic learning environments were implemented in an authentic online learning environment whereas in the other group, students just got the same authentic task but not the authentic context, which means the same online environment but for the authentic qualities. The study was applied to 20 psychology 14 technology students in higher education and the students for two groups were selected randomly. The results of the study implied that the authentic task had more effect on learners than the authentic

context since the learners in the authentic condition did not have higher motivation than the other group and the students participating in non-authentic condition performed as well as the learners in authentic condition.

Besides those online authentic environments, there were also some studies which integrated some authentic learning situations as it was the case in Watters and Ginn's (2000) study. 154 pre-service teachers in science education participated in the course. As a requirement, they were introduced self-efficacy test and had reflective journals. Moreover, there were some class observations along with the focused group interviews conducted with 22 students. Learners' authentic task was to select one of the students and develop a program for him/her to improve his/her understanding of a subject. The study revealed some significant points gained in authentic learning such as collaboration, feeling of self-sufficient, reflection, positive atmosphere that motivated student teachers to teach science. Moreover, Stein, Isaacs and Andrews (2004) conducted a study on authentic learning experiences in a business class. Data collection instruments consisted of interviews with students and course teacher, teacher's reflection and class observations, moreover, this study came up with a theoretical model while applying authentic learning and the researcher assumed that this kind of learning opportunity was personally authentic in that they were meaningful and relevant to students and also socially related to the subject area. McCune (2009) also had a study on the Biosciences students' willingness to authentic learning environments. The study involved three units and the lectures hosted guest real bioscience researchers who introduced their research areas in class. Some individual and focused group interviews revealed the learner engagement through this authentic experience. Learners developed more confidence as a prospective scientist. Wilson (2009) also carried out a research study in which the instructor acted as a manager and students enhanced project management competencies through the interaction with the real clients. The study unveiled both benefits such as challenge, enthusiasm and real life understanding, and drawbacks of the authentic learning environment such as workload, need for energy, patience and tolerance to a large amount of ambiguity.

As a result, all of these studies illustrated that authentic environments can be created in courses with respect to distinctive branches in higher education. These studies provided the applicability of authentic activities in both classes and also in online environments.

2.6.2 Authentic learning environments and activities in language learning and teaching

After a whole review of the distinctive definitions of authentic materials and their benefits and challenges, it was acknowledged that authentic materials ought to be integrated in language classes since they provide authentic input and they bring the real world in class. Moreover, it was also claimed that not just the authentic materials but authentic tasks were required for an authentic learning environment. Consequently, some studies adapted authentic tasks and activities to make language learning more authentic and some of these research studies harnessed online and offline technological instruments to reinforce the learning procedure and lessen the challenges of authentic learning context.

Melvin and Stout (1987) illustrated how to use authentic materials with authentic tasks and activities and designed an example unit requiring students to use authentic materials to complete an authentic task which is 'Discover a city'. This task required many subtasks for the learners such as choosing a place to eat for four days from the advertisements, menus, and estimate of each total price, selecting one place to visit for each day and estimate transportation costs etc. (p.47).

First of all, Son's (2007) study implemented not only authentic tasks but also pre-created web activities comprising grammar, vocabulary, reading and listening practices. Twelve second language learners took part in the study and pre and post-questionnaires, interviews and also observation data collection tools were exploited. The study drew a conclusion that the students' attitudes towards the use of both pre-created activities and authentic tasks were positive and they especially appreciated listening tasks since they were relevant to real life. They also indicated the strengths of them such as feasibility of the websites to get a large amount of information

swiftly, feeling less anxious and more comfortable and control over their tasks along with the challenges like lack of comprehension due to the complicated information given, inability to find relevant sites for their tasks and outdated websites (Son, 2007, p.30).

Moreover, Ranalli (2008) conducted a study using one of the computer simulation games and he focused on the vocabulary acquisition. What was authentic in his study was the use of a popular game outside the classroom emphasizing real world activities such as US culture, marriage, work etc. His four-week study also unveiled some issues like enjoyment, experience with a partner, perceived benefits of supplementary materials, and self-assessment of students. With regard to the vocabulary acquisition in this treatment, the difference between pre-test and post-test scores was significant.

Ozverir and Herrington (2011) conducted a study which included an authentic task through whole semester. This activity required a class to be editorial board of the school news bulletin and students assumed the roles of journalists and editors. Students were expected to deal with a range of sources and write a report about their study and present it to the real audience (p. 1427). Their study was the most relevant study to the present study since it was realized in EFL setting and based on the same characteristics of authentic learning environment.

Erbaggio, Gopalakrishnan, Hobbs and Liu (2012) also carried out a study on a foreign language setting. There were three case studies in the study. In French, Italian and Chinese courses, students were exposed to the authentic texts and they tackled with the challenging authentic audiovisual materials. However, the first and the third cases did not have an authentic task since they adapted multiple choice items, which were not communicative by nature even though the Italian course had an authentic task design in which learners were required to plan a trip to Italy with the help of Italian railroad and airline websites. Teaching evaluation, activity evaluation and course evaluation forms were used to get students' perceptions of the process in different cases. According to the teaching evaluations, students in this

course continually gave higher scores for contentment with the course compared with initial willingness for taking the course.

As it is stated in the study carried out by Herrigton et al. (2002), authentic learning environment seems to supply assistance in the first stages of language learning and make students endure with the initial challenges that they go through in language learning.

CHAPTER 3

METHODOLOGY

3.1 Design

A mixed method study, which Creswell (2009) defined as 'a procedure for collecting, analyzing, and mixing both quantitative and qualitative data in a single study to understand a research problem' has been carried out to explore the cases with different instruments, get more insight into the case and validate the findings of the study through the convergence of the findings of different types of data collected during the study. Since one data collection might not provide all the answers for the research questions and the triangulation is also a requirement for the reliability of the study, one of the most common strategies, convergent parallel design by Creswell and Plano Clark (2011) was adapted. The procedure of this design and its impelementation in the study is reflected in Figure 3 below.
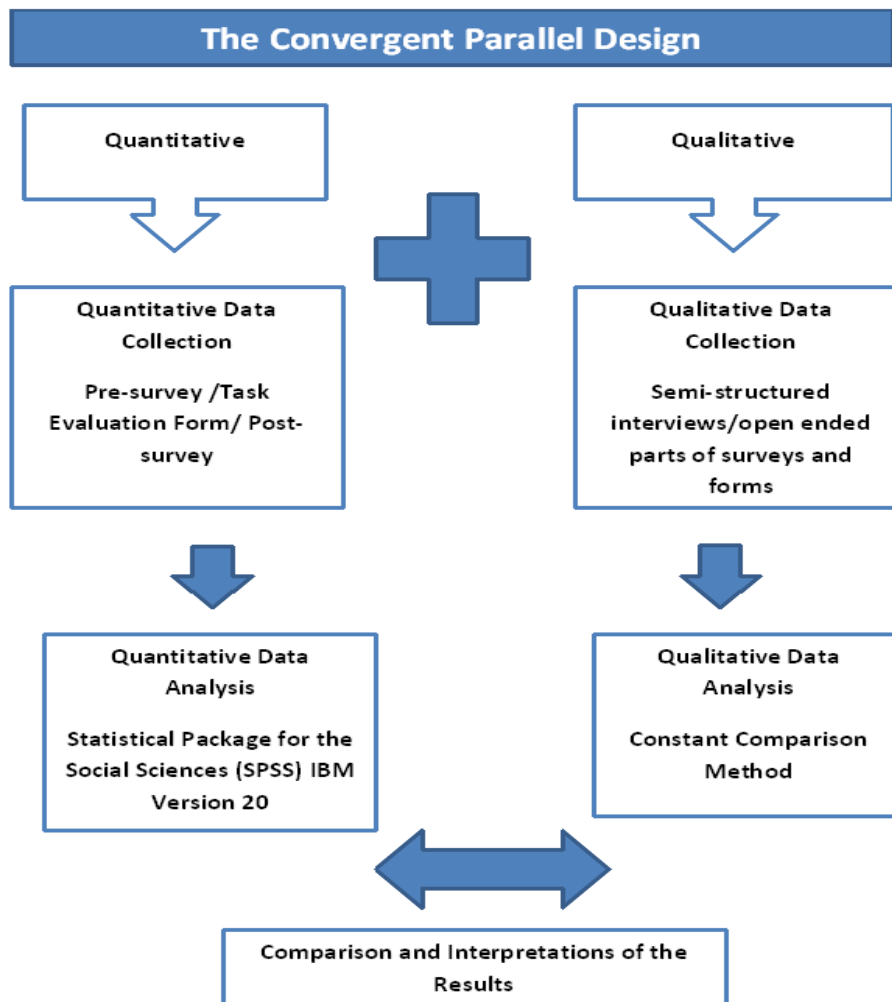
Figure 3: The convergent parallel design

As it can be examined in Figure 3above, convergent parallel design occurs when quantitative and qualitative methods during the same phase of the research process are implemented concurrently. The different types of data are collected and analyzed separately and merged by the end of the study. In this study,both quantitative and qualitative instruments which are given above are collected and analyzed concurrently. More details regarding the design can be seen in Table 12 below with some characteristics of it.

Table 12: Characteristics of convergent parallel design

Characteristics of convergent parallel design	
1. The purpose of the design	To have a more complete understanding of the topic and to validate or corroborate quantitative scales.
2. Foundation	Pragmatism as an umbrella philosophy
3. Level of interaction	Independent
4. Priority of strands	Equal emphasis on both quantitative and qualitative
5. Timing of strands	Concurrent
6. Primary point for mixing	Interpretation in the discussion part
7. Primary mixing strategy	Merging two strands: • after separate data analysis • with further analyses (e.g. comparisons or transformations of separate results)

(Creswell and Plano Clark, 2011)

As it can be seen in the table above, the aim of the convergent design is to acquire distinctive but complementary data. As Patton (1990) indicates the primary function of it is to combine the strengths and weakness of quantitative methods with those of qualitative methods. This design is selected because of the need to triangulate the methods through the direct comparison and contrast of statistical findings with qualitative results for corroboration and validation aims. Another purpose of this design is synthesizing complementary quantitative and qualitative findings to obtain a more complete understanding of a phenomenon. (Creswell and Plano Clark, 2011)

Since different types of data are collected, analyzed and interpreted in this design, Creswell and Plano Clark (2011) suggest that researchers dealing with that type of a mixed method work from a paradigm such as pragmatism to have an "umbrella" paradigm to the research study rather than trying to "mix"different paradigms.

Therefore, in this study, pragmatism was selected as the paradigm. In addition, selection of pragmatism as the paradigm provided the researcher freedom to choose the methods and data collection instruments. Since the purpose of the study was to explore the students' experiences and perceptions of the authentic tasks

and technological tools in language classes, a variety of data collection instruments were utilized such as surveys, evaluation forms, and interviews. Moreover, the study mostly focused on the outcomes of the study and the implications of the study might be significant for the researchers, language learners, and the teachers having a desire to utilize authentic tasks and texts and also incorporate instructional technologies. Lastly, learning is based on the context of place, time, and circumstance and students are expected to use the knowledge and experience that they acquire during this process in their real life. To put it in a nutshell, the pragmatism is observable throughout the study.

Furthermore, in the present study, the interaction between quantitative data and qualitative data was independent since they were collected and analyzed separately. Furthermore, there was not dominance of one type of data over the other, which means quantitative and qualitative data had equal emphasis in the study. Considering the amount of the data for each type, qualitative data can be seen even in the surveys and evaluations forms with the open ended parts apart from semi-structured interviews. With regard to the mixing of the data, the researcher can:

> …compare the separate results or transform the results to facilitate relating the two data types during additional analysis or the researcher interprets to what extent and in what ways the two sets of results converge, diverge from each other, relate to each other, and/or combine to create a better understanding in response to the study's overall purpose(Creswell and Plano Clark, 2011, ch.3, p.78)

Given this quotation, two types of data were independent in the data collection and analysis process but integrated during the interpretation of the data in the discussion part of this study. Besides, it was aimed to illustrate the combination, convergence and diversion with regard to the different types of data. This process also provided the triangualation of the data.

In this study, the triangulation of the data was realized through the responses of the learners in each part of the data collection instruments. This mixing of the data provided answers to the research questions given below:

1. Before the implementation of ten instructional technology supported authentic EFL tasks, what are the perceptions of EFL intermediate learners on

    a) their competency in the use of English in real life settings?
    b) their competency in using technological tools
    c) the characteristics of the EFL language learning and teaching tools?

2. After the implementation of ten instructional technology supported authentic EFL tasks, what are the perceptions of EFL learners' on the effectiveness of ten authentic tasks?

3. How did the implementation of authentic EFL tasks affect the learners' perceptions of their competency in the use of English in real life settings?

3.2 Participants

Convenient sampling was selected as the sampling strategy because of the availability of the volunteer learners. In two different semesters, three different classes were present and they did the same tasks and responded to the same data collection instruments. For the semi-structured interviews, volunteered students who were available were selected. Certain information can be found in Table 13.

Table 13: Demographic information about the survey participants of the study

Level	Gender		Age				Semester Details
	Male	Female	18	19	20	23	2013-2014
A	17	10	17	8	1	1	1st
AF2	6	15	12	9			2nd
AF4	7	13	13	7			2nd
Total	30	38	42	24	1	1	

In the study, there were 68 survey participants who were prep students at a private university in Turkey. 38 of them were female while 30 of them were male. As for their ages, 42 students were 18 years old while 24 of them were 19. There were also two students, one of whom was 20 and the other was 23. Participants in the study included 27 students from A level and 41 students from AF level. A-Level students

were mixed in terms of their proficiency in English since it was the first semester in the year whereas AF students were ranked at the beginning of the second semester according to their cumulative scores that they gained during the first semester. AF level students consisted of students from AF2 and AF4 classes. Level A students studied elementary and pre-intermediate book in the first semester whereas AF classes studied pre-intermediate, intermediate and an upper-intermediate grammar book in the second semester.

Interview participants included volunteer students from the survey group. Their ages and the levels were also illustrated in Table 14.

Table 14: Demographic information about the interview participants of the study

Level	Gender		Age				Semester Details
	Male	Female	18	19	20	23	2013-2014
A	8	3	6	4	0	1	1st
AF2	4	1	3	2	0	0	2nd
AF4	0	4	0	3	1	0	2nd
Total	12	8	9	9	1	1	

As it can be seen in Table 14 above, the number of the students volunteering to the interview each semester is approximately the same.

3.3   Research setting

The study was conducted in the Department of Foreign Languages at a private university in Turkey. In the Department of Foreign Languages, compulsory school attendance is 90 % in one semester. In the university, having three semesters as opposed to other universities in Turkey, students have to attend the courses as it is required and get 65 points on average at the end of the year in order that they can take the central test. (TOEFL-ITP) If the students get 500 in (TOEFL-ITP), they can pass to their own departments to get their bachelor degree.

There are different levels in preparatory school. These levels are identified at the beginning of the semester via a placement test and a TOEFL ITP. If the students get

below fifty in the placement test, they are placed to AF level. If a student's score is over 50 and below 65, this student is placed in A level. There are also B and C level students who get over 65. B level students are the students who get the scores over 65 in the placement test and below 449 in TOEFL ITP whereas C level students get over 65 in the placement test and above 449 in TOEFL ITP. In addition, their levels do not change whole year. Only in the second and third semester, students are ranked as AF1, AF2, AF3 etc or A1, A2, A3 etc. according to the score that they get from the midterms and quizzes in the first semester. However, AF students cannot pass to A level or A levels cannot pass to B level.

There are many facilities in prep school including Self Access Center (SAC), and Reading Room. In SAC, students can study English and they can ask their questions to the instructor in charge in SAC and they can use the dictionaries, books and materials prepared in accordance with the English program in preparatory school. In reading room, students can rest after school by not only reading books, novels, magazines, journals and news in English but also watching movies with their friends.

There are also other extra-curricular activities performed in the school. Every week, at least two activities occur for language development of the students. These activities are realized through movie club, game club, sport club, book club, drama club and also karaoke competitions. Some native English speaking coop students come from different universities and they run these clubs with the students in the department.

Considering the classes that the students take the courses, they are quite comfortable with U-Shape seating arrangement and the seats are quite moveable because of their wheels. Furthermore, classes also have the facilities like projectors, sound system, and a white board. In addition, even though the classes do not have computers, each teacher has a laptop given by the department to use in class.

3.4   Data collection tools and procedures

The study was a longitudinal study; therefore, the data collection procedure including the semi-structured interviews took almost three semesters of 2013-2014 academic years as it can be examined in Table 15.

Table 15: Time frame of data collection

Data Collection	Class A	Class AF2 and AF4
1. Pre-survey	September, 2013	January, 2014
2. Task evaluation forms	October-December, 2013	January-March, 2014
3. Post survey	December, 2013	March, 2014
4. Interviews	January, 2014	April, 2014

Pre-surveys were applied at the beginning of each semester before the implementation of the authentic tasks started. Thus, A level data were gathered in September whereas AF level data were collected in January. Then, task evaluation sheets for A level were gathered in the first semester between October and December months since the implementation and assignment of the authentic tasks in A level were realized in the first semester whereas forms for AF level students were collected in the second semester between January and March during the implementation of the tasks. At the end of the each semester, post survey was implemented, yet some post surveys were submitted at the beginning of the following semester as learners wanted to fill in the forms at home. However, semi-structured interviews were conducted after the end of the semesters. Therefore, interviews with A level students were conducted at the beginning of the second semester while semi-structured interviews with AF level students were completed at the beginning of the third semester between April and May since there was no time left after the classes ended for prep school students. Indeed, having interviews at the beginning of following semesters might have provided more depth knowledge about the experience of learners since students might have felt more comfortable since the researcher was not their teacher in that semester any longer.

Considering the data collection instruments in detail, they included task evaluation forms for the native speakers of English instructors in the institution to assess the degree of authenticity. Pre-survey was conducted to learn students' background, the

ability to use technological tools and competency in the use of language in real life. Tools also included task evaluation sheets for each task after the implementation of tasks along with the post surveys and semi-structured interviews to get deep understanding of the process. Table 16 provides a more compact and detailed information regarding the data collection procedure.

Table 16: Data collection tools

Data collection tool	Section	Question type	Number of questions / statements	Purpose of the section
1. Task evaluation by native speaker teachers	A: Demographic data	Open ended	4	• To get information about the background of the seven NESTs
	B: Evaluation of tasks	1-5 continuum	10	• To increase the authenticity of the tasks via NESTs' perceptions and edit the task before implementation
2. Pre-survey	A: Demographic data	Multiple choice	6	• To get information about the background of the learners and the use of the Internet and computers and see whether learners have access to the Internet when they need it
	B: Authentic tasks	4 point Likert scale	20	• To identify learners' perceptions of their competency in the use of authentic tasks in real life before the treatment.
	C: Technological tools	4 point Likert scale	11	• To determine the level of readiness for the use of technology
	D: Qualifications of language learning and teaching activities and technological tools	Open ended	2	• To identify the needs and suggestions of learners for a language learning and teaching environment to be able to communicate in the target language.
3. Task evaluation forms	A: Evaluation of tasks	4 point Likert scale	15	• To discover the learners' perceptions on the tasks with the criteria given for the authentic learning environments
	B: Evaluation of tasks	Open ended	3	• To unearth the benefits and problems with the authentic tasks during the completion of tasks and identify the learners' suggestions for the improvements of the tasks.

Table 16: Data collection tools (continued)

Data collection tool	Section	Question type	Number of questions / statements	Purpose of the section
4. Post survey	A: Demographic data	Open ended	3	• To get information about the background of the learners.
	B: Authentic tasks	4 point Likert scale	20	• To identify perceptions of learners on their competency in the use of authentic tasks in real life after the treatment.
	C: Technological tools	4 point Likert scale	11	• To determine the level of competence in the use of technological tool for language learning purposes after the treatment.
	D: Evaluation of each task specifically	1-10 continuum	3	• To find out to what extent the learners considered the task necessary or significant/To find out to the level of enjoyment of the learners during the implementation of tasks/To find out learners' perceptions on the level of contribution of the tasks to language learning
	E: Evaluation of tasks in general	Open ended	4	• To find out learners' reasons why they consider tasks necessary or redundant/ to reveal learners' suggestions for the improvement of the tasks and for new tasks.
5. Semi-structured interviews		Open ended	11	• To learn more detailed information about the learners' perspectives and experiences of the authentic tasks/To unearth their perceptions of the necessity of using authentic tasks, contribution of the tasks, affective factors, problems, suggestions, most favorite activities and tools and reasons, least favorite activities and tools and reasons and learners preference to continue performing the tasks later.

3.4.1   Task evaluation form for NESTs

Considering the whole debate on what is authentic and what is not, it was essential to consult to the native speakers of English (NESTs) working in the institution since they were the people who were well aware of what is authentic in their mother tongue and context. Indeed, it was planned to take advice from Turkish colleagues, yet time was limited and implementation of the tasks was emergent. Therefore, the data were just gathered from seven NESTs. After preparation of the tasks, detailed tasks' descriptions and the criteria for authentic activities created by Herrington, Reeves, Oliver and Woo (2002) were given to the NESTs through a task evaluation form. Teachers were asked to assess the tasks according to the criteria given in the form. (Appendix A). Since the task evaluation form just included the quantitative items and had no open ended element in it, the findings of this tool was demonstrated in the tables in Appendix B. In accordance with the findings of the task evaluation form and feedback coming from the instructors, the necessary editing was done and more ideal tasks in terms of authenticity were ready to apply in an actual classroom setting. The task descriptions and also the changes implemented can be seen in Table 17 below. The bold ones represent the changes.Moreover, the ratioanales for the tasks in terms of authenticity can be seen in Appendix C and integrated skills and aims in terms of language learning can be seen in Appendix D.

Table 17: Description of tasks and task duration

1.Students watch one of the videos in TV Talk Shows like Ted Talks, Talk and Interview, The Real (https://www.ted.com/ , http://blip.tv/talk-and-interview-shows-videos, http://thereal.com/episodes/ and then they share it in Edmodo (https://www.edmodo.com/) by giving their own interpretations. Classmates comment on the videos shared in that platform. They also discuss the videos in class **with the introduction of the teacher. Teacher also asks some questions and gives her comments to support the process.**	3-week period

2.Students watch a part of TV series and then they work in groups of 3 or 4 and they take the roles of main characters and write their own dialogues and present in the class. **Later, students choose the best act using a rubric in class. Then, the best acts in two different classes have a competition in Edmodo using the poll function.**	2-3 week period
3. Students work in groups of three and prepare a poster to introduce their university to the prospective students using Glogster (http://edu.glogster.com/signup) (They use recording, video and also picture and text function of Glogster) **Teacher also guides and supports the students when the students need help. Then, the students** share their posters in Edmodo and comment on their friends' posters and vote for the best one to put it in the official website of the Department of Foreign Languages.	1-2 week period
4.Students watch or read some news on some websites like BBC News (http://www.bbc.co.uk/news/) Washington Post(http://www.washingtonpost.com/) New York Times (http://www.nytimes.com/), The Big Picture Boston.com (http://www.boston.com/bigpicture/) (topics can be different and other websites can also be chosen) and share news in Edmodo **by reflecting on the news and comment on the news posted by their friends. Teacher also supports the process when students need help for the use of websites.**	1-week period
5.Students are given **two different** situations.In one of them, they are asked to go through IMDb website (http://www.imdb.com/) and try to find the best suitable movie so that they can meet and go to the cinema to watch this movie and they share their movie choices in Edmodo and they discuss on which one they should go. **In the second one, students share their favorite movie and they gave some information about the movie. They also explain why they favored that movie. Students had the chance to select one of the scenarios**.	1-week period
6.Students are given a situation ' You have a scholarship and you are studying in London for a while. Before you come back to Turkey, you want to buy something special for your family. However, you do not have time to go shopping and you are given a check that you can use in some shopping centers. Try to choose the best presents for your family and try to write messages why you selected this for your family members.' **The students also discuss what to buy with their friends and they get some suggestions from their friends. Teacher also asks some questions to help students decide on what kind of a present will be suitable for their family members.** http://www.jcrew.com/index.jsp, http://www.ebay.com/, http://www.harveynichols.com/	1-week period

Table 17: Description of tasks and task duration (continued)

7. Students are given a situation ' It is your classmate's (desk mate) birthday and she loves reading in English. So, you want to get an original English book for her and you have some websites like http://www.alibris.com/ , http://www.booksamillion.com/, http://www.amazon.com/ visit these websites and decide on a book and post the link that you have on his or her wall in Edmodo and give your reasons why you chose that book and ask her whether she liked it or not and why. You have 20 dollars' **Teacher has also a discussion in class about the different types of English books so that students can get an idea about what kind of a book her/his partner may like.**	1-week period
8.Students determine a topic for the interview with the native speaker teacher via Skype **or in person (they may record the interview)** and they prepare interview questions and they share them in Edmodo**. Teacher revises the questions and** students do the interview and they share it **for their** friends in Edmodo.	2-3 week period
9. Students work in groups of four and decide on a topic which is related to their real life context so they are given some example topics or research questions like: 1. **Physical conditions** 2. **Instruction** 3. **Technology** 4. **Communication** 5. **Social clubs** Then, they prepare ten questions **in a group of four or five and teacher also observes the students and assit them. Later, teacher presents how to use SurveyMonkey** (https://www.surveymonkey.com/) **for students. Later,** students prepare a survey using SurveyMonkey and then they share the link in Edmodo. After that, they present the results of the survey in class using PPT poster or anything they prefer.	2-week period
10. Students work in groups of 4 and they are given a situation like 'You have a scholarship for a language program and you will be there for two months. However, the program is quite flexible. So, you want to plan a trip to that place. Prepare your plan and share it in Edmodo. You can choose one of them if you like (Canada, United States, Britain). **Students work in groups and the teacher observes students and if they need anything, she supports and answers students' questions or asks some questions to make them think critically and find answers to their own questions.**	1-week period

The detailed descriptions of the tasks are given in Table 20 above, yet during the study each task has a shorter title defining itself. These titles were preferred to use as they were more reader friendly. These captions might be observed in Figure 4.

TASK1- Watching TV series and acting out
TASK2- Watching TV talk shows like Ted Talks
TASK3- Preparing a poster using Glogster
TASK4- Reading and watching online news
TASK5- Choosing a movie using IMDb
TASK6- Online shopping
TASK7- Choosing a book
TASK8- Interview with native speakers
TASK9- Doing research using Survey Monkey
TASK10- Holiday planning
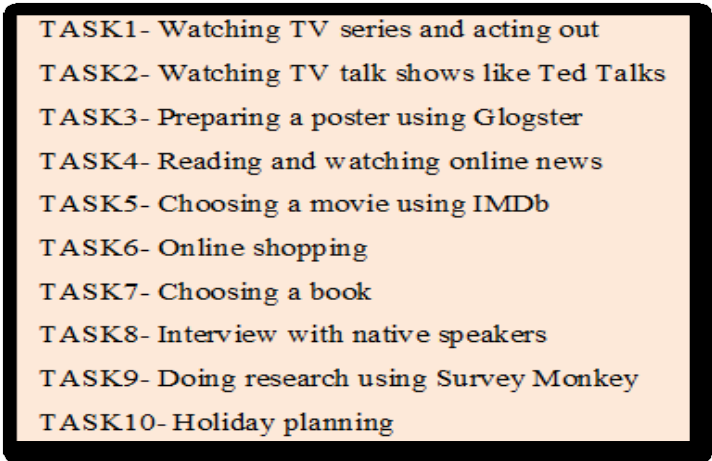
Figure 4: Short version of task descriptions

3.4.2 Pre-survey

The pre-survey aimed at revealing the needs of the students and their background for both the competency in real life tasks and technological tools. The number of the pre-surveys gathered from each level is illustrated in Table 18.

Table 18: The number of the students who responded to Pre-survey

Data collection: Pre-survey			
	N	*f*	%
A	27	27	39.7
AF2	21	21	30.9
AF4	20	20	29.4
Total	68	68	100.0

The students were given the pre-survey in which they were interrogated over some questions on background information, availability and use of the computers and the Internet, the degree of competence in English in daily life and their capability of using some technological tools. The survey also included open-ended parts for the students to state their opinions for ideal language learning and teaching tasks and technological tools to be able to communicate with the native speakers of English (Appendix E/F).

74

3.4.3 Task evaluation forms for each task

There were ten task evaluation forms for the students to fill out during the whole semester. They filled out the tasks when they completed the tasks.These task evaluation forms included questions related to the criteria for the authentic tasks. There were also some open-ended questions asking the points that they liked most in the activity, the points that they did not like in the task, the reasons for their statements and also suggestions to make the activity better (Appendix G/H). Due to the reasons like absenteeism and completing the tasks later and forgetting to evaluate the tasks, there were some missing in data, therefore the quantity of the whole data collected from three different classes was demonstrated in Table 19 below.

Table 19: The number of the students who responded to each task

Data collection: Task Evaluation Forms

	Level			
Task number	A (N:27)	AF2 (N:21)	AF4 (N:20)	Total (N:68)
1.	22	14	11	47
2.	27	21	19	67
3.	22	20	16	58
4.	18	21	18	57
5.	23	18	15	56
6.	20	20	17	57
7.	20	17	16	53
8.	6	13	13	32
9.	13	18	12	43
10	8	19	10	37
Total	179	181	147	507

Task evaluation forms provided the urgent feedback to the tasks; moreover, learners' assessments of the tasks encouraged learners to reflect on their involvement and personal gains from the tasks.

3.4.4 Post-survey

Post-survey had five different sections. Section A included personal information while Section B and C consisted of the same questions given in Part B and C of the pre-survey. These two parts aimed to see whether students got benefit from the implementation and improved their literacy skills for authentic tasks and also instructional tools. In the next part of the post survey, students were asked to assess the tasks according to three criteria including importance of the tasks, contribution of the tasks and the feeling of enjoyment that they experienced while completing the tasks. Using the continuum from 0 to 10, students evaluated ten tasks in terms of these three criteria. The last part included open ended questions as to the reasons why they consider these tasks necessary and important, or unnecessary and unimportant. In addition, there were also questions regarding the suggestions to increase the benefits of these tasks in language learning and new ideas for new tasks and technological tools other than these tasks and technological instruments (Appendix I/J). Since post surveys were given to the students at the end of the semester, some students did not return, therefore there were also missing in post-survey data. The quantity of the whole data collected from each class was given in Table 20 below.

Table 20: The number of the students who responded to post-survey

Data collection: Post- survey			
	N	*f*	%
A	27	24	35.29
AF2	21	21	30.88
AF4	20	12	17.64
Total	68	57	83.82

3.4.5 Semi-structured interview

Students were given a chance to evaluate the tasks and procedure with the task evaluation forms and post survey. Even though both of these tools included the open ended parts to get more detailed information about the students' experience and perceptions of the authentic tasks and technological tools, students sometimes skipped those parts and the triangulation of the data was also required, therefore, a semi-structured interview was conducted with the students to get much deeper understanding and see the whole picture from the participants in three classes in the following semesters. There were 11 volunteers from A level and 9 students from AF level participating to the interviews. Semi-structured interviews lasted up to 25 minutes. The questions can be seen in Appendix K/L.

3.5 Data analysis

For the analysis of the quantitative parts of the pre-survey, task evaluation forms and post-survey, Statistical Package for the Social Sciences (SPSS) IBM Version 20 was used. In pre-survey, frequencies and mean scores were obtained via 'Descriptive Studies'. To compare the findings of three different classes, 'One-way ANOVA'was used. For task evaluation results and post survey results, 'Descriptive Studies' was used again; however, 'Independent Samples T-test' was also used to compare the mean scores obtained from both pre-survey and post-survey to recognize whether the the differences between mean scores were significant or not.

For the analysis of the qualitative data, consisting of the semi-structured interviews and open ended parts of pre-survey, task evaluation forms and post-survey, constant comparison analysis which was actually based on Grounded Theory (Strauss and Corbin, 1967) including open, axial and selective coding was used during the process of analyzing the qualitative data. As a result of 'open', 'axial' and 'selective' coding, 'codes', 'categories' and 'themes' were identified and presented in the tables in the report of the findings. Frequencies of the codes were calculated manually using the word document. Coding samples representing the qualitative analysis for each data instrument was provided in Appendices M.

3.6 Ethical considerations

In the process of research study, some ethical issues were considered. These issues included the getting permission from the review board in the institution, informed consent form, moral standards and principles developed for research studies including human subjects in Belmont report.

First of all, the study was introduced to the head of the department and then to the institutional review board in the prep school. Institutional Review Board (IRB) was provided with a petition describing the procedure of the study and data collection methods. After the review of the study by the IRB, research study was implemented.

Regarding the consent form, learners were provided with the informed consent form in both pre and post-survey. This informed consent form included the purpose of the study, significance of their provision of actual information for the reliability of the study, the value of their contribution to study, the right to cease the study at any time and the confidentiality of the study. Furthermore, learners were also informed orally about the procedure of the study at the beginning of the semester and how they would contribute to the next generation with their insights into the language materials and tasks. They were also informed about the workload of the study, which required completing ten tasks until the end of the semester. Finally, there were few students in each class that stopped the study because of the workload of the tasks, so they were excluded in the study. However, the students completing the tasks were included in the study even though some of them forgot to submit some task evaluation forms. With regard to the confidentiality, learners' identity was protected in the study. To illustrate, during the presentation of the study, learners were given numbers and they were categorized according to the class names. For instance, Participant 5 in A class or Participant 7 in AF2 etc.

Certain standards were also highly regarded. To begin with, learners were respected, valued and accepted as autonomous agents; therefore, their choices were taken into account. For instance, in one class, audio recording of their acts did not create a problem for the students, yet in another class following semester, students did not

like the idea of audio recorded, so they were not audio recorded. Moreover, their files, productions were kept in safe. Secondly, it was aimed to maximize the good and minimize the harm, so learners were given flexible due dates to complete the tasks since they had other kinds of homework besides these tasks. Even though the tasks were assigned regularly, learmers were asked to complete the tasks when they had the time and due dates were extended for that purpose. Moreover, they were also encouraged to see the long term benefits developed from the process. The researcher was one of the teachers of the classes and interviews with the students were conducted after the semester ended so that learners could feel more comfortable and give more details about the procedure. Learners also did not write their names to the evaluation forms during the semester.

All in all, ethical considerations were regarded and the benefits of the study were tried to be maximized without harming the learners in the process. Even though learners were constantly informed that they were free to write and articulate what they thought about the tasks and materials since these ideas would be significant in the design of the tasks and assignments of the next semesters, there was no guarantee for the watertight accuracy of their own representation of their perceptions. Nonetheless, what they had written or articulated in the data collection procedure was represented in detail without omission.

CHAPTER 4

RESULTS

In the study, different data collection instruments were applied to the learners and these tools provided some data to answer the research questions in the study. The figure given below is a representation of the design that is utilized in the report of findings.
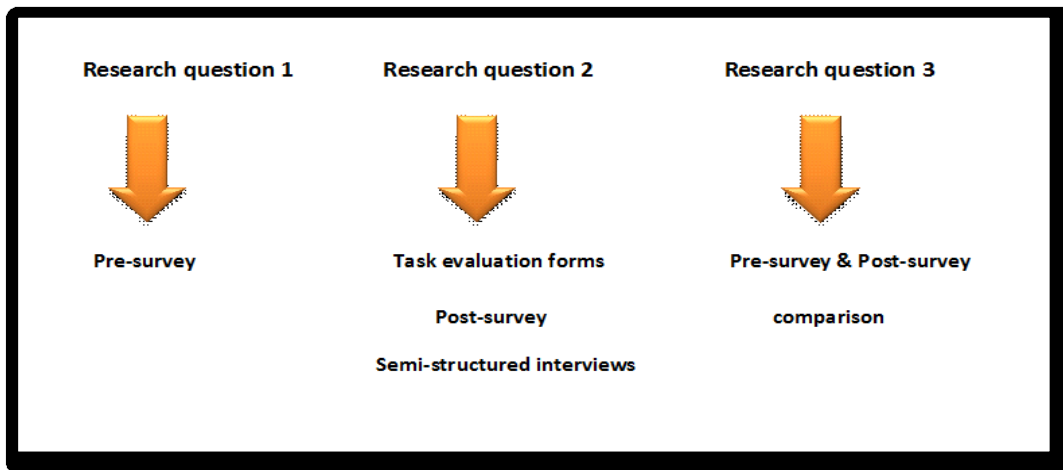
Figure 5: Reporting the findings

As it can be seen in Figure 5, the findings of the study, which are the responses to the research questions in the study, were given consecutively in the results section. First of all, research question 1 was tried to be answered with the pre-survey findings and then the other research questions were discussed with the findings of Task evaluation forms, post-survey and semi-structured interviews.

When we consider all of the findings obtained from the study, similar themes and concerns emerged in qualitative analysis when we compared it with the findings of quantitative analysis, which implied that the data triangulation was realized and the

findings were in line with eachother. The data gathered from each instrument and their convergence can be examined in Figure 6 below.
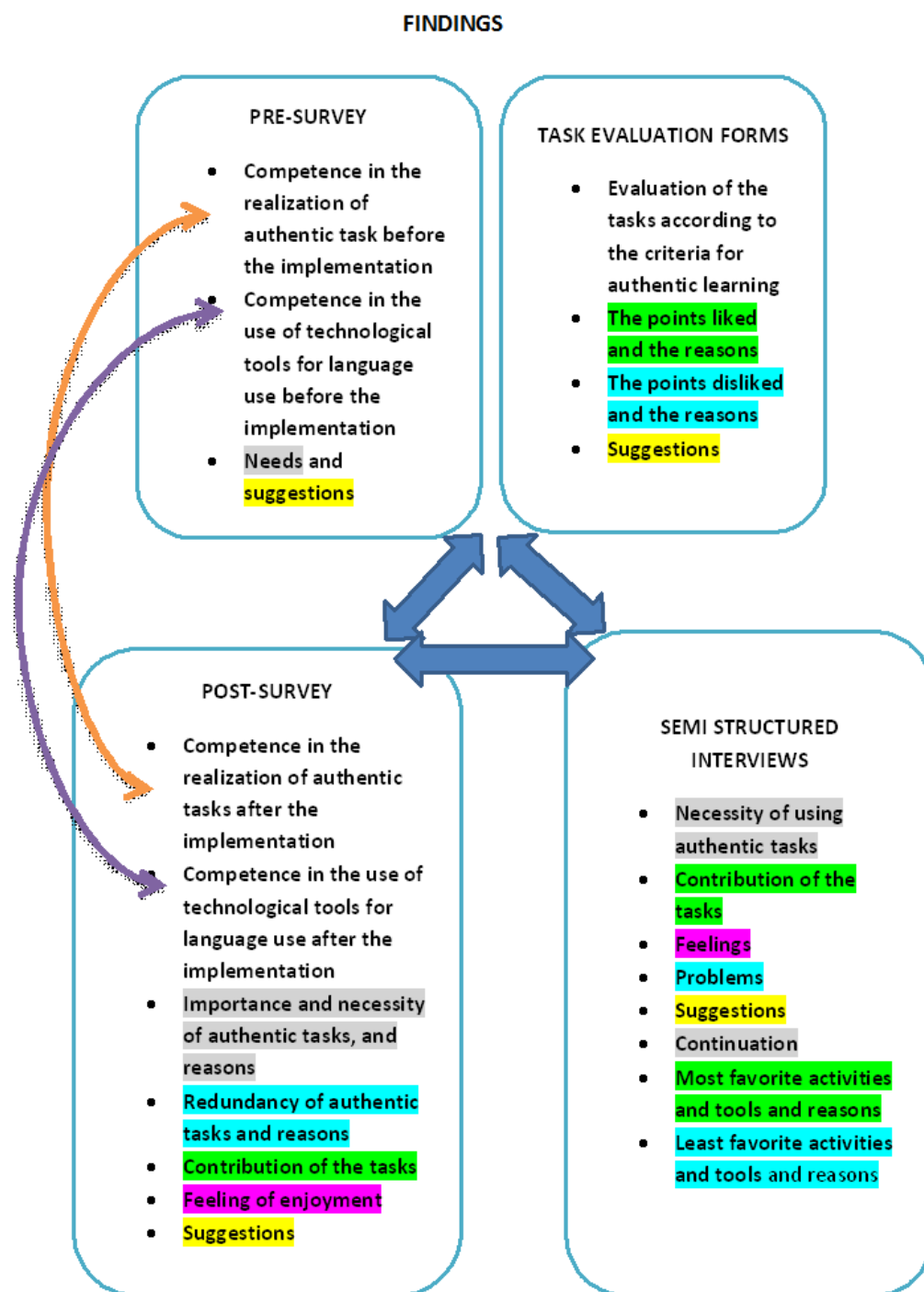
FINDINGS

Figure 6 : Data triangulation and overall findings

4.1 Research question 1: Before the implementation of ten instructional technology supported authentic EFL tasks, what are the perceptions of EFL intermediate learners on their competency in the use of English in real life settings, their competency in using technological tools and the characteristics of the EFL language learning and teaching tools?

To answer the first research question, pre-survey was conducted at the beginning of the study. It consisted of three main sections. In the first section, students gave details about their use of computers and the Internet in real life. In the second part, they were asked to identify their capability of doing some tasks in English and also their competence in the use of some technological tools that can be utilized in language learning and teaching. Finally, in the last part of the survey consisting of open ended questions, students wrote the characteristics of the activities that ought to be implemented in language classes and instructional tools to support these activities. In view of the analysis conducted in each part of the data collection instrument, not only background information regarding learners' technological literacy but also data on their perceived competency in authentic tasks before the implementation of the authentic tasks was acquired.

4.1.1 Background for the students' use of the computers and the Internet

Considering that all of the tasks required the use of the Internet, it was necessary to assure that all of the students had computers and the Internet connection at home/dormitory. Not only was the availability of the computers and the Internet connection but also the time duration of the students' use of the Internet were interrogated in the pre-survey.

In regard to the availability of the computers and the Internet, the findings illustrated that 66. 2 % of the students had computers both at home/dorm and at school while 33.8 % of the students had computers either at home/dorm or school, which suggested that all of the students had access to the computers. Regarding the availability of the Internet, 70.6 % percent of the students had access to the Internet both at home/dorm and at school whereas 29.4% of them had either at school or at

home/dorm, which also indicated that all the students had the Internet connection somehow. Considering the time they spend on the computers and the Internet, given time slots and the findings can be observed in Table 21.

Table 21: Duration of the use of computers and the Internet

Duration of the use of computers			Duration of the use of the Internet		
hours	*f*	%	hours	*f*	%
0-1	14	20.6	0-1	8	11.8
1-2	30	44.1	1-2	28	41.2
3-4	21	30.9	3-4	23	33.8
5-6	3	4.4	5-6	5	7.4
			7-+	4	5.9

As it can be seen in the table above, in the whole data including three classes, 44.1 % of the students used the computer 1-2 hours a day while 30.9% of them used the computer 3-4 hours a day. However, nobody stated that they used computer more than 7 hours a day. Moreover, the duration of the use of the Internet in a day also showed variety. 41 % of the students indicated that they used the Internet for 1-2 hours whereas 33.8% of them expressed that they utilized the Internet 3-4 hours a day. Compared to the use of computer, the time that the students spent on the Internet was much more than the use of computer. The reason might be the fact that the students had also access to the Internet in their mobile phones.

4.1.2 Students' perceptions of their competencies in performing authentic tasks before the implementation of the tasks and readiness for the use of technological tools

To understand whether the authentic tasks would create a positive change on the students' perceptions of their competencies in performing authentic tasks in English in real life, students were asked to respond to the same questions both in the pre-survey at the beginning of the semester and in the post-survey at the end of the semester. In this part of the paper, students' perceptions of their capability of using English in real life tasks and their competency in the use of technological tools before the implementation of the tasks was demonstrated.

First of all, students were given some statements, including the ability and skills that were expected from students to develop after the implementation of the tasks with the integration of technological tools. According to statistical results of the pre-survey, three different classes in two different semesters did not show many distinctions in terms of the abilities regarding the authentic use of language before the process of assigning the tasks. One-way ANOVA findings demonstrated that there was no significant difference among three classes in terms of their perceptions of their competencies in performing each authentic task given in pre-survey. Therefore, the total mean scores of the items over four were provided in Table 22.

Table 22: Pre-survey results on students' perceived competency in authentic tasks in real life

Competency in authentic tasks in real life	Mean (4.00)	Std. Dev.
1. I can understand an authentic talk in English in a talk show easily.	2.28	0.57
2. I can comment on a current subject that I hear in a talk show in English.	2.16	0.54
3. I can comprehend a real speech on a TV series in English easily.	2.49	0.53
4. I can create my own similar dialogues in English for a TV series	2.35	0.69
5. I can present and defend my argument in English.	2.44	0.68
6. I can collaborate in English with my friends to create a product	2.53	0.61
7. I can explore issues from different points of view by searching in English.	2.37	0.57
8. I can understand online news in English easily.	2.28	0.59
9. I can think critically on a real issue in English.	2.21	0.64
10. I can articulate about current issues happening all around the world in English	1.99	0.53
11. I can use different sources in English to get information.	2.37	0.54
12. I can scan in an English movie website and find the necessary information	3.00	0.49
13. I can think critically and share my ideas in English in a network before choosing a movie.	2.35	0.69
14. I can easily use a shopping website in English to get some presents	3.10	0.52
15. I can use some online bookshop websites in English to get some books	3.07	0.58

Table 22: Pre-survey results on students' perceived competency in authentic tasks in real life (continued)

Competency in authentic tasks in real life	Mean (4.00)	Std. Dev.
16. I can interact with a native speaker of English on any topic I like.	2.25	0.58
17. I can communicate with a foreigner in English without any help in a natural environment.	2.59	0.60
18. I can prepare a presentation in English	2.35	0.71
19. I can talk about current problems happening in my real life in English	2.31	0.60
20. I can plan a trip in English in real life.	2.57	0.65

As it can be seen above, the real life related skills stated by the students in all three classes were shopping to buy present in English, using online bookshop websites and scanning an English movie website to find the necessary information. Among 20 statements regarding the capability of using English in real life setting, these were the sole tasks that passed the mean score 3. The task having the least mean score included articulating about the current issues happening all around the world in English.

Since the study integrated technological instruments to enhance authentic learning environment, students' knowledge and proficiency of using these tools were also significant. Students' readiness for these technological instruments were investigated through the statements and the results indicated that even though students were well aware of some of these tools and had the ability to apply them, there were some technological instruments that the students were not conversant with. In accordance with the findings of One-way ANOVA, there was no difference among three different levels in terms of their perceptions of their technological literacy. Therefore, the mean scores in total were provided in Table 23 below in order that all the technological instruments with which students in three classes were familiar and unfamiliar can be seen.

Table 23: Pre-survey results on students' perceived literacy in the use of technological tools during the authentic tasks

Technological literacy	Mean (4.00)	Std. Dev.
1. I can watch talk shows online in English using some search engines	2.87	0.71
2. I can watch TV series in English using some search engines	3.29	0.52
3. I can use GLOGSTER to create my interactive poster and share it in a social network like EDMODO	2.47	0.89
4. I can use EDMODO to contact with my friends online	2.78	0.79
5. I can visit news websites in English using some search engines.	3.06	0.64
6. I can visit IMDB online movie review website in English to decide on a movie reading movie reviews in English.	3.04	0.84
7. I can visit English online shopping websites to get something.	3.21	0.68
8. I can use some online bookshop websites to search and get a book	3.04	0.70
9. I can use SKYPE to communicate with native speakers of English.	2.81	0.82
10. I can use SURVEY MONKEY to prepare and apply a survey for a small research project in English.	2.04	0.70
11. I can prepare a PowerPoint Presentation to present the findings of a project in English.	2.79	0.72

As it was obvious in the table, students were capable of using search engines, shopping websites, news websites, bookshop websites and IMDb prior to the implementation of the tasks. Learning that the students were not familiar with some tools such as PowerPoint Presentation, Edmodo, Survey Monkey and Glogster provided teacher with the insight that she had to guide and inform the students by illustrating the functions of the tools through explanations and video tutorials before the application of the authentic tasks.

4.1.3 Characteristics of the learning and teaching activities to be used in language classes

In pre-survey, students were also provided with some open ended questions regarding the qualifications of the learning and teaching activities and technological tools to be used in language classes. Learners could explicitly express their needs and suggestions for the language learning tasks to be able to talk to the native speakers of English. Students were both asked to write the characteristics of the

activities and some suggestions for the technological tools to support the activities in language classes. Codes and categories can be seen in Table 24 below.

Table 24: Pre-survey results on learners' perceptions of characteristics of learning and teaching activities

Theme 1: Characteristics of learning and teaching activities

Category	f	Codes	*f*
1. Integrating language skills and content	62	**Speaking**	
		1. Speaking practices and activities	24
		2. More speaking activities with group work	3
		3. More dialogues	3
		4. Recording speech	2
		5. Presentation in English	2
		6. Having whole class discussions or debate	2
		7. Acting out	1
		Reading	
		1. Reading books	2
		2. Reading English articles	1
		Writing	
		1. Writing paragraphs	3
		Listening	
		1. Listening activities	7
		2. Listening to English songs and writing comments on them	2
		Vocabulary	
		1. Learning vocabulary that can be used in real life	6
		2. Using connotation to learn vocabulary	3
		3. Learning the vocabulary in context	1
2. Providing communication and interaction with the native speakers of English	21	1. Having communication with the native speakers of English at school	12
		2. **Use of skype** for the communication with the native speakers	2
		3. Having social contact with them by **going out and having dinner and bowling**	1
		4. Having **an interview** with native speakers of English	1
		5. Having an **activity** with native speakers of English	1
		6. Having **more games** with native English speaking teachers	1
		7. Necessity of being in an environment in which English is spoken	1
		8. Having written communication	1
		9. Having Pen pal- communication	1

Table 24: Pre-survey results on learners' perceptions of characteristics of learning and teaching activities (continued)

Category	*f*	*Codes*	*f*
3. Being enjoyable	13	1. Necessity of having enjoyable tasks/Not boring lessons/ Interesting topics to talk	11
		2. More encouragement for the lessons	1
		3. More interesting and attention grabbing lessons	1
4. Providing real life related content	10	1. Emphasis on daily language,necessity of using daily conversations	4
		2. Inclusion of current and updated issues	2
		3. Necessity of learning about the culture and lifestyle of the native speakers of English	2
		4. Use of idioms and proverbs	1
		5. Videos in which daily language is used	1
5. Use of games	10	1. Use of games including PC	8
		2. Game focused lessons	1
		3. Games based on speaking	1
6. Not using mechanical grammar drills	6	1. No mechanical activity	3
		2. Not having much grammar	1
		3. No memorization-inductive learning	1
		4. Teaching the grammar by practicing (speaking)	1
7. Extra codes	8	1. Need for the use of mother tongue in grammar	2
		2. Necessity of having small number of people	1
		3. Emphasis on interpretation	1
		4. Necessity of being comprehensible	1
		5. Need analysis	1
		6. Having a trip	1
		7. Translation from Turkish to English	1

As it can be seen in the table above, students' written reports revealed some major points as to the features of the activities integrated in language classes including providing real life related content, integration of the language skills, providing opportunities for communication with the native speakers of English, use of technology and games, avoiding grammar drills and having enjoyable tasks.

First of all, students believed that the characteristics of the tasks should definitely include language skills, especially speaking skills. Therefore, they recommended speaking tasks and activities. For instance, Participant 21 in A class mentioned a variety of speaking tasks in the excerpt below.

I think we can improve our English by speaking more in lessons. For example, teachers may ask us to work in groups and give us some time to prepare an act. They also can give us some topics and require us to do a presentation. They can also schedule a time for us to talk to native speakers. (A level Participant 21, Pre-survey)

Besides speaking, students also asked for the integration of other language skills like reading and listening in language classes. A few students suggested the use of English songs and another one also supported reading books and articles. Students also emphasized the necessity of being competent in the vocabulary and they desired to acquire the words used by native people. Moreover, one of the students believed that they should learn them in context wheras another one suggested his own method of acquiring words, connotation.

Apart from these language skills, students also mentioned the content of the activities possible to use in language classes and the content suggested for the activities was prominently about the real life integration. For instance, Participant 1 and 18 in Level A claimed that they should learn about the culture and lifestyle of the native speakers of English. Participant 12 also thought that there might be some activities in which they can use the language, involving daily language or spoken language, more actively. Besides, Participant 16 also supported the use of daily language and accents of people. Participant 3 and 8 in AF 4 level also mentioned that the content of the activities should be both updated and related to real life and current issues should be integrated in language classes. Examining the table above, interaction with the native speakers of English was one of the inevitable suggestions given by the students when they were asked the recommendations for the activities to be able to communicate with the native speakers of English. Consequently, they believed that they should benefit the availability of the natives in their school. For instance, Participant 4 and 15 in A, Participants 4 and 9 in AF2 and Participant 1, 5, 9,11,13,17 and 19 in AF4 classes advocated the necessity of spending more time with the natives. Some of the students asked for more activities with these people in the lessons whereas some defended the collaboration and interaction outside the class with some social activities like going out and having dinner together. Apart from that, some of them even mentioned written communication with the people from

other countries. Those were not the sole points mentioned by the students. They also gave details about the use of technology and games including both PC games and interactive games in class. One of the participants recommended an in-class activity integrating more vocabulary games in language classes. Furthermore, Participant 19 in AF4 class believed that the use of games would provide more enjoyment in lessons as it can be seen in the excerpt below.

> More time should be allocated for English games in the lessons, thereby; we can improve our speaking skill with full of enjoyment. (AF4 Level Participant 19, Pre-survey)

Participant 19 was not the only student asking for more enjoyment in class, there were also seven students who argued that the tasks should be enjoyable. The other students also supported this argument with their expressions that the lessons should not be boring and interesting topics should be selected in language courses.

All in all, students' needs and suggestions for the activities in language courses consisted of the integration of the language skills and points regarding the content of the activities in language classes. What they really asked was more speaking exercises with real life related topics and having more chance to practice the language with native speakers of English.

4.1.4 Characteristics of the learning and teaching tools to be used in language classes

As it was stated earlier, students were also asked about the technological tools that can be used to support the language learning and teaching activities. Their answers were really insightful inasmuch as they involved a variety of tools and some tips how to use them in language classes. Considering the findings of the pre-survey, computer and projector were the most frequently mentioned tools as it can be observed in Table 25.

Table 25: Pre-survey results on learners' suggestions for technological tools

Theme 2: Technological tools

Category	f
1. Computer (PC, laptop)	35
2. Projector	28
3. Internet	14
4. Social network(2) /Skype(6) Facebook(2) /Twitter/Whatsapp/Justme/ Edmodo	14
5. Tv series	12
6. Films	10
7. Phone / Smartphone	9
8. Videos	9
9. Games	5
10. Music/Karaoke/Music player	5
11. Electronic dictionary	4
12. Camera	4
13. Sound system/Speaker	4
14. Online websites	4
15. Presentation (students do) Glogster	3
16. Sound recorder/voice recorder	2
17. Smartboard	2
18. Tablet	2
19. Talkshow	1
20. Instead of technology, paper work	1
21. Magazines	1

Along with PC and projector, students also supported the use of the Internet for various reasons. For instance, Participant 19 and 24 in A level asked for the Internet since it included a lot of materials and useful websites just like Participant 21 claiming that they could find everything on the Internet. Participant 19 in A and Participant 6 in AF2 class also suggested the Internet for the communication with the classmates and the teacher outside the class. Moreover, Participant 4 in AF4 class emphasized the use of the Internet for social network and Participant 7 also required it to watch TV series in English. Apart from PC, projector and the Internet, some students also mentioned social networks to be able to contact with the native speakers of English and different students recommended different social networks like Facebook, Twitter, Justme, Edmodo and Skype. Facebook was also mentioned for the purpose of reading news online and commenting on them. Furthermore, some

students (Participants 2, 10 and 17 in A, Participants 3, 7, 10, 15, 16 and 18 in AF2 and Participants 3, 7 and 11 in AF4 classes) also mentioned the integration of English TV series in language classes. There were also nine other students recommending the use of films in language classes. Even though some students did not provide the reasons for their suggestions, some students explained their reasons. For instance, Participant 17 in Level A stated his reason in the excerpt below,

> I believe that there should be plentiful listening activities, so we can watch TV talkshows or TV series and then we can make comments about them. (A level Participant 17, Pre-survey)

Students also assumed that smartphones could also be integrated in language classes. For instance, Participant 9 in A class suggested the use of phones to chat to eachother in English while Participant 17 thought that he could use it for translation programs and Participant 24 also advised downloading some applications to improve their English. In AF2 class, Participant 1 claimed he could use it for the written and spoken communication in English while Participants 5 and 9 thought that they could use smartphones as dictionary as it was also suggested by Participant 2 in AF4 class. Videos, especially comic and updated videos, were also recommended to make the language classes more audio-visual and to practice listening skill. The other tools which were not frequently mentioned were also given in the table including music player, electronic dictionary, camera, sound system, speaker etc. these were also quite significant in terms of learning the students' perceptions of incorporating instructional tools in foreign language classes.

To summarize, students provided their recommendations for both the language learning and teaching activities and the instructional tools to consolidate those activities, which was highly insightful for both language learners and teachers planning to integrate technological tools to support language learning and teaching.

4.2 Research question 2: After the implementation of ten instructional technology supported authentic EFL tasks, what are the perceptions of EFL learners' on the effectiveness of ten authentic tasks?

In order to have deep insight into the learners' perceptions on the effectiveness of the authentic tasks with the use of technological tools, task evaluation forms were given to learners after each task was completed. Learners evaluated the tasks according to the criteria given for the authentic learning environments. Moreover, at the end of the semester, learners were also asked to fill in the post-survey in which they provided quantitative data on their perceptions on the effectiveness of the tasks in terms of its necessity for language learning, contribution of them to their language learning and the feeling of enjoyment. Apart from that, after one-week semester holiday, twenty of learners were also interviewed and the qualitative data revealed similar themes supporting post-survey statistical findings.

4.2.1   Results of task evaluation forms

Learners evaluated 10 authentic tasks after the implementation. These tasks included integrated language skills and they were represented in the Figure 7 to recall.

TASK1- Watching TV series and acting out
TASK2- Watching TV talk shows like Ted Talks
TASK3- Preparing a poster using Glogster
TASK4- Reading and watching online news
TASK5- Choosing a movie using IMDb
TASK6- Online shopping
TASK7- Choosing a book
TASK8- Interview with native speakers
TASK9- Doing research using Survey Monkey
TASK10- Holiday planning
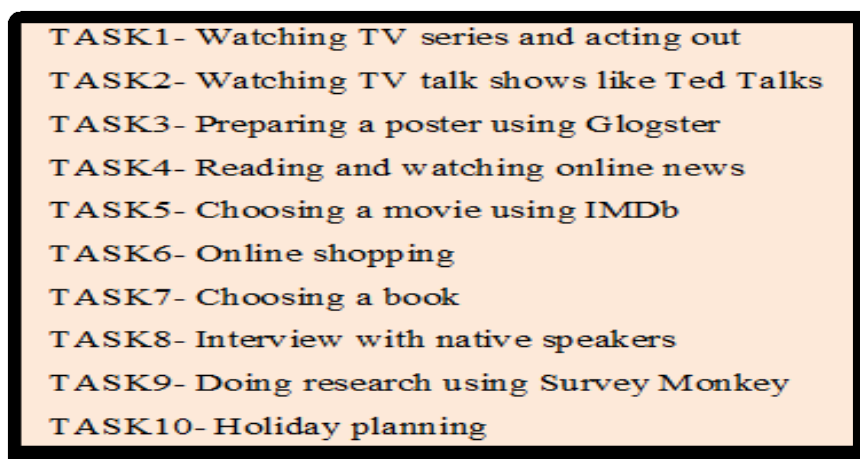
Figure 7: Ten authentic tasks

As it was stated earlier, students were given task evaluation forms in which they were expected to respond to some statements by using four-point Likert Scale. The forms also included some open-ended questions asking the points that students liked

or disliked and their own suggestions for the tasks. The statements in the statistical part were determined according to the characteristics of authentic learning environment stated by Herrington and Oliver (2002). Therefore, real life relevance, contribution to language learning, including different sources and materials, providing various perspectives, improving critical thinking skills, reflection, articulation, collaboration and scaffolding issues were integrated in these statements. All of the fifteen items in the forms and the tasks that got the highest mean score for each item can be seen in Table 26 below.

Table 26: Task Evaluation Form items and the tasks that got the highest mean scores

Task Evaluation Form- Items		*Task*	*Mean (4.00)*
Q1	The activity contributed to me in terms of learning the knowledge that I can associate with the real life and use in real life.	Task 8	3.48
Q2	This activity contributed to the development of my critical thinking.	Task 8	2.84
Q3	This activity led me to use lots of different sources.	Task 10	3.16
Q4	This activity provided me with the ability to share the knowledge that I have learned by using a variety of sources with my friends and expert people.	Task 10	3.27
Q5	This activity provided me with the chance to work with my friends collaboratively.	Task 1	3.42
Q6	This activity contributed to me in terms of learning different perspectives in different issues.	Task 2	2.88
Q7	This activity contributed to me in terms of using different learning materials rather than course book for learning English.	Task 8	3.43
Q8	This activity had no contribution to my learning English.	Task 3	1.98
Q9	This activity provided me with the reflection over what I had done.	Task 7	2.58
Q10	This activity helped me to express my feelings and thoughts explicitly in English	Task 8	3.46
Q11	This activity led me to use some websites and some technological programs that the native speakers of English use in real life.	Task 7	3.45
Q12	This activity led me to deal with the activity much longer than a few hours' time slot.	Task 8	2.84
Q13	This activity had nothing to do with the things that I or the native speakers of English do in real life.	Task 3	2.15
Q14	This activity contributed to me a lot in terms of learning English.	Task 8	3.50
Q15	In this activity, our instructor was like a guide rather than a teacher.	Task 8	3.46

As it is provided in Table 26 above, learners evaluated the tasks according to given criteria and with the help of the 'Descriptive Studies' and 'Compare Means' in SPSS IBM Version 20, frequencies of the items were calculated, besides One-way ANOVA was also used to identify whether there was a significant difference among the mean scores for each item considering three different classes. One-way ANOVA findings demonstrated that there was a significant difference among the group responses for some items in some tasks and Post Hoc Banferroni tests illustrated which classes had a significant discrepeancy for the identified tasks and items. Consequently, the evaluation of each task by three different classes can be examined in tables in Appendix M. The explanations with regard to the statistical findings on learners' perceptions of the effectiveness of the task in three distinctive classes can be scrutinized and the analysis of the open ended parts can be found subsequently.

4.2.1.1 Task 1: Watching TV series and acting out

4.2.1.1.1 Task 1: Watching TV series and acting out statistical results

Task 1 provided students a chance to watch TV series in English and reflect on them. After watching a few sample TV series, they were asked to perform some acts in which they created their own scenarios. Upon the completion of the task, students evaluated the task according to the criteria given in the statements in Table 26 above. The findings of Task 1 Evaluation Form illustrated that there was a significant difference between A and AF2 classes considering the items 6 and 9 and there was also a big difference between AF2 and AF4 for the item 12 (*p<.05*). That is, most of the learners in A level class agree that the task provided learning different perspectives while half of the AF2 learners disagreed with this. Furthermore, more than half of the learners in A level thought that the task provided reflection even though none of the AF2 learners thought so. All of the frequencies that illustrate the opinions of the students in three classes on the task can be seen in Appendix N.

When the task was assessed in terms of having a relevance to the tasks performed in real life and contribution of the tasks to the real life experiences, 86.6% of the students agreed or strongly agreed that the activity contributed to them in terms of learning the knowledge that they can associate with the real life and use in real life.

Besides, 84.6 % of the students disagreed or strongly disagreed that the activity had nothing to do with the things that they or the native speakers of English do in real life. Regarding the integration of technological tools that are used by native speakers of English, all of the students in AF2, 90.9% of the students in AF4 and 59.3% of the A level students also assured that the activity led them to use some websites and some technological programs that the native speakers of English use in real life. It might be inferred from the responses to these statements that the students found the tasks quite relevant to real life.

As regard to the general contribution of the task to language learning, a hundred percent of the students in AF4 and 74.1% of the students in A and 78.6 % of the participants in AF2 classes agreed that the activity contributed to them a lot in terms of learning English. In addition, 88.4% of the participants disagreed or strongly disagreed with the statement that the activity had no contribution to learning English. Consequently, most of the students in the study ratified that the task was beneficial while learning English.

Even though 92.9% of the AF2 and 81.7% of the AF4 students accepted that Task 1 provided them with the use of lots of different sources, slightly over the half of the students in A level disagreed or strongly disagreed with that. Along with the sources, 86.5% of the students in general acknowledged that this activity contributed to them in terms of using different learning materials rather than course book while learning English.

With regard to the fifth statement which was pertinent to the collaboration function of the task, each and every student in three classes agreed or strongly agreed that they had a chance to work with their friends collaboratively in Task 1. Moreoever, 76.9 % of all the students responding to the Task 1 evaluation form accepted that the activity provided them with the ability to share the knowledge that they had learned by using a variety of sources with their friends and expert people. As to the scaffolding, 98 % of the students agreed or strongly agreed that the instructor was like a guide rather than a teacher in this activity.

Concerning the contribution of the task in terms of providing new points of views, almost three quarters of the participants in three classes admitted that this activity contributed to them in terms of learning different perspectives in different issues. Regarding the critical thinking skills, 63% of the A and AF4 students reported that the activity contributed to the development of their critical thinking; nevertheless, approximately three out of four students in AF2 disagreed with the statement. Even though almost three quarters of the students in A and AF4 classes agreed or strongly agreed that the activity provided them with the reflection over what they had done, nobody in AF2 classes agreed with the statement. Moreover, 59.2% of the A, 72.7% of the AF4 students agreed upon the fact that the activity helped them to express their feelings and thoughts explicitly in English while slightly over the half of the students in AF2 disagreed. Nearly three quarters of the students in A and 90.9 % of the students in AF4 classes agreed or strongly agreed that this activity led them to deal with the activity much longer than a few hours' time slot; nonetheless, half of the students in AF2 class disagreed with this statement.

In conclusion, Task 1 was appreciated on account of its contribution to real life experiences, contribution to language learning, providing a variety of perspectives, materials, collaboration among students and scaffolding by the teacher. Considering these in mind, a representative picture can be examined in Figure 6 below.
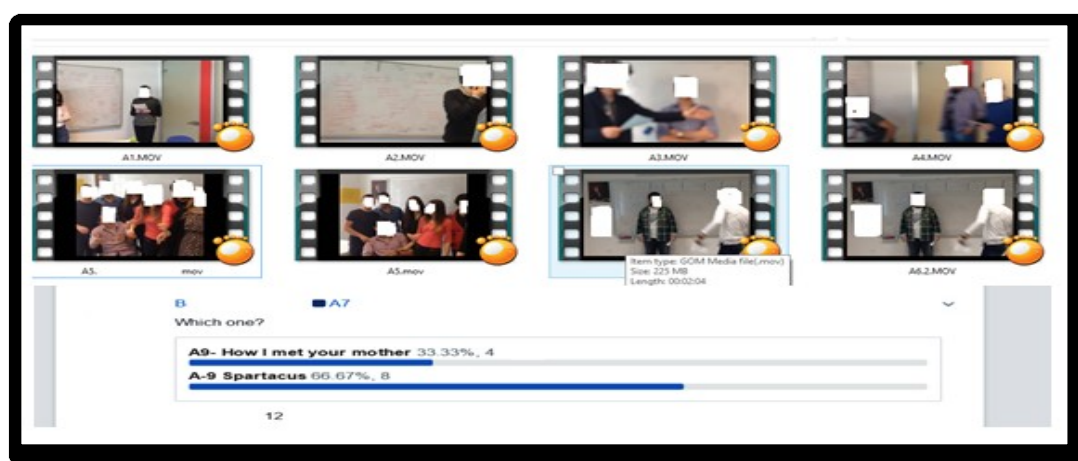
Figure 8: A sample for Task 1

4.2.1.1.2 Task 1: Watching TV series and acting out open ended parts

In the open ended part of the task evaluation form for Task 1, students not only stated the points that they liked, they also mentioned the things disfavored in the task. For Task 1, AF2 and AF4 students did not write any comments in the open ended parts. However, except for one student, all of the students in Level A provided answers to the open ended questions in the form. Findings can be seen in the codes in Table 27.

Table 27: Task 1 evaluation form open ended parts codes

The points liked in the Task 1	N:27
1. Contribution to language learning in general	13
2. Watching, listening and acting	13
3. Having group work collaboration, socialization, communication with friends	12
4. Feeling of enjoyment	12
5. Providing new perspectives, multi-level thinking, creativity	8
6. Real life relevance	7
7. Concentration and motivation	2
Total	67
The points disliked in the Task 1	
1. Nothing disliked in the task	10
2. Having limited time	6
3. Lack of materials like costumes	1
4. Being unnecessary	1
5. Not doing the activity continuously	1
6. Some learners' inattentiveness to the task	1
Total	20

As it can be seen in the table above, the points appreciated by the students included the task's integrating watching, listening and acting in English, contribution of the task to language learning, having group work, cooperation and collaboration in the task, feeling of enjoyment during the task, learning the real use of daily language in English and getting different perspectives, integrating creativity, providing motivation and concentration.

Thirteen students among twenty seven A level students mentioned the contribution of Task 1 to learning English especially in terms of providing practice for language,

students' learning new words, improving listening and speaking. To exemplify, a student explicitly indicated his thought in the excerpt below.

> It contributed to learning English. Indeed, it improved my English more. I heard how the native speakers of English talk. (A level Participant 2, Task Evaluation Form 1)

Participant 4 also considered it as the activity in which students were active and able to practice the language. Moreover, Participant 20 also referred to the contribution of the task in terms of making her better at listening and speaking. She also explained the reasons in the excerpt below.

> … because we can see the words while watching TV series with the subtitles in English. Our vocabulary is improving and hearing English continuously makes us familiar with English and acting this out improves our speaking. (A level Participant 20, Task Evaluation Form 1)

Twelve of the students also referred to tasks' being a group work which required role sharing, collaboration and cooperation in other parts of the task. Taking the written responses into consideration, students liked communicating with the friends and working together, and socializing. For instance, Participant 13 liked working in a group rather than practicing alone. He also expressed the reasons for his point in the excerpt below.

> While working with the group, we knew each other better and realized the missing parts and tried to compensate for them. (A level Participant 13, Task Evaluation Form 1)

Another participant also mentioned collaboration as one of the points appraised in the evaluation form which can be seen in the excerpt below.

> We had collaboration and we had English dialogues using daily language. I liked spending time with my friends and audio-recording enjoyable videos. I also learned new vocabulary. (A level Participant 26, Task Evaluation Form 1)

Twelve of the students also emphasized that the task was enjoyable and they appreciated enjoyable learning strategies instead of having dull activities. Participants 4 and 21 also acknowledged that they performed this task without getting bored and regarded it quite fun. Participant 27 also was also grateful as he believed that learning became more enjoyable thanks to the Task 1. Besides,

Participant 25 also stated that the task improved the attitudes towards TV series in foreign languages.

Considering the real life relevance appreciated by the students, Participants 3, 5 and 18 ensured that Task 1 contributed to them by providing the words used in daily conversations in English since they had chance to hear real life related vocabulary and sentence structures while watching TV series. Participants 13, 14 and 27 also maintained that they liked the tasks as they acquired the daily use of language with the help of daily conversations in TV series.

Even though not many students referred to those, a few students also praised the task as it provided variety of perspectives, multi-disciplinary thinking, creativity, motivation and concentration. Considering the appreciated points emerging from the open ended parts in total, they were quite supporting details of the statistical findings of the evaluation form.

As far as the points disliked were concerned, limited time for group work, having amateurish performances because of limited time were the major problems pertinent to the task, which were revealed by Participants 4,5,9,15,18 and 21. In addition, one student also mentioned that it was unnecessary since it did not contribute much in terms of language learning. Another student also complained about not doing the activity at a specific time and continuously. Lastly, another student also disliked some students' inattentiveness to the task. Despite these problems of the task, ten students especially emphasized that there was nothing that they disliked in the task when asked the points that they disfavored in the task, implying that they actually appreciated the activity.

In view of the students' responses, there were also some invaluable suggestions to consider for the prospective implementation of the tasks. Five of the students suggested that they watch more episodes successively whereas another five students also advised the performance of the task frequently and repetitively. Apart from that, three students wanted the activity to be realized in the long run and another three students also asked for more similar activities. Regarding the improvement in the

procedure of the task, Participants 3, 4, 9 and 21 thought that with more materials and costumes the task would be performed much better. Participant 5, 14 and 15 exposed some fruitful implications to increase the benefits of the task for language learning, which were having a longer role play so that students can use more vocabulary and contribute to language learning more and having a list of vocabulary after watching TV series and learning them. Participant 14 also referred to learning vocabulary specifically.

> We should watch TV series more attentively. In each episode, we should find the words we do not know and learn them. (A level Participant 14, Task Evaluation Form 1)

However, there were also some students such as Participant 11, 20 and 24 who thought that there was no need for change and there was nothing that could be done better since anything necessary was realized in the activity.

In brief, thanks to the evaluation form, students provided insights into the procedure, and characteristics of Task 1. The statistical findings of the evaluation form were quite compatible with the results of open ended part especially in terms of the points appreciated by the students. Lastly, their suggestions were also highly regarded for prospective studies and applications.

4.2.1.2 Task 2: Watching talk shows like Ted Talks

4.2.1.2.1 Task 2: Watching talk shows like Ted Talks statistical results

Task 2, which involved watching talk shows in English, sharing them in Edmodo, reflecting on these videos and answering the comments written by their friends, was also evaluated. One-way ANOVA findings illustrated that there was a significant difference between A and AF4 classes in terms of the mean scores for Items 9 and 12 ($p<.05$). That is, their disagreement was on the quality of reflection the task provided and time duration of the task. All of the frequencies that illustrate the opinions of the students in three classes in relation to the task can be seen in Appendix N.

Regarding the relation and contribution of the task to the real life experiences, 85.6% of the students in all classes affirmed that the activity contributed to them in terms of

learning the knowledge that they can link with the real life and use in real life. Apart from that, 90.3 % of all the students agreed or strongly agreed that this activity led them to use some websites and some technological programs that the native speakers of English utilize in real life. In addition, 87.1 % of the students in all three classes disagreed that the activity had nothing to do with the things that they or the native speakers of English do in real life.

Considering the benefits of the task to language learning, 81.7% of the A level students, over the half of the AF2 level students agreed that the activity contributed to them a lot in terms of learning English while 62.6% of the AF4 students disagreed. However, when given the statement that the activity had no contribution to learning English, 95% of both AF2 and AF4 students disagreed with the statement. Consequently, we can infer that most students in three classes regarded the activity beneficial though some students in AF4 thought that it did not contribute a lot.

In terms of sharing, collaboration and scaffolding, 74.2% of the students agreed that this activity provided them with the chance to share the knowledge that they had learned by using a variety of sources with their friends and expert people. Nonetheless, there was a big difference in the perceptions of three different classes in terms of their responses to the collaborative characteristic of the task. Despite the fact that 63.6% of the A level students considered the task as a chance to work with their friends collaboratively, 66.7 % of the AF2 and 73.6 % of the AF4 students disagreed that the task provided collaboration. The reason might be the fact that AF level students might have considered the preparation and sharing the video part of the activity as the whole task .As they did not explore the videos with their friends, they did not see any cooperation in the activity while A level students might have assumed that they shared and commented on the videos, thereby having a collaboration in Edmodo. Finally, with regard to the scaffolding expected from the instructor during the task, 79.1% of all the students affirmed that the instructor was like a guide rather than a teacher.

With respect to the sources and materials that the task supplied, 71 % of the students in total agreed or strongly agreed that the activity led them to use a variety of

sources. Furthermore, each and every student in A and AF4 classes and 90.9% of the AF2 students agreed or strongly agreed with the task's contribution of giving a chance to use different learning materials rather than course book for learning English.

When the perspectives that the students gained from the tasks were taken into account, 74.2 % of the students in total verified that the activity contributed to them in terms of learning different perspectives in different issues. Besides, 61.2% of the students accepted that the activity contributed to their critical thinking skills. The percentages of the statement related to the contribution of reflection illustrated a variety in that 68.2% of the A level students agreed or strongly agreed that the task provided reflection over what the students had done whereas approximately three quarters of the students in AF classes disagreed with that. In respect to the articulation of students' thoughts and feelings in English, 62.9 % of the participants in total approved the statement that the activity helped them to express their feelings and thoughts explicitly in English. Lastly, 72.7% of the A and 84.2% of the AF4 level students approved the expression that the activity took much longer than a few hours' time slot whereas half of the AF2 students dissented.

As a result, Task 2 was appraised thanks to its relevance to real life, contribution to use of materials applied by native speakers of English, contribution to language learning, provision of different materials and sources other than text book, introduction of new points of views about various issues. Learners' video recording of the acts and their voting in Edmodo was represented in the figure below.
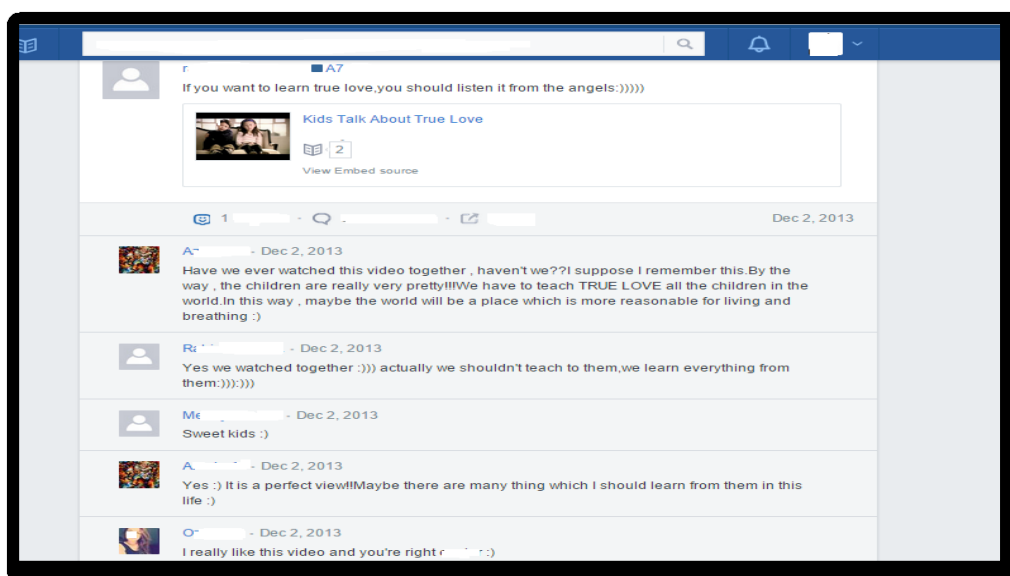
Figure 9: A sample for Task 2

4.2.1.2.2   Task 2: Watching talk shows like Ted Talks open ended parts

Task evaluation form for Task 2 also explored some issues regarding the effectiveness of the task in terms of language learning and authentic learning. Students informed us about not only the strengths but also the weaknesses of the task.

In respect to the characteristics of the task appraised by the students in three classes, students indicated that they liked watching, summarizing and reflecting on the videos, sharing them in a social media like Edmodo and commenting on others' videos. Furthermore, students disclosed the strengths of the task about a variety of subjects like contribution to language learning, real life relevance, feeling of enjoyment, use of social media like in a social activity, having collaboration in the task, getting new perspectives and information in different branches and broadening the horizon as it was illustrated with the frequency of the codes in Table 28 below.

Table 28: Task 2 evaluation form open ended parts codes

The points liked in Task 2	N:67
1. Real life relevance	9
2. Contribution to language learning in general	9
3. Feeling of enjoyment	8
4. Sharing videos, opinions and feelings, and commenting on videos	8
5. Contribution to listening skill	6
6. Providing new perspectives, broadening horizon	5
7. Having social network and social activity	5
8. Watching videos in English	3
9. Being didactic and having different sources	3
Total	56
The points disliked in Task 2	
1. Fast conversation and little comprehension	6
2. No problem	5
3. Given as an assignment	3
4. Writing comments	1
5. Taking too much time	1
6. No obligation to watch each other's videos	1
7. Being boring	1
Total	18

When the students were asked the points that they liked in the activity, they gave the details about the process of the task. Three students in AF2 class stated that with the help of this task, they watched videos in English. Watching was not the only part in the task, thus some students also mentioned that they shared the videos and that was the point they liked most. Participant 6 in A level liked the use of a social media in the task. Three students also mentioned that the task was a social activity and Participant 18 in level A also implied it by telling:

> It was an activity that I can talk to my friends. Thanks to the videos being watched and comments made, we completed an activity altogether. (A level Participant 18, Task Evaluation Form 2)

Three students, Participants 10 and 16 in A level and Participant 15 in AF2 level, also claimed that the task provided them with the chance to express their ideas and feelings in English and share them with their friends. Moreover, a few students also appreciated the commenting part of the activity since they believed that it also provided communication in a social activity.

Concerning the contribution of the task to learning English, students from each level mentioned the benefit of the task to listening skills and English in general. Participants 5 and 12 in A level and Participants 4, 7, 8 and 16 in AF2 level informed that the task led to progression in listening skills. Participant 12 also indicated,

> It helped to improve my listening skill and correct my pronunciation as listening to the people speaking continuously in English improves learning English. (A level Participant 12, Task Evaluation Form 2)

Another statement written by AF2 student was given in the excerpt below.

> Trying to understand the talk without subtitles… (The point that she liked) comprehending without subtitles is something very elating. I have learned that I have improved my listening. (AF2 level Participant 8, Task Evaluation Form 2)

Participant 7 in AF2 level also claimed that this task contributed to them in terms of achievement in the listening exam that they took in school. Participant 4 in AF4 class also mentioned that the task contributed to her in that she could improve her vocabulary knowledge. In regard to the contribution to learning English in general, Participants 7, 8, 15 and 22 in A level, Participants 8 and 13 in AF2 level, and Participants 1, 2 and 10 in AF4 level acknowledged that the task contributed to them in terms of learning English. Participant 8 stated that it gave the opportunity to use English to express their thoughts and Participant 22 in A level also supported that they could use English explicitly in more different issues. Participant 2 in AF4 level also endorsed by stating the point he liked in the excerpt below.

> Ted Talks. Having a summary in English and expressing our thoughts and feelings in English (the point he liked.) Ted Talks was a very beneficial and enjoyable website. Summarizing the topic of the video that we watched was also very beneficial in terms of learning English. (AF4 Level Participant 2, Task Evaluation Form 2)

Participant 7 in A level, Participants 13, 14, 15 and 20 in AF2 level and Participants 4,5,18 and 19 in AF4 level appreciated the task since it was pertinent to the real life and use of daily language. Some students liked the activity since it was like a real life experience. For example, Participant 20 in AF2 class admitted that it was quite realistic and it included the topics from real life. In addition, Participant 2 in AF2

106

class acknowledged that he liked the activity since they communicated with their friends just like they do in Facebook in real life. Another student referred to the same issue by commenting in the excerpt given below.

> I love watching videos. And, being able to use the language, which I am learning, in real life and doing this for the thing that I want was good. (AF4 Level Participant 18 Task Evaluation Form 2)

Some students also admired the task since it comprised of use of daily language. For instance, Participant 4 in AF4 class affirmed that she liked the activity since it was introduced with daily language and included abundant daily words. Another student also supported in the given excerpt below.

> Use of the daily language and listening to them with the accent of that country was very useful, which contributed to improving myself. (AF2 Level Participant 13, Task Evaluation Form 2)

Some students also liked the activity inasmuch as they believed that it contributed to their real life. For example, one student was content with the information that the activity involved since it covered the knowledge that he can use in real life. Participant 5 in AF4 also claimed that she learned the use of English in real life. Another student also made it explicit in the excerpt below.

> While searching for the videos, we come cross lots of things like their cultures, the things they liked etc. Thus, that caused us to look closer in real life. (A Level Participant 7, Task Evaluation Form 2)

One reason why the students liked the activity was the feeling of enjoyment during the completion of the task. Participants 2, 5, 8 and 17 in A, Participant 15 in AF2 and Participants 2, 10 and 18 in AF4 students mentioned that the activity in which they could watch videos in different topics via Ted Talks was quite enjoyable. Especially, one of them admitted that he watched the videos shared by her friends with pleasure and another student also confessed that this activity led him to use English for an enjoyable activity.

As regards the other points appreciated, three students were satisfied that they got information about different issues and two students also mentioned that the task helped them to broaden their horizon. Two students also praised the use of different

sources and a few students also stated that the activity was quite didactic and useful in general. One student in AF4 also referred to the creativity and another liked the freedom for the choice of the topic and videos.

Apart from the points that the students liked in the task, there were also some statements for the aspects disliked in the form. First of all, five students in total, two students in AF2 class and three students in AF4 class, mentioned that the speech of the videos was fast, so they could not catch everything at once. As participant 8 gave details in the excerpt below.

> The people in the videos were talking too fast. Since they talked very fast and their accents were different, I had some difficulty in understanding and I had to listen to the video repetitively. (AF2 Level Participant 8, Task Evaluation Form 2)

Regarding the videos, Participant 7 in AF4 also referred to the limited comprehension because of the unknown words. Participant 7 in AF2 also mentioned that he did not like the writing comments in the activity. One participant in AF4 also thought that the task took too much time and another student in AF4 also found the task boring. Participant 15 in AF2 also indicated his opinion by telling that if it had been given as a free time activity, it would have been much more enjoyable. Participant 19 in AF2 also supported this view by giving the reasons. She expressed that she disliked doing it as homework since she had other things to do.

Student also responded when they were asked for their suggestions for the improvement in the task. Four participants indicated that there was no need for suggestion since the activity was good enough even though there were also some invaluable suggestions for the next implementations. First of all, two students believed that videos could have been much simpler and slower and Participant 3 in AF4 also suggested having videos more related to their own fields even though they were actually free to choose the topics of the videos they selected. Another student also recommended having Turkish videos and commenting in English instead of sharing English videos while one student thought it would be more beneficial if they had searched more videos. Participant 17 in A level also proposed having music in

the background. Another student also suggested limiting the participation in the class and having a core group, which consists of more active people in the task. Furthermore, two other students also advised that there could have been more enjoyable activities and Participant 7 in AF2 class also suggested an activity in which all the students were required to be online at the same time. Moreover, Participant 14 in AF2 level claimed that it would be better if one task were given once in every two weeks instead of every week. Participant 15 also proposed that the other online homework given by the institution including the online coursebook exercises should be eliminated and she supposed that using just Edmodo involving these tasks would be more effective.

As a result, Task 2 was praised in many respects including its contribution to language learning especially listening skills, having an authentic context, providing a social environment where the students can communicate and giving a chance to students to express themselves in English and providing them with different viewpoints. All of these points mentioned in the open ended parts matched with the findings of the statistical parts in Task Evaluation Form 2 since the points given in the open ended parts were the items that had a high frequency of agreement.

4.2.1.3 Task 3: Preparing a presentation using Glogster

4.2.1.3.1 Task 3: Preparing a presentation using Glogster statistical results

Task 3, which required students to search about their own universities and promote it by using a program called Glogster was evaluated by three classes. Students were asked to evaluate the tasks in terms of the the contribution of the task to real life experiences, language learning, encouragement of the task for sharing and collaboration among students, teacher's scaffolding and the perspectives that the students gained from the experience of Task 3. One-way ANOVA findings illustrated that there was a significant difference between the mean scores of some items in three different classes for Task 3. Post Hoc Tests demonstrated that there was a significant difference between A and AF2 classes in terms of the mean scores for the items 5 and 14. In other words, classes dissented about the collaboration

function of the task and its contribution to language learning. Moreover, there was also a significant difference between A and AF4 classes for the mean scores of the items 5, 8 and 14 (*p<.05*). That is, learners in these two classes disagreed about he collaboration and the degree of contribution of the task to their language development. All of the frequencies that demonstrate the opinions of the students in three classes in relation to the task can be seen in Appendix N.

In regard to the real life relevance, 63.8 % of the students in total agreed that the task provided the knowledge that they can relate with the real life and use in real life. When students were given a negative statement like 'This activity had nothing to do with the things that I or the native speakers of English do in real life', 69 % of the students in all classes disagreed with the statement. For another statement regarding the real life tasks and use of them by native speaker of English, 74.1% of all the students agreed that with this task, they used some websites and some technological programs that the native speakers of English use in real life.

When we consider the statements related to the contribution, Q14 and Q8, only 68.1% of A level students, 30% of AF2 students and 25% of AF4 students agreed that the task contributed to language learning a lot. Even though it might be inferred that the task did not contribute to language learning a lot for the students, 79.3 % of the students in all classes disagreed when they were given the statement that this activity had no contribution to their learning English. It might be concluded that expected contribution of the task to language learning was not satisfactory.

For the Task 3, 93.1% of all the students agreed that it led them to use various sources and again slightly over the three quarters of the students maintained that it presented a chance to use different learning materials rather than the course book in English education.

Even though 90% of the A, 80% of the AF2 students agreed that the task endowed them with the ability to share the knowledge they obtained by using a variety of sources with their classmates and expert people, 37.6% of the AF4 students disagreed with this statement. Furthermore, 90% of the AF2 students and a hundred

110

percent of the AF4 students accepted that they worked collaboratively with the classmates thanks to this activity while only 47.6% of the A level students agreed with that. The reason might be the fact that some students in A level were allowed to work alone for that activity during the implementation of the task. With respect to the simile for the teacher, which was a guide, 82.7% of the students confirmed this by marking agreed and strongly agreed in the task evaluation forms.

Regarding the perspectives that were expected to be gained from the activity, only 39 .6 % of the students in total agreed or strongly agreed that the activity provided them with different perspectives in different issues. For the critical thinking skills, only 39.7% of the students in three classes agreed or strongly agreed that the task enhanced their critical thinking ability. In terms of reflection, 71.4% of the A level students agreed that the task caused them to reconsider what they had done, yet 60 % of the AF2 and 56.3% of the AF4 students disagreed with the statement. In addition, 58.6 % of the participants acknowledged that Task 3 helped them to express their feelings and thoughts explicitly in English. Finally, slightly over the half of the students in A and AF2 classes agreed that the activity made them work on the task much longer than a few hours' time.

In conclusion, Task 3 was appreciated since it was relevant to real life and provided materials, sources, collaboration, scaffolding and reflection. Nonetheless, students thought that the task was not very useful for learning English. As a representative of Task 3, a sample poster prepared by the learners can be examined in Figure 8 below.
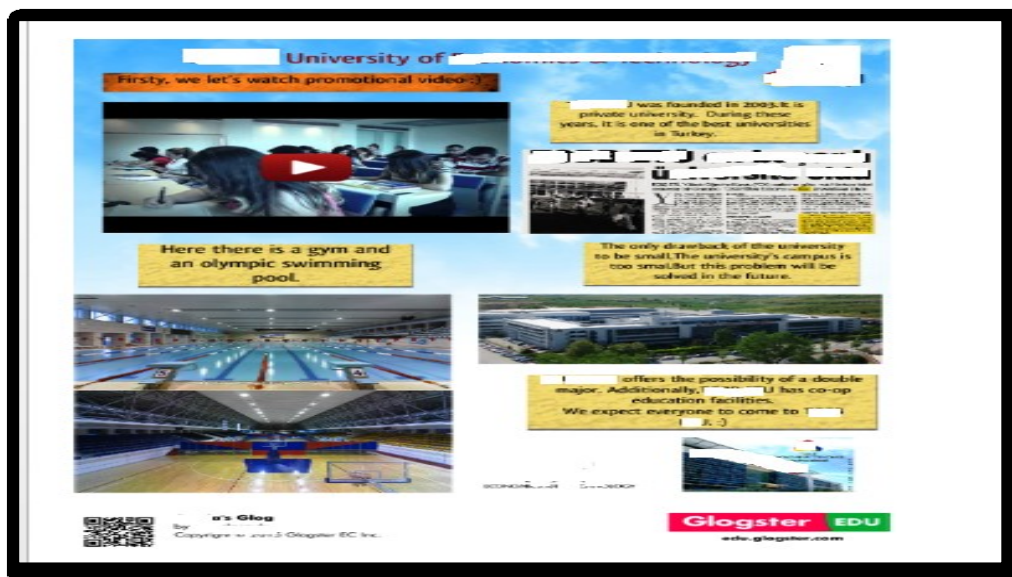
Figure 10: A sample for Task 3

4.2.1.3.2 Task 3: Preparing a presentation using Glogster open ended parts

Task 3, which was preparing a poster to promote the university using technological tool, Glogster was evaluated by the students from three different classes. The themes emerging from the open ended parts of the form brought the points both liked and disliked by the students as it was demonstrated in Table 29 below.

Table 29: Task 3 evaluation form open ended parts codes

The points liked in Task 3	N:58
1. Contribution to English	11
2. Being enjoyable	10
3. Practicality	9
4. Being beneficial for future use	7
5. Searching and learning	5
6. Social communication –group work	5
7. Being visual	5
8. Using different sources	4
9. Being didactic	3
10. Learning how to prepare poster- glogster	3
11. Like for designing	2
12. Time saving	2
	66
Total	

Task 29: Task 3 evaluation form open ended parts codes (continued)

The points disliked in Task 3	N:58
1. Being complex and challenging	7
2. Nothing that was disliked	6
3. No contribution	3
4. Taking too much time	3
5. Internet connection problem	2
6. Topic- being boring	2
7. Requiring preparation	1
8. Having multiple choices and difficulty in choosing	1
Total	25

The positive aspects of the task included task's being enjoyable, didactic and visual as well as Glogster's characteristics of being practical, time saving and beneficial for future use. The task was also highly esteemed since it provided use of different sources, social communication and group work for the students, besides it contributed to language learning, perspectives, imagination, critical and analytical thinking skills of the students according to the their written responses in Task Evaluation Form 3.

Eleven students among twenty participants mentioned the contribution of task to learning English even though they did not refer to the language skills specifically other than vocabulary content. Some of them directly expressed that Task 3 contributed to English whereas some of them meant it by telling that they could use the language and the task helped them to make the learning permanent because of the visuality of the task. There were seven students believing that the task and technological tool would be very beneficial in the future. Participant 20 in AF4 assumed that it would help him in the departmental courses and the others also supported this view as the sample demonstrated in the excerpt below.

It was a good choice. I am sure that it will be useful in the following years. (AF2 Level Participant 18, Task Evaluation Form 3)

Nine students in A level and one student in AF2 level mentioned that the task was enjoyable and they did the activity with pleasure, besides some of these students

Participant 1, 9 ad 18 in A level also found the task quite didactic as it was exemplified in the excerpt below.

> Creating new things was enjoyable. We could do whatever we wanted. We prepared anything at our sweet will. We did it with enjoyment, so this was more didactic. (A Level Participant 18, Task Evaluation Form 3)

Participants 4, 11, 12 and 16 in A level, Participants 1, 5 and 11 in AF2 level, and Participants 13 and 19 in AF4 level wrote comments on the practicality and convenience of the task along with referring to its being very time saving. Especially, Participant 4, 11 and 12 explained that Glogster saved them from using colorful cardboards and pens to prepare a poster and they did not need to do demanding things like cutting, coloring and pasting or attaching as illustrated by one of them in the excerpt below.

> Saving time and providing convenience. In a short time we did the task, which would have lasted for hours if I had done this on the cardboard. Having tasks in every style made our work easier. (A Level Participant 4, Task Evaluation Form 3)

In respect to the contribution to reflection, imagination, viewpoints, and critical and analytical thinking of the students, Participant 14 stated that what he liked in the task was thinking over English with her friends while Participant 2 indicated that the task improved his ability to think by himself. Participant 20 in A level claimed that it was a task which contributed to the development of his imagination and it contributed them to express themselves better. Participant 19 also emphasized that combining English with visuality and using different sources contributed to his analytical thinking world and participant 13 also referred to critical thinking as it was given in the excerpt below.

> This activity provided me with the opportunity to use foreign language in a more effective way by thinking critically. (A Level Participant 13, Task Evaluation Form 3)

As it was stated by Participant 19 in A level, three other students in AF classes also mentioned that with the help of this task they used different sources. Four students in AF2 and one student in A class also referred to the pleasure of searching and

learning in the task. For example, Participant 4 stated that he shared some experiments done in the school and he had not known them before. He also maintained that with the help of this search, he learned them with their English versions. Other than these four students, three participants also appreciated learning how to prepare a poster with the help of Glogster. Five students liked the visual aspects of the tasks, since they could add both pictures and videos from the computers or the Internet while two students stated that they liked designing new things. Moreover, students recognized the collaboration function of the task. Four participants liked the group work and team spirit while the other one believed that making use of technological tools strengthened the communication both in social network and in real life.

Considering the points that were disliked in Task 3, which required students to prepare a poster, six students in total explicitly stated that there was nothing they disliked in the activity. However, there were some students who referred to the problems in the task. First of all, there were seven participants who referred to the challenge and complexity of the task. For instance, Participant 5 in AF2 class regarded the websites too complex and Participant 7 in AF2 found the task challenging since he thought that his English was not good enough to prepare a poster. The other participants only mentioned the difficulty of task without giving reasons. Secondly, three students in AF4 and one student in A level believed that the task did not contribute to them much. Moreover, three students in total thought that the task took too much time. Two students in A level, Participants 4 and 20, also referred to the limited internet connection in the school while Participants 5 and 6 in A level found the topic dull. Finally, one student disliked the requirement of preparation for the task and another student stated that he had difficulty in choosing since there were many things. As a result, being challenging, not contributing a lot and taking too much time and limited internet connection were some of the points revealed by the students in three classes.

Students were also asked for the suggestions to enhance the quality of the task and six of the students in total stated that there was no suggestion; nevertheless, four

students advised that the topic should be revised. Besides, three participants claimed that Glogster should be used more whereas two students believed that the task should be removed from Edmodo Tasks. Participant 4 in A level also suggested using Glogster not online but offline and Participant 17 suggested that the task should be more comprehensive. Finally, Participant 14 in AF2 recommended reducing the number of the group members while Participant 5 believed that it would have been better if they had completed the task with whole class together.

As a result, Task 3: Preparing a poster with the help of instructional tool Glogster was held in high esteem by the students since it incorporated visuality, creativity cooperation. In addition, it was believed to contribute language learning as opposed to the findings of statistical part; nonetheless, there were also some weaknesses revealed by the students including the complexity of the websites, the dullness of the topic for the poster and limited internet connection during the completion of the task.

4.2.1.4 Task 4: Reading and watching news in BBC, Boston.com and New York Times

4.2.1.4.1 Task 4: Reading and watching online news statistical results

Task 4 asked the students to read and watch news online by using some current websites and learmers also evaluated Task 4 with the same criteria and quantitative findings obtained from One-way ANOVA illustrated that there was a significant difference between the mean scores of some items in three different classes for Task evaluation Form 4. Post Hoc Tests demonstrated that there was a significant difference between A and AF2 classes in terms of the mean scores for the items 3, 5, 6, 7, 8 and 15 and a significant difference between A and AF4 level was also recognized for the mean scores of the items 3, 7, 8 and 15. Moreover, there was also a difference between AF2 and AF4 classes for the mean scores of the Item 4 ($p<.05$). All of the frequencies that show the opinions of the students in three classes in relation to the task can be seen in Appendix N.

With respect to contribution of the task to the real life, half of the A, nearly three quarters of AF2 and 88.9 % of AF4 level students agreed that the task supplied the

students with the knowledge that they can make use of in real life. The statement that this activity had nothing to do with the things that they or the native speakers of English do in real life was disagreed by 82.5% of the students in all three classes. Instead, 91.3% of the students affirmed that this task helped them to use some websites and some technological programs that the native speakers of English use in real life.

In regard to the contribution of the task to language learning, slightly over three quarters of the A, over the half of the AF2 and AF4 level students agreed or strongly agreed that the activity contributed to them a lot in terms of learning English. Moreover, all of the students in A and over the three quarters of the students in AF2 and AF4 classes disagreed or strongly disagreed that the activity had no contribution to learning English.

In terms of providing different sources and materials other than course book, 61.4 % of the students in general agreed that the task encouraged them to use different sources. Along with that, 94.5 % of A, 85.7% of AF2 and 72.3% of AF4 students acknowledged that the task included the materials other than course book.

In task 4, 75.2% of all the students agreed that the task gave a setting that they could share what they had learned. Considering the collaboration, even though 72.3 % of the A level students agreed, 71.5% of the AF2 and 61.1% of the AF4 students disagreed that the task involved collaboration with the friends. The reason of this variety can be related to the different stages of the task. Since the students looked into the news that they would share and wrote their reflection or comment on it on their own, they might have considered the activity as the tasks performed individually. Nevertheless, students not only explored the news but they also shared and commented on the others' news in Edmodo, thereby providing cooperation here.

When the perspectives that were expected to be gained from the activity were considered, 83.3 % of A, 72.2% of AF2 and 61.1% of AF4 students agreed or strongly agreed that they got different perspectives in different issues. 61.4 % of the

117

students in three classes accepted that the task had a positive effect on their critical thinking skills. Considering the reflection that the activity provided, only 43.9 % of the students in total confirmed it. However, 59.7 % of the participants maintained that Task 4 made them express their feelings and thoughts explicitly in English. Lastly, 33.3% of AF2 and 27.8% of AF4 students disagreed with the statement that the activity made them work on the task much longer than a few hours' time despite the fact that 61.1% of A level students approved this statement.

To put it in a nutshell, students praised certain characteristics of the Task 4 such as being relevant to the real life, contributing to both real life experiences and language learning, assisting students to gain a variety of perspectives, enhancing critical thinking and providing different sources and materials other than the course book. An interaction and indication of both relevance to real world and critical thinking can be observed in the sample in Figure 9 below.
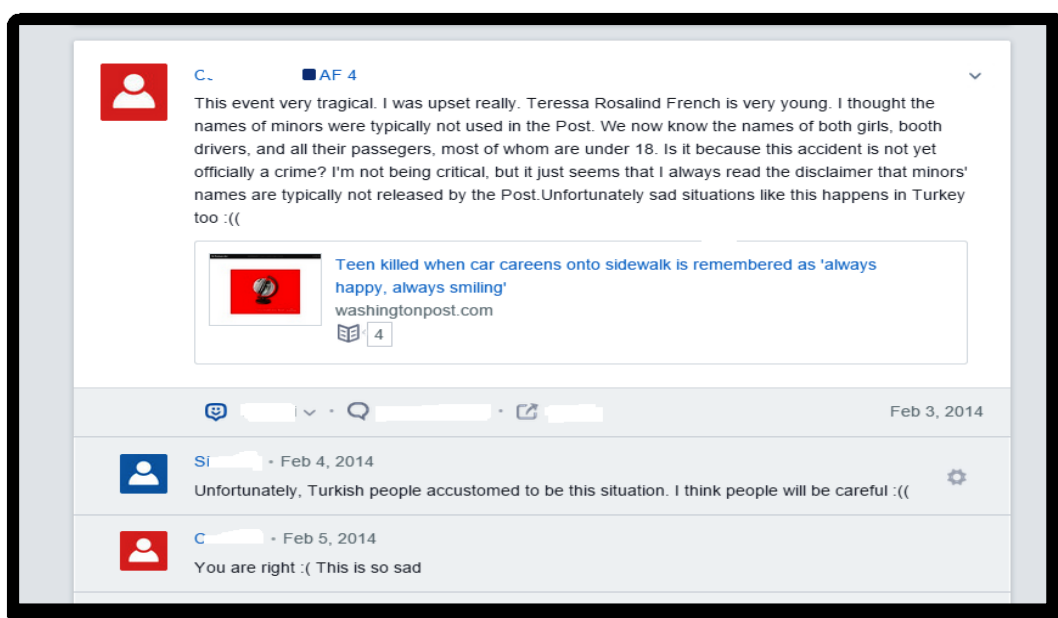
Figure 11: A sample for Task 4

4.2.1.4.2 Task 4: Reading and watching online news open ended parts

In the Task Evaluation Form 4, students revealed their perceptions of the experience with the task by referring to both the points liked and disliked apart from the

suggestions. These points were given in Table 30 below with their frequency of occurrence.

Table 30: Task 4 evaluation form open ended parts codes

The points liked in Task 4	N:57
1. Being real life related	6
2. Contribution to improving language learning	5
3. Providing permanent learning	5
4. Reading news in English	5
5. Keeping students updated	4
6. Learning about English websites	3
7. Use of the Internet	2
8. Use of different kinds of sources	2
9. Improving research skills	1
10. Being didactic	1
11. Being enjoyable	1
12. Collaboration	1
Total	36
The points disliked in Task 4	N:57
1. Nothing disliked	4
2. Difficulty in understanding	3
3. Not being an active news reader	1
4. Unknown words	1
5. Not being necessary	1
Total	10

The aspects that the students liked in the activity were mostly related to the real life relevance of the task, contribution of the task to language learning, specifically in some language contents and skills, use of technological sources, collaboration and having enjoyable time.

Firstly, five participants in total explained that the task had contribution to improving their English. In addition, five other participants mentioned that the task provided permanent learning especially in terms of vocabulary. For instance, participant 3 in A level gave details on the contribution of the task in the excerpt below.

> This task contributed to me in terms of learning more words and improving my accent. Learning the words we do not know helps us to express ourselves better. Moreover, having an accent similar to the natives provides us an

advantage while talking to a person whose mother tongue is English. (A Level Participant 3, Task Evaluation Form 4)

In view of the students' responses, real life relevance of the task was also one of the most frequently mentioned strengths of the task. Participants 14, 11 and 19 in A, 3 and 15 in AF2 and Participant 5 in AF4 classes liked the subject of the task since it was relevant to real life. Furthermore, reading news in English was also specifically identified as one of the points appreciated by Participants 19 and 23 in A and Participants 9, 13 and 16 in AF4 classes. Participants 11 and 23 in A level and Participants 14, 17 and 19 in AF4 level also gave a reason for their appreciation of the task by indicating that the task kept them updated about the issues occurring in real life.

I liked reading the news in English and understand them. I am keeping up with the news in specific periods of time in a day. This activity showed me that I could learn the global agenda in different languages. (A Level Participant 23, Task Evaluation Form 4)

Participant 20 also found task quite interesting since she interpreted the events in Turkey from a different perspective, external media. A few students also wrote about the contribution of task to their technological literacy and general knowledge. For instance, Participant 27 in A class said that he learned about general English news websites and Participant 14 also stated that she had learned new things and two other participants in total liked using different sources and Participants 24 and 26 also liked the use of PC and the Internet in the task. Participant 26 also claimed that the task improved their research skills. One student referred to the collaboration and enjoyment in the task.

In view of the written responses, there were also some points that the students did not like in the task even though four students explicitly stated that there was nothing that they disliked in the task. First of all, one student from each class mentioned the challenge of the task. Participants affirmed that they had difficulty in understanding the events completely. Participant 27 in A level also stated that there was some unknown words for him. Participant 23 in A class also indicated that he was not an

120

active news reader in real life, so it was bad not to know these websites. Participant 14 in AF4 level also regarded the task not necessary.

Finally, students presented their own suggestions for the task. Participant 11 in A class suggested that the news related to their departments should be shared in the class. Actually, they were free to choose the news that they had shared in the activity. Participant 12 in A level advised watching the news with their subtitles in the class. Participant 23 also proposed informing the students about the news websites in all views. Participant 26 also assumed that there should be interaction and it would be better if the task were completed with the friends. Participant 27 also asked for more news and more links of the news websites. Participant 14 in AF2 class also found the task quite useful thereby suggested repeating the task more frequently. Two other participants in AF classes claimed that the topic could have been more interesting. Actually, students were given a chance to choose their own websites, thus they could have chosen an enjoyable topic for the news. Participant 13 in AF2 suggested teacher sampling for the task. This was a good implication for the next implementation since a sample for a new task is necessary if the students are not familiar with the task. Participant 14 in AF4 also advised having a whole class discussion in class. Indeed, after they had shared the news, they talked about some of the news at the beginning of the lesson for five minutes in A and AF2 classes, yet I guess what he wanted was to deal with the task during the lesson since another student Participant 19 in AF4 also suggested that the websites should be visited during the lesson at least once in a week.

4.2.1.5 Task 5: Choosing a movie using IMDB

4.2.1.5.1 Task 5: Choosing a movie using IMDB statistical results

Task 5 necessiated the use of IMDb in English while choosing the movie or searching information about the movies and students selected their movies that they liked and they shared the movie webpage and they sometimes preferred sharing the trailer of the movie if they had not watched the movie yet. Their opinions regarding the movie and its characters were also written in Edmodo. At the end of the

implementation of the task, students evaluated this process with the given items in Task Evaluation Form 5. Findings showed that there was a significant difference between A and AF2 groups in terms of the mean scores given to the items 2, 8, 9 and 12. There was also a significant difference between A and AF4 classes for the items 1 and 2. Moreover, a significant difference was also identified in Post Hoc Tests between AF2 and AF4 considering the mean scores of the items 2, 11 and 13 ($p<.05$). All of the frequencies that demonstrate the opinions of the students in three classes in relation to the task can be seen in Appendix N.

When the students were asked to evaluate the task in terms of its relevance and contribution to real life, a hundred percent of AF4, 91% of A and 72.3% of AF2 level students agreed or strongly agreed that the activity introduced the knowledge that they could relate with the real life and make use of in real life. Furthermore, 85.8% of the students in general demonstrated their disagreement with the statement that the activity had nothing to do with the things that they or the native speakers of English do in real life. In contrast, 94.6 % of the students in three classes acknowledged that the task provided them with some websites and some technological programs that the native speakers of English use in real life.

When the benefits of the task for language learning were taken into account, 87% of A and 86.7% of AF4 students agreed or strongly agreed that the activity contributed to them a lot in terms of learning English, yet half of AF2 students did not agree with this statement. However, 61.1% of AF2 students disagreed or strongly disagreed when they were given the statement that the activity had no contribution to learning English. Besides, 86.9% of the A and 93.3% of the AF4 students also disagreed or strongly disagreed with the statement.

In terms of the materials and the sources that the tasks integrated, 89.3 % of the students in general agreed that the activity provided different sources and 91.1% of the students in general agreed or strongly agreed that the task provided the materials other than the course book.

Sharing, collaboration and scaffolding were integrated in the task evaluation forms and findings illustrated that 89.2% of the students in all three classes accepted that this activity provided them with the chance to share the knowledge that they had learned by using a variety of sources with their friends and expert people. In spite of the fact that 60.8% of the A level students agreed that the task provided them collaboration with their friends, 72.2 % of AF2 and 93.4 % of AF4 students disagreed about the collaboration in the task. A hundred percent of the students in AF4, slightly over the three quarters of the students in A and slightly under the three quarters of the students in AF2 classes acknowledged that the teacher was like a guide rather than a teacher.

Although slightly over 65% of the A and AF4 students agreed that they learned a variety of perspectives thanks to this task, only 38.9% of AF2 students accepted getting different perspectives. In terms of the critical thinking, there was a variety among three groups in terms of their responses. 93.3% of AF4 students agreed that the task contributed to their critical thinking skills while 66.7% of AF2 and 34.8% of A level students disagreed with this. Likewise, 89% AF2 students and 66.7% of AF4 students disagreed that the task provided reflection whereas 73.9% of A level students agreed that it supplied reflection over what they had done. 67.8% of the students in three classes agreed or strongly agreed that this activity supported them to express their feelings and thoughts explicitly in English. 69.5% of the students in A level agreed, yet 72.3% of AF2 and 73.4% of AF4 students disagreed with the statement that the activity took longer than a few hours' time slot.

Finally, Task 5 was considered quite relevant to the real life and students believed that it contributed to both language learning and real life. Even though students did not find it a collaborative activity, they appreciated using the materials and sources other than the ordinary course book materials and sharing the knowledge with their friends. A sample written dialogue in the social network can be seen in Figure 10.

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Figure 12: A sample for Task 5

4.2.1.5.2 Task 5: Choosing a movie using IMDB open ended parts

In task evaluation form 5, learners assessed the tasks and provided their opinions in the open ended parts by referring to the points they enjoyed and disliked in the activity as it can be examined in Table 31 below.

Table 31: Task 5 evaluation form open ended parts codes

The points liked in Task 5	N:56
1. Topic: choosing a movie	7
2. Being enjoyable	3
3. Contribution to language learning in general	3
4. Real life relevance- learning dialogues used in real life	3
5. Learning about movies and films	3
6. Being didactic	2
7. Commenting on videos	2
8. Expressing themselves in English	1
9. Learning different accents in English	1
Total	25
The points disliked in Task 5	
1. Nothing disliked	5
2. Challenge in the task	1
Total	6

The points students liked in the activity included the topic of the task, real-life relevance of the task and contribution of the task to language learning and general knowledge. Six students in total mentioned that they liked watching movies, thus they liked the topic of the activity. Three students considered the activity enjoyable and three other students mentioned that thanks to this activity, they had learned about a variety of films and movies. Two students in A class also liked commenting on the movies. In terms of the relevance of the task with real life, one student found the task quite realistic and two other participants in A level stated that the task helped them to learn the dialogues used in real life. Concerning language development, three participants in total claimed that the task contributed to their English. Participant 2 in A level also liked expressing himself in English and Participant 9 also claimed that the task helped him learn the accents of the natives. Besides, as it was stated earlier, two students indicated that they learned the English structures and dialogues used in real life.As regards the points disliked by the students, Participant 23 in A class stated that describing the characters in the movie was really challenging in the task whereas five students in total stated that there was nothing that they did not like in the task.

For the suggestions, Participant 3 in A class expressed that they could have summarized the movie and Participants 8 and 14 required for more repetition of the task. Participant AF2 also suggested watching the movies shared in the class. Participant 24 also offered watching the movies with more people. Even though watching the movies shared by the students were planned at the beginning, it was not performed because of the time limitation and density of the prep program. Apart from that, Participant 26 and 27 in A class advised increasing the number of the trailers shared in the platform. Participant 13 asked for more time for the activity. Another student also suggested in the excerpt here.

> Watching the movie that we have not watched and comment on it… It can be beneficial to read the comment that my friends have done and then watch the movie that we do not know. (A Level Participant 23, Task Evaluation Form 5)

As a result, Task 5, choosing a movie was appreciated by most of the students in the class because of its relevance to real life and the topic. Since the students use such kinds of websites to review the movies, they enjoyed the activity and they also suggested some other aspects to flourish the activity in the Task Evaluation Form 5.

4.2.1.6   Task 6: Online shopping

4.2.1.6.1   Task 6: Online shopping statistical results

Task 6, which was online shopping on the websites that are used by the native speakers of English, was also evaluated in terms of the criteria for the authentic situated learning. The findings reported that there was a significant difference between A and AF2 classes in terms of the mean scores given to the items 5, 8, 9 and 15 in Task 6. That is, learners had disagreement on collaboration, contribution and reflection characteristics of the task. Moreover, the significant difference was also explored between A and AF4 classes for the questions 5 and 14 (collaboration and contribution) ($p<.05$). Consequently, all of the frequencies that illustrate the opinions of the students in three classes in relation to the task can be seen in Appendix N.

According to the findings of the task evaluation form for the Task 6, 84.2% of the students in three classes agreed or strongly agreed that the activity endowed them with the knowledge that they relate with the real life and use in real life. Furthermore, three quarters of the students in general disagreed or strongly disagreed that the activity had nothing to do with the things that they or the native speakers of English do in real life. In contrast, 93 % of the students in three classes maintained that the task provided them with some websites and some technological programs that the native speakers of English use in real life.

With respect to the general contribution of the task to language learning, 85% of A level students agreed or strongly agreed that the activity contributed to them a lot in terms of learning English, but half of AF2 students and slightly over the half of AF4 students did not agree with this statement. Nevertheless, 95% of A, 88.2 % of AF4 and 75% of AF2 students disagreed or strongly disagreed when they were given the statement that the activity had no contribution to learning English.

Regarding the materials and the sources that the task included, 80 % of the students in A class agreed that the activity provided different sources whereas 45% of AF2 and 59% of AF4 students disagreed. However, %95 of A and AF2 students agreed or strongly agreed that the task provided the materials other than the course book even though only one quarter of the AF4 students disagreed with that.

Task evaluation forms also demonstrated that 73.6 % of the students in all three classes acknowledged that they had chance to share the knowledge that they had learned by using a variety of sources with their friends and expert people. Despite the fact that three quarters of the A level students agreed that the task provided them collaboration with their friends, three quarters of the AF2 and nearly 65% of AF4 students disagreed about the collaboration in the task. Over the three quarters of the students in all three classes agreed or strongly agreed that the teacher was like a guide rather than a teacher.

Even though three out of four students in A level and over the half of the AF4 students agreed or strongly agreed that they learned a variety of perspectives during the task, 60 % of AF2 students disagreed. In relation to improvement in critical thinking, only 47.4% of the students in general agreed that the task enhanced their critical thinking abilities.

On the one hand 70% of A level students agreed that it supplied reflection over what they had done on the other hand three quarters of AF2 and half of the AF4 students disagreed that the task provided reflection. 73.7% of the students in all classes agreed or strongly agreed that this activity enabled them to express their feelings and thoughts clearly in English. Regarding the time that the activity took, solely 47.4% of the students found the task duration longer than a few hours' time slot.

Consequently, Task 6 was found quite pertinent to the real life and provided scaffolding and helped students to express themselves in English. Moreover, but for some AF2 students, students in general got some different perspectives from the task. Students' statements in social network for Task 6 can be examined in Figure 11.
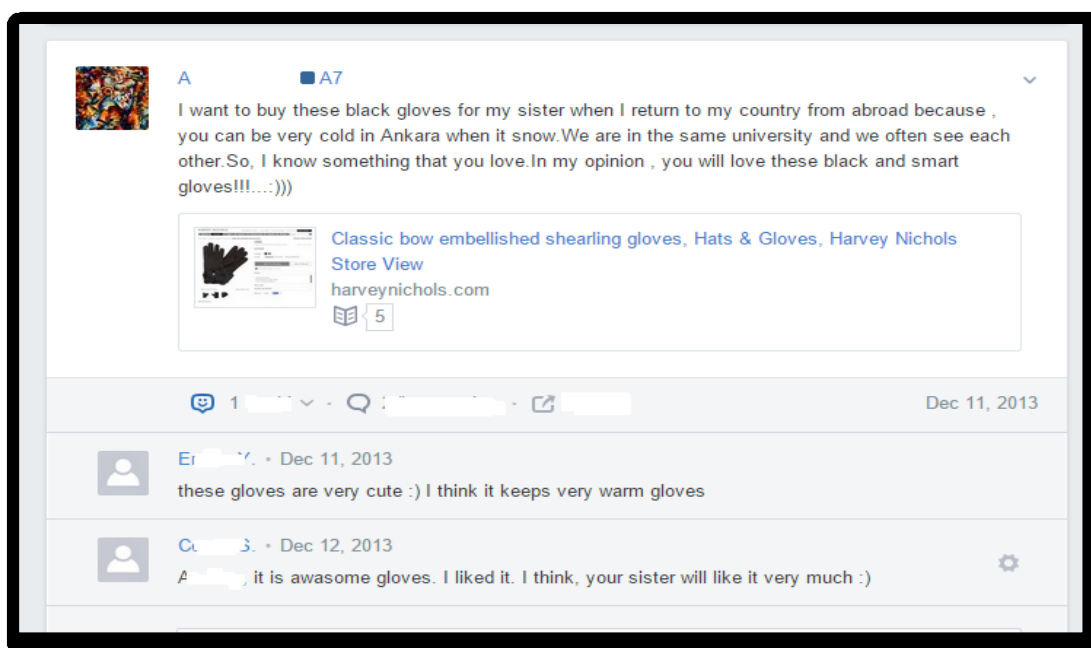
Figure 13: A sample for Task 6

4.2.1.6.2 Task 6: Online shopping open ended parts

Learners revealed their perceptions regarding the implementation of the task and they put up with some suggestions for the improvement of the task in the task evaluation form 6. These recommendations can be observed in Table 32.

Table 32: Task 6 evaluation form open ended parts codes

The points liked in Task 6	N:57
1. Topic: shopping, the idea of shopping, buying presents	12
2. Contribution to language learning in general	4
3. Real life relevance- learning dialogues used in real life	3
4. Having knowledge about the shopping websites	3
5. Discovering new websites	2
6. Being enjoyable	1
Total	25
The points disliked in Task 6	
1. Nothing disliked	2
2. Topic: shopping	2
3. Being unnecessary	1
4. No contribution to lesson	1
5. Being boring	1
Total	7

When students were asked the aspects that they liked in the activity, six students stated that they liked the idea of shopping and three other students appreciated the topic since it included getting some presents. Participant 8 in A class also referred to the enjoyment in the task. Participants 10 in A class and Participant 16 in AF4 class liked the activity since they discovered new websites. In addition, four other participants explicitly indicated that they gained knowledge about English online shopping websites. One participant also maintained that the task provided different English sources for them. Furthermore, Participant 27 in A level also linked the task to real life and implied the contribution of the task to real life context in the excerpt.

> As a person who does not like shopping, I gained knowledge about the English online shopping websites. If I do shopping on an English website, I don't think that I will have difficulty in doing that. (A Level Participant 27, Task Evaluation Form 6)

Besides Participant 17 in AF4 also supported by telling that she also learned how to do shopping on an English website.

As to the benefits of the task to language learning, two students, Participants 10 in A and participant 9 in AF4 classes, obviously referred to the contribution of the task to learning English in general. Specifically, Participant 27 alleged that she learned the English terms used in shopping. In addition, Participant 17 in AF4 also mentioned the contribution of the task to her vocabulary knowledge.

Regarding the aspects that were not appreciated by the students, two students did not like the topic since they did not like the shopping in real life. Another student regarded the task unnecessary. Another participant found the task boring and one student thought that it did not contribute to lesson much. Yet, there were also two students who stated that there was nothing that they disliked in the task.

With respect to the suggestions given by the students, three participants mentioned that the activity was good and they had no suggestion for the improvement. Nonetheless, Participant 14 in A level suggested that they should have had more comprehensive research on websites which had more comments. Another participant

advised increasing the number of the shopping websites while another student claimed that shopping could have been done in Turkey not outside the country.

As a result, Task 6 online shopping was adored by the students who love shopping and disliked by the students who have no interest in shopping. In reference to language learning, a few students mentioned the vocabulary acquisition thanks to task. In addition, one of the students also appreciated the supply of the knowledge of some shopping websites in English, which students can also make use of in their real life context.

4.2.1.7 Task 7: Choosing a book using online book shopping websites

4.2.1.7.1 Task 7: Choosing a book statistical results

Task 7, in which students searched for the bookshop websites such as Amazon, Allibris, Booksamillion and they found their presents for their classmates, was also assessed by the learners. According to findings, there was a significant difference between some groups in terms of their responses. For instance, a significant difference was found between A and AF2 classes in relation to the given mean scores for the items 5, 9 and 14, which are related to collaboration, reflection and the degree of contribution of the task successively. Furthermore, there was also a significant difference between A and AF4 classes for the items 5 (collaboration) and 9 (reflection) ($p<.05$). In view of the differences among the groups, each class was demonstrated with its own frequency of the responses in Appendix N.

When the table above was examined, the findings of the task evaluation forms indicated that each and every student in both A and AF2 classes and 87.5 % of the students in AF 4 agreed or strongly agreed that the task made them have the knowledge that they could face in real life and use in real life. 86.7% of the students in three classes disagreed or strongly disagreed that the activity had nothing to do with the things that they or the native speakers of English do in real life. Moreover, 96.3 % of the students in three classes acknowledged that the task introduced some websites and some technological programs the native speakers of English use.

In relation to the contribution of the task to language development, 95% of the A, 58% of the AF2 and 68.8% of the AF4 students agreed or strongly agreed that the activity contributed to them quite a lot in terms of learning English. Moreover, 84.9% of the students in all classes disagreed or strongly disagreed with the statement that the activity had no contribution to learning English.

On the subject of the materials and the sources that the Task 7 integrated, 90.6% of the students in three classes agreed that the activity provided different sources. In addition, 84% of all the students admitted that it provided the materials other than text book.

As for sharing, collaboration and scaffolding in the task, 83% of the students overall sustained that they had a chance to share the knowledge that they had learned by using a variety of sources with their friends and expert people. Despite the fact that three quarters of the A level students agreed that the task provided them collaboration with their friends, almost three quarters of AF2 and AF4 students disagreed about the collaboration in the task. Finally, 84.9% of the students in all three classes agreed or strongly agreed that the teacher was like a guide.

Even though 80% of the students in level A agreed or strongly agreed that they learned a variety of perspectives thanks to the task, almost half of the AF2 and AF4 classes disagreed with that. Even though 85% of A and 58.8% of AF2 students agreed that it provided reflection over what they had done, 62.5% of the students in AF4 class disagreed. As to the development in critical thinking, 66% of the students in general agreed that the task contributed to their critical thinking skills.79.2 % of the students in all classes admitted that Task 7 made them capable of expressing their feelings and thoughts explicitly in English. Given the time that the activity took, three quarters of the A level students maintained that the task duration was longer than a few hours' time slot. However, 64.8 % of AF2 students and 37.5% of AF4 students disagreed with that.

Considering all of the statements in the form, Task 7 was mostly appreciated thanks to its contribution to language learning and real life experiences. Apart from the real

life relevance, students appraised the materials, sources, scaffolding, sharing the information and having a chance to indicate their thoughts and feelings in English. This was exemplified in the products of students as given in Figure 12.
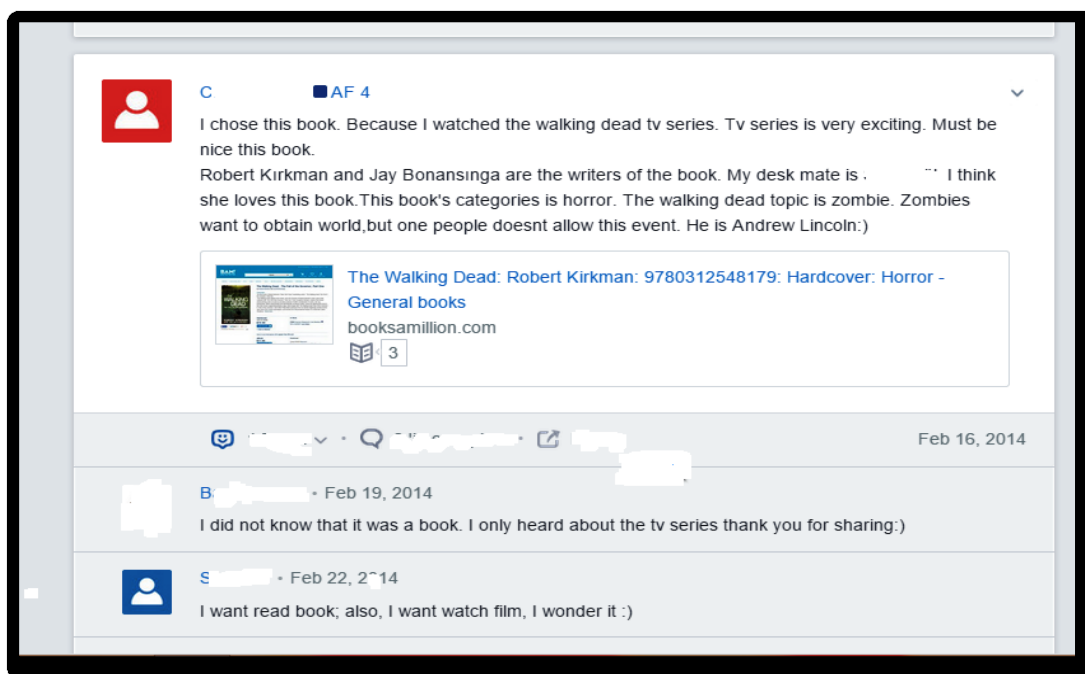
Figure 14: A sample for Task 7

4.2.1.7.2 Task 7: Choosing a book open ended parts

In Task 7, students were asked to choose a book to buy as a present to their classmates and the task evaluation form uncovered the aspects liked and disliked in the task along with the suggestions integrated in the form as the codes and categories can be observed in Table 33 below.

Table 33: Task 7 evaluation form open ended parts codes

The points liked in Task 7	N:53
1. Getting information about the books and contents of the books	6
2. Topic: choosing books	5
3. Use of foreign websites and searching in English	3
4. Reflecting on the books/Developing new point of views	3
5. Contribution to language learning in general	2
6. Being enjoyable	2
7. Being didactic and beneficial	2
8. Use of English	1
Total	24

Table 33: Task 7 evaluation form open ended parts codes (continued)

The points disliked in Task 7	N:53
1. Nothing disliked	4
2. Difficulty understanding the websites	2
3. Commercials in the websites	1
4. Being short	1
5. Not including speaking	1
6. Being done individually	1
Total	10

Considering the points praised by the students, Participants 2 and 13 mentioned the contribution of the task to language learning directly while Participant 7 mentioned that he could use his English thanks to the task. Another student considered the task very beneficial and another one found it quite didactic in general. Two students also liked searching the books in English. In terms of the real life relevance, five students in total especially mentioned that they liked the topic, which was related to books. Participant 27 also implied the benefit of the task to real life context in the excerpt.

> Books are exactly the reflection of the life. Whatever is related to books is beneficial. For me, who has a small library at home and regards reading a book as a necessity, the task was very beneficial. I had the information about the books that I considered buying thanks to the task. (A Level Participant 27, Task Evaluation Form 7)

Like participant 27 in A level, two participants from each class, six students in total, mentioned the contribution of the task to their general knowledge. They sustained that they had a chance to learn a variety of books and authors during the completion of the task. Along with the knowledge of the books and authors, three students also appreciated improving viewpoints, expressing themselves and rethinking and reflecting on the book they liked. Finally, two students considered the activity enjoyable.

Even though four students indicated that there was nothing they disliked in the task, three students mentioned a different problem pertinent to the task. For instance, Participant 23 in A class claimed that the websites used in the task were not good since they had business purpose. Participant 5 in AF2 class referred to the difficulty of understanding the websites. Lastly, Participant 14 in AF2 also found the task short

and she disliked the task since the activity was done individually and it did not include speaking.

In view of the problems in the task, students also provided some suggestions for the task despite the fact that four students directly indicated that there was no need for change since the task was quite successful and effective. In A class, Participant 8 asked for more shopping and Participant 14 also suggested that it would be much better to see the content of the books and understand them. Participant 23 also believed that it would be beneficial to read the comments on the websites similar to blogs whereas Participant 27 advised reading the PDF files of the books liked in the Internet besides practicing by reading the English books and journals in the school library. In AF2 class, only one student gave a suggestion which was scanning the books chosen and improving the pronunciation by listening in the lesson. Participant 16 in AF4 class also contributed with the suggestion that students write the summaries of the books. As a result, students enjoyed having a topic like choosing a book. They found it useful in terms of gaining knowledge about a variety of books and authors shared and reflected by their friends.

4.2.1.8 Task 8: Interview with native speakers

4.2.1.8.1 Task 8: Interview with native speakers statistical results

Students had interviews with native speakers of English in a face to face meetingin Task 8 and they evaluated the effectiveness of the task in terms of different aspects via task evaluation form. The findings of the statistical analysis illustrated that there was a significant difference between A and AF2 for only the Item 5, which was about collaboration function of the task and there was also difference between A and AF4 classes for the Item 9, which refers to proving reflection ($p<.05$). the frequencies that demonstrate the opinions of the students in three classes in relation to the task can be seen in Appendix N.

The findings of the task evaluation forms indicated that all of the students in A and AF2 classes and 84.6% of the students in AF 4 agreed or strongly agreed that the task provided them with the knowledge that they could relate with the real life and make use of in real life. A hundred percent of the students in A and AF2 classes and

92.3% of AF4 students disagreed or strongly disagreed with the given statement that the activity had nothing to do with the things that they or the native speakers of English do in real life. Even though 83.3 % of the A level students and 61.6% of the AF2 students acknowledged that the task supplied them with some websites and some technological programs the native speakers of English use in real life, over the half of the AF4 level students disagreed with this statement.

Taking the contribution of the task to language development into consideration, 83% of the A, a hundred percent of the AF2 and AF4 students agreed or strongly agreed that the activity contributed to them quite a lot in terms of learning English. Furthermore, each and every student in A and AF2, and 92.3% of the AF4 students disagreed or strongly disagreed that the activity had no benefit to learning English.

Given the materials and the sources that the Task 8 required, 66.7% of A and 61.6% of AF4 students accepted that the activity provided different sources whereas 61.5% of AF2 students disagreed with that. Indeed, the task was planned to be realized through an instructional tool Skype, yet students had a chance to have a direct face-to-face communication. Consequently, they were able talk to the natives and recorded their talk thereby limiting the use of sources and materials. However, 93.7% of the students in all three classes admitted that it provided the materials apart from text book.

In regard to sharing, collaboration and scaffolding in the task, 75% of the students overall agreed or strongly agreed that they were able to share the knowledge that they had learned by using a variety of sources with their friends and expert people. Along with a hundred percent of the AF2 students, 84.7% of the AF4 students and 66.7% of the A level students agreed or strongly agreed that there was collaboration in the activity. 93.8% of all the students in the study considered the teacher as a guide rather than an instructor.

In spite of the agreement of all of the students in AF2 class, one third of the A and almost one out of three students in AF4 disagreed that they learned a variety of perspectives thanks to the task. 68.7% of all the students in the research study agreed

that it provided reflection over what they had done. In terms of the critical thinking skills that the task contributed, 68.7% of the students in general agreed or strongly agreed that task flourished it. In view of the students' responses, it is clear that 83.3 of A level students assumed that they had reflection over what they had done with this activity despite the disagreement of both 92.3% of AF4 and 53.8% of AF2 students. Furthermore, 93.7 % of the students in all classes admitted that Task 8 contributed to them in terms of expressing their feelings and thoughts explicitly in English. Regarding the time that the task took up, only 59.4% of all the students thought that the task lasted longer than a few hours' time slot.

All in all, Task 8 was one of the favorite tasks because of some reasons like being relevant to real life, contributing to language learning, giving a chance to express themselves in English and providing collaboration, teachers' guidance and materials other than text book. Some learners provided recording through e-mail, yet others shared them in the platform for others to listen. A sample was given in Figure 13.

Figure 15: A sample for Task 8

4.2.1.8.2 Task 8: Interview with native speakers open ended parts

Even though half of the participants did not assess Task 8, learners' responses to the open ended part of the form provided insights into their experiences in the use of English in a face to face communication with a native speaker of English. The points appreciated and disfavored can be seen in Table 34 below.

Table 34: Task 8 evaluation form open ended parts codes

The points liked in Task 8	N:32
1. Communicating with native speakers	6
2. Practicing the language	2
3. Being beneficial and effective	2
4. Affective factors: happiness and self-confidence	2
5. Learning with enjoyment	1
6. Improvement in English	1
Total	14
The points disliked in Task 8	
1. Nothing disliked	3
2. Difficulty in understanding	1
3. Social cultural differences	1
Total	5

One of the points that the students appraised in the activity was communicating with a native speaker of English in the task. Six students in total acknowledged that they liked talking to the natives. For instance, participant 12 appreciated that by giving the reasons in the excerpt below.

> Communicating with a total foreigner… (the point he liked in the activity). Being able to do something for the purpose of learning English, talking to a foreigner and realizing that my English is improving have given me confidence. (A Level Participant 12, Task Evaluation Form 8)

Like Participant 12, Participant 4 in AF4 also thought similarly and considered having an interaction with the natives very pleasing. Another striking point regarding the task's integration of the native speakers was the fact that the students had a chance to know the native speaker teachers and coop students in the school which was mentioned by Participant 14 in A level. As for the effectiveness of the task, Participants 14 and 15 in AF2 class regarded the task beneficial and effective in

general. Furthermore, two other students in A and AF4 classes acknowledged that they had a chance to use the language thereby practiced English thanks to the task. Especially, Participant 14 in AF2 affirmed that the task was beneficial in terms of freedom and repeating what they had learned.

In view of the students' responses for the Task Evaluation Form 8, when students were asked the aspects that were problematic in the task, three students expressed that the task was the most useful one in all Edmodo Tasks, thereby implying that there was no problem. However, only one student stated that he had difficulty in understanding some part of the speech while communicating with the foreign teacher and another student also claimed that the foreigner did not understand the cultural and social difference between the nations.

A few students also contributed to the process with their suggestions. First of all, one student advised having a conversation with somebody who knows their own culture (Turkish culture). Another participant also suggested that the task should be performed more frequently while another student referred to the need for longer time periods.

All in all, Task 8 provided a face-to-face communication between the students and native speakers of English, which was the most ostensible aspect of the task according to the students' responses. In recognition of the findings of the statistical parts of the evaluation form, students acknowledged the benefits of the task to their language development and assured its relevance to real life experiences.

4.2.1.9 Task 9: Doing research using Survey Monkey

4.2.1.9.1 Task 9: Doing research using Survey Monkey statistical results

In Task 9, students worked in groups of four and five. Upon brainstorming and the compromise on the topic, some questions were prepared for survey. After the teacher's introduction of survey tool, which was Survey Monkey, students made use of the tool and shared their surveys in Edmodo for their friends to fill out. Regarding the findings of the evaluation, One-way ANOVA illustrated a significant difference

between A and AF2 classes for the items 9 and 14 (Reflection and contribution). Besides, a significant difference was also found between A and AF4 for the items 2, 9, 12 and 14 which are critical thinking, reflection, duration of the task and contribution. Lastly, there was also a significant discrepeancy between AF2 and AF4 for the item 15 which was about scaffolding of the teacher (*p<.05*).

All of the frequencies that demonstrate the opinions of the students in three classes in relation to the task can be seen in Appendix N. When this table is examine, for the real life relevance of the task, 76.7% of all the students in three classes agreed or strongly agreed that the task provided them with the knowledge that they could relate with the real life and make use of in real life. 92% of the A, 77.8% of AF2 and 66.7% of AF4 students disagreed or strongly disagreed that the activity had nothing to do with the things that they or the native speakers of English do in real life. 81% of all the students admitted that the task introduced some websites and some technological programs the native speakers of English use in real life.

In regard to the contribution of the task to language learning, 92.3% of A level students agreed or strongly agreed that the activity contributed to them quite a lot in terms of learning English, yet almost half of the AF2 and AF4 students disagreed. However, both 92.3 % of A and 94.5% of AF2 students disagreed or strongly disagreed with the statement that the activity had no benefit to learning English while 33.4 % of AF4 students agreed. That illustrates the fact that AF2 and AF4 students did not consider the task as useful as the A students did, yet they acknowledged the contribution to some extent.

In terms of the materials and the sources that the Task 9 integrated, 88.4% of all the students accepted that the activity involved different sources. Along with the sources, 90.7% of all the students in three different classes agreed that they used the materials instead of just the text book in the task.

With reference to sharing, collaboration and scaffolding in the task, 88.4% of all the students agreed or strongly agreed that they had the chance to share the knowledge that they had learned by using a variety of sources with their friends and expert

people. Apart from a hundred percent of the AF2 students, 84.6% of the A students and 91.7% of AF4 level students agreed or strongly agreed that they had collaboration in the activity.   All of the students in A and AF classes and 72.2% of AF2 students had agreement on the fact that the teacher was like a guide instead of being an instructor.

With respect to the perspectives, reflection and critical thinking skills, all of the students in AF4 and 84.6% of the students in A classes agreed or strongly agreed that that they learned a variety of perspectives during the completion of the task despite the disagreement of 44.4% of the AF2 students. 77% of the A and 55.6% of the AF2 students agreed that the task contributed to the critical thinking of the students whereas 83.3% of AF4 students disagreed or strongly disagreed with that. Despite the agreement of 84.6% of the students in A class, all of the students in AF4 and over the half of the students in AF2 disagreed that the task made them reconsider what they had done. 65.2 % of the students in all classes agreed or strongly agreed that Task 9 encouraged them to express their feelings and thoughts explicitly in English. With regard to the duration of the task, 65.2 % of all the students accepted that the task completion took longer than a few hours' time slot.

In summary, the strengths of the Task 9 included real life relevance, contribution to language learning to some extent, different sources and materials, sharing, collaboration, scaffolding and also different points of views. The picture given in Figure 14 exemplifies the sharing of surveys online and using different sources other than coursebook materials.
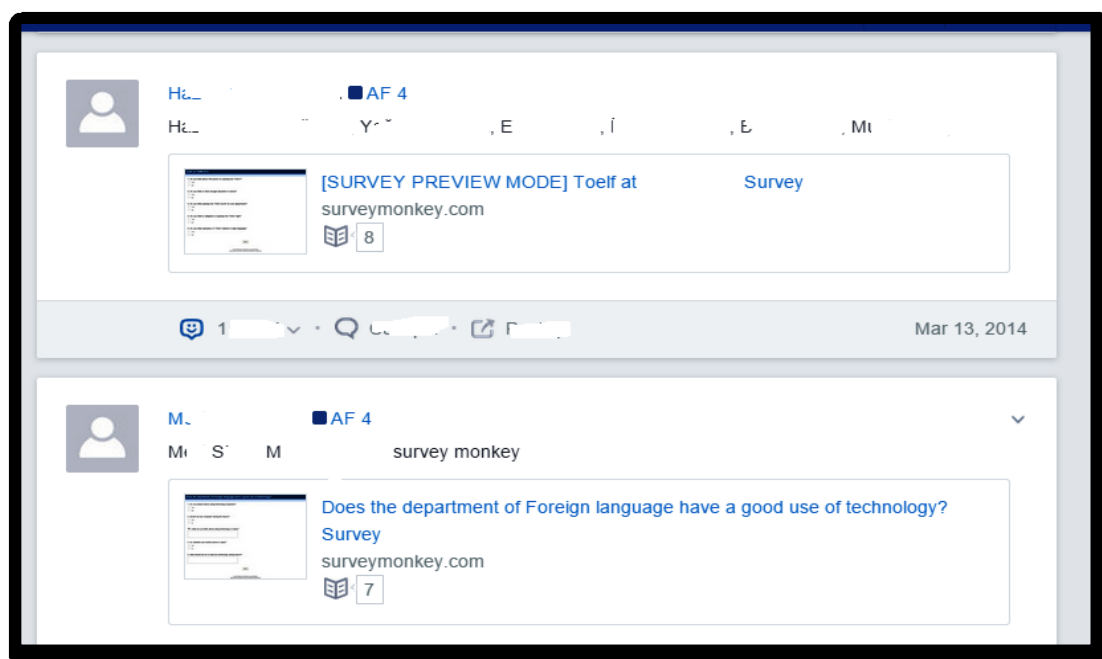
Figure 16: A sample for Task 9

4.2.1.9.2 Task 9: Doing research using Survey Monkey open ended parts

Although more than half of the learners evaluated the task, a few learners provided some written feedback on the task. In the light of learners' responses to the questions some codes emerged which can be seen in Table 35 below.

Table 35: Task 9 evaluation form open ended parts codes

The points liked in Task 9	*N:43*
1. Real life relevance	4
2. Social collaboration, and sharing	3
3. Learning how to do a survey	3
4. Contribution to language learning	2
5. Being enjoyable	2
Total	14
The points disliked in Task 9	
1. Nothing disliked	1
2. Preparing some unnecessary questions	1
3. Not having comprehensive survey	1
Total	3

Students presented the points that they approved in the task including real life relevance, social collaboration and sharing and contribution to language learning. First of all, students found the task real life related. For instance, Participant 2 claimed that it was beneficial to see the results of the survey and Participant 11 also acknowledged that the task provided thinking over some problems and deficiencies in the school. Participant 8 in AF2 level also supported by informing that they identified the points they liked and disliked in the school and Participant 16 in AF4 admitted that he was able to see his friends' perceptions of the school thanks to this activity. Moreover, three students valued learning how to conduct a survey. In terms of the language learning, only two students in total mentioned that it contributed to language learning. However, three students also mentioned cooperation and collaboration in the task and they liked working with their friends and sharing, which provided enjoyment in the task referred by two other participants in the task evaluation form. Participant 1 in A class summarized these points in the excerpt below.

> I enjoyed in the task and it contributed to learning English. I liked working together with my friends. As I was with my friends, I did not get bored and I think it was more beneficial. (A Level Participant 1, Task Evaluation Form 9)

In terms of the points disliked and suggestions unearthed by the students, one student stated that there was nothing disliked in the activity even though one student indicated that it was not comprehensive and another student admitted that there were some unnecessary questions that they wrote in the task. As regards the suggestions, only A level students put forward some suggestions in the evaluation form. Participant 1 proposed working on the activity much longer. Likewise, Participants 2 and 3 also suggested increasing the number of the topics for research and the number of the participants. To increase the number of the participant, Participant 11 advised doing the task not just in class but conducting it to the whole Foreign Languages Department. Finally, Participant 24 claimed that there was no need for change in the task.

142

All in all, students liked working together in the activity, which was also supported with the statistical finding of the assessment of the task and they also liked the topic of the survey since it provided them a chance to think over their school and discuss the problems regarding it.

4.2.1.10 Task 10: Holiday planning

4.2.1.10.1 Task 10: Holiday planning statistical results

Task 10, in which students worked in groups and prepared a holiday itinerary for a prospective situation, was evaluated and students' responses to the task evaluation form were analyzed using the Frequencies of the Descriptive Studies part of the SPSS IBM Version 20 and also three different classes were compared using One-way ANOVA in the Compare Means part. The findings of the Task 10 evaluation form demonstrated that there was a significant discrepeancy between A and AF2 level in terms of the mean scores given to the items 2, 8 and 14 which are related to contribution of the task to reflection of learners and degree of contribution to language learning. Moreover, a significant difference was also found between AF2 and AF4 for the mean scores of the Item 8, which was about the degree of contribution to language learning ($p<.05$). Taking these differences into consideration, the frequencies that indicate the opinions of the students in three classes in relation to the task can be seen in Appendix N.

When students were asked to respond to the statement that the task contributed them in terms of use of the language in real life, 94.6% of all the students in three classes agreed or strongly agreed that the task helped them to acquire the knowledge that they could associate with the real life and use in real life. Apart from a hundred percent of the AF4 students, three quarters of the A level students and 84.3 % of the AF2 students disagreed or strongly disagreed that the activity had nothing to do with the things that they or the native speakers of English do in real life. In addition, 83.7% of all the students admitted that the task supplied some websites and some technological programs the native speakers of English use in real life.

Given the statement that the task contributed to language learning a lot, the entire A and AF4 students agreed or strongly agreed, yet 36.9% of the AF2 students disagreed. Nevertheless, 79% of the AF2 students disagreed or strongly disagreed when they were given the statement that the activity had no contribution to learning English along with a hundred percent of A and 90% of AF4 students' disagreement for the statement.

In regard to the materials and the sources used during the task, three quarters of A, 84.2% of AF2 and 90% of AF4 students acknowledged that the activity involved different sources. Furthermore, 91.9.7% of all the students in three distinctive classes admitted that they used the materials rather than the course book in the task.

As far as sharing, collaboration and scaffolding were concerned, 89.1% of all the students agreed or strongly agreed that they were able to share the knowledge that they had learned by using a variety of sources with their friends and expertise. Each and every student in both AF2 and AF4 and 87.5% of the A level students accepted that they collaborated in the task. All of the students in A and AF4 classes and 89.5% of AF2 students had consensus on the fact that the teacher behaved as if she was a guide rather than an instructor.

In terms of perspectives, reflection and critical thinking skills, all of the students in A and 80.0% of the students in AF4 classes agreed or strongly agreed that that they learned a variety of perspectives during the task in spite of the fact that 42.1% of the AF2 students disagreed. Even though a hundred percent of the A level students agreed that the task contributed to the critical thinking of the students, half of the AF4 and nearly one third of the AF2 students disagreed or strongly disagreed with this. 43.2% of all the students in the study agreed that the task provided reflection over what the students had done. 89.2 % of the students in all classes agreed or strongly agreed that Task 10 contributed to the students in terms of expressing their feelings and thoughts explicitly in English thanks to this task. Finally, 59.4 % of all the students agreed or strongly agreed that the task duration was longer than a few hours' time slot.

As a result of the evaluation form for Task 10, the striking points for the task involved real life relevance, contribution to language learning and real life experiences, materials and sources integrated in the task, sharing the information with the classmates, having an opportunity to express the thoughts and feelings in English guidance by the teacher and collaboration among students. A sample product of a group work was illustrated in Figure 15 as a representative of task.
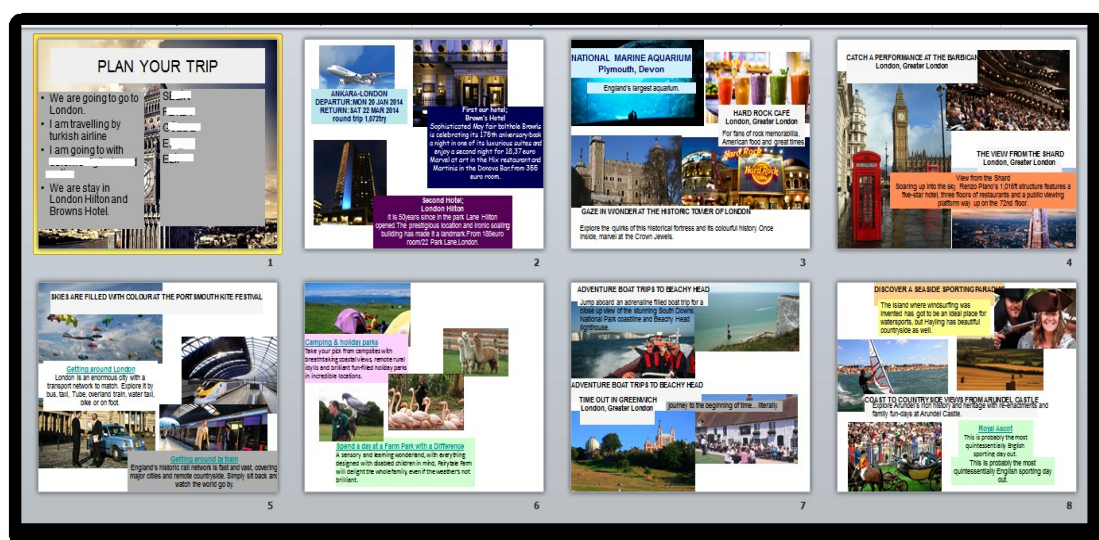
Figure 17: A sample for Task 10

4.2.1.10.2 Task 10: Holiday planning open ended parts

Task evaluation form 10 unveiled students' positive and negative perceptions of the Task 10 and these perceptions can be examined via the codes provided in Table 36.

Table 36: Task 10 evaluation form open ended parts codes

The points liked in Task 10	N:37
1. Real life relevance- contribution to real world	7
2. Learning new things	5
3. Contribution to English	2
4. Group work/collaboration and cooperation	2
5. Different points of views- multi-level thinking	2
6. Being enjoyable	2
7. Topic: holiday planning	2
8. Being up-to-date	1
Total	23

Task 36: Task 10 evaluation form open ended parts codes (continued)

The points disliked in Task 10	N:37
1. Nothing disliked	3
2. Not contributing to language learning much but to the world knowledge	1
3. Writing part of the activity	1
4. Limited communication in online environment	1
Total	6

The aspects that the students appreciated in the task involved the contribution of the task to real life experiences and learning English, the topic, which was holiday planning, learning new things, collaboration, multi-disciplinary thinking, and enjoyment in the task. First of all, learners primarily mentioned real life conection and students' learning new things. To illustrate, Participant 7 in AF2 class mentioned the benefit of the task by indicating that the task equipped him with the websites that he has to use while planning a trip and knowledge about the countries. In addition, Participant 24 in A class also supported him as exemplified in the excerpt below.

> It was useful since there was holiday planning in real life. It contributed me in terms of searching the places I do not know in English. (A Level Participant 24, Task Evaluation Form 10)

Participant 14 in AF 2 class also described what they had done to perform the task and he added that he had a chance to see daily English and the viewpoints of others by reading the comments about the places. Besides, Participant 20 in AF2 class stated that he felt as if he were really going to America and he learned different aspects that he did not know before. A few students also liked the activity since it was useful for language learning. For instance, Participant 16 expressed that the task encouraged her with the use of English and Participant 8 also acknowledged this in the excerpt below.

> We are preparing plans in real life, too. I learned which words to use and how to use them while preparing a plan. I also believe that it will be useful in speaking, too. (AF2 Level Participant 8, Task Evaluation Form 10)

Two other students in A and AF2 classes also enjoyed having a group work since they completed the task both collaboratively and cooperatively. Moreover, Participant 14 also found the task quite enjoyable and didactic in general.

In addition to the students' reference to the different points regarding the strengths of the task, there were also few aspects of the task disliked by the learners. For instance, one student in A class complained that communication was limited when they were at home since no one was online. Another participant in AF2 class thought that the task did not contribute to language learning much even though he liked the activity very much in terms of getting general knowledge. Finally, one student also admitted that the only thing that he did not like was the writing part of the activity. Yet, there were also three students believing that there was nothing they did not like in the activity.

For the suggestions, only two A level students provided some suggestions. Participant 4 suggested having the activity in the long run and making it more detailed. Furthermore, Participant 26 advised completing the task with close friends. Lastly, Participant 24 did not write any suggestions but commented that the activity was perfect.In short, the activity was appraised because of its potential benefit to real life experience, which is preparing an itinerary, yet there was a student regarding the task not very beneficial for learning English. Since students responding to the open ended part were rather limited in number, it was not right to have a generalization.

4.2.2 Post-survey Results

After students had completed all of the tasks and evaluated the tasks in terms of authentic learning in the task evaluation forms, they also completed a post-survey at the end of the semester thereby having a chance to evaluate all of the tasks in terms of significance for the language education, feeling of enjoyment during the completion of the tasks and also contribution of the tasks to language learning. Before this evaluation, students were also provided with the same statements given in pre-survey at the beginning of the semester so as to see whether they could get what they needed in terms of the proficiency in authentic tasks in English and use of some technological tools. They also responded to some open ended questions providing some suggestions for the improvement of the tasks and new tasks and tools that can be integrated in language classes.

4.2.2.1 Students' perceptions of importance and necessity of the authentic tasks for language learning and reasons for their perceptions

In post-survey, students were provided with a question like 'How significant do you consider these authentic tasks for language learning?' Along with this question, they were also given a continuum from '0' to '10' so that they can easily respond to the questions and evaluate the tasks in terms of their importance for language education. Students were also provided with some open ended questions to discover the underlying reasons behind their perceptions. Consequently, the statistical findings of post-survey illustrated the mean scores of each task in recognition of the significance of the tasks for learning English in Table 37 below.

Table 37: Importance of the tasks for language learning

TASKS	Mean A	Mean AF2	Mean AF4	Mean total
TASK1- Watching TV series and acting out	8.17	6.67	6.50	7.26
TASK2- Watching TV talk shows like Ted Talks	7.79	8.14	7.92	7.95
TASK3- Preparing a poster using Glogster	7.13	6.00	6.42	6.56
TASK4- Reading and watching online news	8.29	8.52	8.08	8.33
TASK5- Choosing a movie using IMDb	8.33	7.86	6.83	7.84
TASK6- Online shopping	7.79	8.00	6.42	7.58
TASK7- Choosing a book	8.17	7.14	7.58	7.67
TASK8- Interview with native speakers	8.63	8.38	8.83	8.58
TASK9- Doing a research using Survey Monkey	8.29	6.95	6.42	7.40
TASK10- Holiday planning	7.88	7.52	7.75	7.72
Valid N (listwise)	24	21	12	57

As it can be seen from the table above, almost each task had a quite high mean score in terms of the significance of it for language learning. Actually, for each group of students, Task 8 and 4 were the tasks which got almost the highest mean score among ten authentic tasks. We can infer that students considered having an interview with native speakers of English and reading or watching news in English quite crucial for learning English. As to the other tasks, A and AF2 level students gave the lowest mean score to Task 3- Preparing a poster using Glogster whereas AF4 selected Task 9- Doing a research using Survey Monkey in terms of the significance

of the task for language education. Students' written explanations in the open ended parts exposed the reasons why they found the tasks necessary and important or unnecessary and trivial. 37 students over 51 explicitly stated that they found the tasks necessary and they also provided the reasons for their perceptions. However, there were also a few students who mentioned some specific tasks that were not necessary or significant for language learning.

With regard to the reasons of the essentiality of the tasks for language learning, eighteen students in total especially mentioned the contribution of the task to language learning as one of the reasons. For instance, Participants 1 and 13 in A level class directly indicated that the tasks had a great contribution to language learning. Besides, Participant 5, 14 and 15 in A class also appreciated the tasks since they were able to have a chance to use the language, thereby practiced and enhanced their language learning. Participant 17 also supported that with the tasks they consolidated what they had learned. Participant 19 in A class also mentioned the language skills and contents when asked about the reason why she considered the tasks mandatory for language education in the excerpt below.

> In these tasks, especially when writing was required, trying to find the correct grammar structure and using a variety of vocabulary were quite significant in terms of the development of our vocabulary and grammar. (A level Participant 19, Post-survey)

Participant 22 in A class also agreed on the fact that the tasks were significant since they provided practice for listening, reading and writing in English. Participant 7 in AF2 level also regarded the tasks very significant and also mentioned that they were critical to develop their speaking in English. Participant 12 in A level also expressed that he definitely found the tasks very beneficial since the activities were always catchy. In addition to the perceptions of necessity of the authentic tasks in general, there were also some students referring to the need for some tasks specifically. For instance, Participant 11 believed that Task 4- Reading and watching online news was necessary for language education and he gave the reasons in the excerpt below.

149

> I found Task 4- Reading and watching online news activity was quite necessary. We were able to not only improve our English but also be aware of current issues. (A level Participant 11, Post-survey)

Participant 3 in AF2 also reinforced the need for the Task 4 by informing that she regarded the authentic tasks quite necessary, especially the activity which was related to the news website since it was both fun and updated. Another student also emphasized the noteworthiness of Task 8 by indicating that this task was more beneficial than the others as it was spontaneous.

Along with the contribution of the tasks, twenty one students also referred to the real life relevance of the tasks when they were asked why they regarded the tasks necessary for language education. Some of them directly referred to the link between the tasks and real life and some of the students gave details on the benefits of the task to real life experiences and use of English in real life context. First of all, Participants 14, 16, 18 and 24 in A, Participant 20 in AF2 and Participants 1 and 10 in AF4 classes appreciated the use of real life related activities. Participant 14 believed that the real life was the base of the language and the closer they were to the language the more successful they would be. Participant 16 also thought that since they would not use English just in their academic and work life, it was necessary for them to use the language in real life and see how much proficient they were in the use of English in daily issues. Participant 24 also maintained that he found the tasks very crucial since the best way to learn was linking it to real life. Besides, Participant 10 in AF4 also mentioned it would make learning easier and take students' attention if the activities were related to real life. Participant 18 in A class summarized the points regarding the real life relevance in the excerpt below.

> They are significant, because there will be no meaning of learning if we do not associate the language with the real life. Doing the tasks related to real life is more didactic besides doing the things that work is more beneficial. (A level Participant 18, Post-survey)

In terms of the transfer of the English to real life, Participants 1 and 3 in A and Participants 4 and 16 in AF4 students highly esteemed the activities. For instance, Participant 1 and 3 considered the tasks quite beneficial for language learning since

the tasks gave a chance to know the language much closer and transfer it into daily life. Participant 4 admitted that she was happier when she used English in real life as it was improving much better. Participant 16 also suggested that English ought to be integrated in real life and indicated that they learned and enjoyed thanks to these tasks.

Moreover, some participants believed that the tasks would have a place in their real life, therefore, gave the details about the contribution of these tasks to real life experiences. Participants 9, 15 and 27 in A, Participants 8 and 20 in AF4 and Participants 1,14 and 15 in AF2 classes had a compromise on the fact that these tasks were crucial for language learning since they taught the things that students could come across in real life and made the use of English in their lives easier. Participant 1 indicated that thanks to those tasks, they got ready for the circumstances before they had been on abroad. Participant 20 in AF4 also provided an example to that explanation in the excerpt below.

> I can do shopping thanks to those Edmodo Tasks (ten authentic tasks). I can keep up with the news and I can watch English videos and comment on them. I find the tasks significant. Thanks to Edmodo Tasks, now I can do the things that I have not done because of shyness before. For example, I have ordered a pair of shoes from England. (AF4 level Participant 20, Post-survey)

Participant 14 in AF2 also referred to similar points and accepted that she regarded most of the tasks quite necessary. She also explained the example in detail and she indicated that she would go Germany this year and the camp that she would go was in English, so she had to prepare an English program. Thanks to the activities done in the class, she had already prepared the plan in English easily. Lastly, she maintained that the tasks were very useful. There were also three students, Participants 5 and 26 in A and Participant 8 in AF4 level, who believed that the tasks taught the real life conversational language much better and contributed their use of English in real life.

In addition to the contribution of the tasks to language learning and real life experiences, a few students also referred the use of technological tools and programs while giving the reasons for their perception of the necessity of the authentic tasks for foreign language education. For instance, Participant 9 in AF2 acknowledged that

they learned how to use the updated websites and programs. Moreover, another student appreciated the tasks since they offered easy and permanent learning and the feeling of enjoyment.

Nonetheless, there were also a few students who mentioned that there was no need for some tasks. For instance, Participant 11 mentioned the unnecessity of shopping activity since everybody could do it without any difficulty. Participant 19 also stated that some tasks did not contribute to language learning since they wrote simple comments. Another student claimed that some tasks took so much time. Participants 9 and 20 in A level indicated that they found only Task 9 unnecessary since some of their friends did not respond to the surveys, which meant that they prepared just the questions. Therefore, they believed that doing a survey did not have any benefit to them. Participant 14 in AF2 class also found the Task 2 as unnecessary since it took much time. He believed that there should be more spontaneous activities just like Task 8- Interview with native speakers.

All in all, the reasons why the students considered the tasks necessary and significant for language education mostly were related to the benefits of tasks to the development in language learning and the link between the real life experiences and the language. Few students mentioned certain tasks like Task 9 and Task 2 as unnecessary with the reasons for their perceptions.

4.2.2.2 Students' perceptions of feeling of enjoyment during the completion of the tasks

Students were also asked how they felt while completing the tasks. The continuum between '0' and '10' was given and '0' referred to 'I did not enjoy at all' whereas '10' referred to 'I enjoyed a lot.' The findings were demonstrated in Table 38.

Table 38: Feeling of enjoyment during the tasks

TASKS	Mean A	Mean AF2	Mean AF4	Mean total
TASK1- Watching TV series and acting out	8.29	6.19	6.33	7.11
TASK2- Watching TV talk shows like Ted Talks	7.83	6.52	6.08	6.98
TASK3- Preparing a poster using Glogster	7.38	5.81	5.08	6.32
TASK4- Reading and watching online news	7.71	7.48	7.08	7.49
TASK5- Choosing a movie using IMDb	8.38	8.29	7.33	8.12
TASK6- Online shopping	7.50	7.90	6.17	7.37
TASK7- Choosing a book	8.13	7.05	7.08	7.51
TASK8- Interview with native speakers	8.25	7.86	9.17	8.30
TASK9- Doing a research using Survey Monkey	7.71	6.19	5.17	6.61
TASK10- Holiday planning	8.04	7.38	7.67	7.72
Valid N (listwise)	24	21	12	57

As it can be observed from the Table 51, students in three classes maintained that they enjoyed a lot during the Task 8 in general. However, A and AF2 level students gave the highest mean score to Task 5 in which students search for the movies to choose one for watching whereas AF4 students' favorite one was Task 8 in terms of the feeling of enjoyment. Concerning the least enjoyable activity, participants in all classes agreed on Task 3- Preparing a poster using Glogster as the least enjoyable task among authentic tasks.

4.2.2.3 Students' perceptions of contribution of the tasks to language learning

Having completed ten tasks in the whole semester, students were asked to grade the level of contribution of the tasks to their language development at the end of the semester via post-survey. The mean scores for each task given by three distinctive classes can be examined in Table 39.

Table 39: Students' perceptions of contribution of the tasks to language learning

TASKS	Mean A	Mean AF2	Mean AF4	Mean total
TASK1- Watching TV series and acting out	8.29	6.57	7.17	7.42
TASK2- Watching TV talk shows like Ted Talks	7.46	7.52	7.17	7.42
TASK3- Preparing a poster using Glogster	7.75	6.29	5.67	6.77
TASK4- Reading and watching online news	8.54	8.05	8.42	8.33
TASK5- Choosing a movie using IMDb	8.33	8.14	7.83	8.16
TASK6- Online shopping	7.67	7.76	7.42	7.65
TASK7- Choosing a book	7.96	6.67	7.33	7.35
TASK8- Interview with native speakers	8.79	8.62	8.33	8.63
TASK9- Doing a research using Survey Monkey	8.50	6.71	6.25	7.37
TASK10- Holiday planning	8.29	7.19	7.42	7.70
Valid N (listwise)	24	21	12	57

The findings illustrated that the activity contributing to language learning most was Task 8- Interview with native speakers according to the participants since it had the highest mean score (m:8.63). Along with Task 8, Task 4- Reading and watching online news was also another task that was regarded as quite beneficial for language learning. Considering the task which was the least effective with regard to learning English, students gave the lowest mean score to Task 3- Preparing a poster using Glogster as it was the case for the least enjoyable task.

Actually, the contribution of the tasks to language learning was also mentioned in the open ended parts of the survey and the samples from the students' written explanations were provided under the title of the necessity of the tasks for language learning because the students mentioned the benefits of the tasks to language learning as one of the reasons why they considered the tasks as necessary for foreign language education.

4.2.2.4 Students' suggestions to increase the benefits of the authentic tasks

When students were asked what they would do to increase the benefits of the authentic tasks, students provided some suggestions about the content and procedure

of the tasks and they also advised some activities to apply in the EFL classes, especially, integration of more speaking activities.

The suggestions as to the procedures and content of the authentic tasks included a variety of issues. First of all, Participant 9 in A class thought that if the ideas for the tasks came from the students, the participation to the tasks and learning would increase. Secondly, Participant 12 expressed that the tasks could be based on people rather than the use of computers or a piece of paper. Participant 9 in AF4 also supported this with the explanation that the tasks ought not to be done online or in virtual environments as it became something boring for her. However, Participant 20 required for the increase in the variety of technological programs like Ted Talks. Thirdly, Participant 17 in A and Participant 4 in AF4 level proposed that they could use the activities more frequently and in a more serious manner. Participant 19 also claimed that the task would be more useful if the members participating in the activity did more comments, created more severe debates and did not cut off the communication among them. Furthermore, Participant 23 advocated that the students could be provided with more freedom. He gave both an explanation and an example in the excerpt below.

> Students can be more liberal. For example, you can let the students create their own fictions. I would have studied more freely and with enjoyment in the holiday planning activity since I would identify the fiction of the task as guiding the group coming to Amasra or Samsun. Consequently, I could have done a more detailed plan. (A level Participant 23, Post-survey)

Participant 8 in AF4 also agreed that everybody can do an activity which was related to the topics in which he had an interest and he enjoyed. In addition, Participant 27 suggested that the number of authentic tasks ought to be increased and the topics that were more didactic and trigger thinking should be selected. Lastly, there were also three students who mentioned that the tasks should be more enjoyable and various. On the other hand, there were two students who believed that the tasks did not need any improvement as they were quite successful.

With regard to the speaking activities, Participant 3, 5, 12 and 26 in A, Participant 19 in AF4 and Participants 8 and 14 in AF2 classes mentioned the need for the

155

improvement in speaking and they asked for more speaking activities in language classes. For instance, Participant 5 in A level proposed that there could be some activities on speaking skill claiming that the biggest problem was not to use what they had learned in their speech and not creating an environment to do that frequently. Participant 14 in AF2 also referred to that speaking problem and she thought that the tasks were in line with the purpose, therefore there should be more emphasis on those. Moreover, Participant 19 in AF4 and Participant 8 in AF2 class also indicated that there should be more speaking and listening activities since they believed that those were the most effective ways to learn a language. To illustrate, Participant 19 admitted Ted Talks activity and interview with native speakers of English were really good in that aspect. As an alternative for speaking activities, Participant 13 and 16 in A class advised being in contact with the native speakers and spending more time with them. In addition, Participant 15 and 16 in AF2 level also ensured that the most beneficial activity was the interview with the native speakers and the movie and book related tasks, therefore, the number of these types of activities should be raised.

Considering the ideas for the new tasks, Participant 1 in A class suggested that everybody can present a country or a culture with the help of an online poster so that they can illustrate their abilities to research and present in English in front of public. Participant 14 also advised searching more and more since the more search the more knowledge and learning. Lastly, Participant 10 proposed watching TV series in English in class and having a discussion on it.

4.2.2.5 Students' suggestions for the new tasks and technological tools for language learning

With respect to the suggestions on the use of technological tools, two students in general appraised the use of computer and six students advised the integration of cellphones and tablets into the language classes. Actually, some students also mentioned some uses of the cellphones in language classes. To exemplify, Participants 5 and 27 in A level claimed that they could make use of the Internet in the cellphones to listen some stories and fairytales. In addition, Participant 13 and 27

156

in A level also emphasized the use of cellphones in the class for the dictionary purposes. As well as that function of the cellphones, Participant 19 suggested the use of whatsapp to contact with the native speakers of English. Apart from the cellphones, Participant 16 also claimed that any technological tool that can provide a video chat with the native speakers would be very beneficial. Participants 14 and 17 in A level also proposed the use of Radio and TV channels for language learning. There were other two students in A level, Participants 24 and 26, who favoured the use of games like xbox360 and playstation PS4 since they believed that these games enhance their learning of foreign language.

Besides the technological tools, students were kindly asked to suggest some new tasks for language learning. Students not only provided suggestions for the kind of the new tasks in general but they also introduced new tasks describing in detail. There were five participants in total who mentioned the type of the activities possible to utilize in language classes. For instance, in AF2 class, Participant 14 suggested having spontaneous tasks and Participant 21 also requested more speaking tasks whereas participant 15 asked for tasks based on imagination. Participant 8 in AF4 class advised having tasks in which they can communicate more. Besides, Participant 3 in A class also suggested face to face conversations. In brief, those students asked for more speaking activities like face to face conversations in which they can communicate more spontaneously. Moreoever, students provided a variety of different tasks which seemed quite authentic, indeed. For instance, Participant 5 in A class thought that one of the tasks could be keeping diaries and another one might be doing karaoke in class. Participant 12 in A level also suggested some different activities as it was illustrated in the excerpt below.

> There might be some activities involving emergent and challenging situations. For instance, giving directions to the people who try to find a place or helping a person who is injured. There might be such kind of fictions. Since these situations are very updated, they might improve our learning more. (A level Participant 12, Post-survey)

Apart from these tips for the new tasks, Participant 14 in A class also came with some recommendations such as playing games and using English frequently, talking to the people who know English for twenty minutes and writing a story if they do not

have somebody who knows English. Moreover, in Level A, Participant 17 proposed listening to the radio programs regularly and Participant 27 recommended trying to play some vocabulary games like Hangman on the Internet in order to increase the vocabulary knowledge. In AF4 class, Participant 3 suggested watching movies in class and Participant 19 assumed that having blogs or websites in which students can improve their learning might be a good idea. Along with all those various suggestions, one student also mentioned a change in one of the activities when his suggestions were asked. He stated that for the book and movie tasks, students could have written some objective things like summaries rather than writing their own opinions about the books or movies. Apart from all the recommendations given above, two participants also acknowledged that the activities were quite successful and effective. All in all, students both suggested new tasks and technological tools that can be implemented in language classes, which was quite noteworthy for the prospective researchers and instructors in EFL context.

4.2.3 Semi-structured Interview Results

After having an experience with the authentic tasks and instructional technological tools, students evaluated the tasks and explained the strong and weak points of the tasks and their general attitudes in the semi-structured interviews. During the interviews, some themes, categories and codes were discovered with the help of the constant comparative analysis. These themes consisted of the necessity of the authentic tasks, contribution of the tasks, problems of the tasks, some suggestions, feelings and continuation of the tasks besides the most and least favorite activities and technological tools. The themes and categories with their frequency of occurence can be examined in Table 43 and the detailed analysis follows the table.

Table 40: An overview of the list of themes and categories that emerged from the semi-structured interviews

1. NECESSITY OF USING THESE AUTHENTIC TASKS IN LANGUAGE CLASSES (*f:* 44)	2.CONTRIBUTION (*f:* 172)	3.PROBLEMS (*f:* 52)	4.SUGGESTIONS (*f:* 40)	5.FEELINGS (*f:* 51)
1. Contribution 2. Needs 3. Limitations in context 4. Beliefs	**A) Contribution of tasks in general (*f:141*)** 1. Contribution to language learning in general 2. Skills related contribution 3. Real life related contribution 4. General cultural knowledge 5. Technology related 6. Personality related 7. Social interaction and communication related 8. Feeling and motivation related **B) Contribution of tasks specifically (*f:* 31)** 1. Task 2: Watching talk shows like Ted Talks 2. Task 8: Interview with native speakers 3. Task 4: Reading and watching news in BBC, Boston.com 4. Edmodo 5. Task 1: Watching TV series and role play	**A) Problems of tasks in general (*f:* 34)** 1. Effectiveness of tasks 2. System or school program related 3. Students' attitudes and behaviors 4. Giving as homework **B) Problems of Tasks Specifically (*f:* 18)** 1. Task 9: Doing research using Survey Monkey 2. Edmodo 3. Task 4: Reading and watching news in BBC, Boston.com 4. Task 3: Preparing a poster using Glogster 5. Task 1: Watching TV series and role play 6. Interview with native speakers	1. Change in tasks and procedures 2. Students' attitudes and behaviors related	1. Feeling: entertainment, enjoyment, enjoyable 2. Feeling : happiness 3. Feeling: good/ pleasant/positive/like/ satisfaction 4. Feeling: achievement 5. Feeling: exciting and eager – desire for doing more 6. Feeling: getting bored 7. Feeling: curiosity

Table 40: An overview of the list of themes and categories that emerged from the semi-structured interviews (continued)

6.CONTINUATION OF USING THESE TOOLS AND ACTIVITIES (*f: 50*)	7.MOST AND LEAST FAVOURITE ACTIVITIES AND TECHNOLOGICAL TOOLS (*f: 193*)			
	A) Most Favorite Activity (*f: 72*)	B) Least Favorite Activity (*f: 39*)	C) Most Favorite Technological Tool (*f: 56*)	D) Least Favorite Technological Tool (*f: 26*)
1. Ted talks 2. BBC 3. Glogster 4. Imdb -movie website 5. Edmodo 6. Survey Monkey 7. Shopping websites 8. Holiday planning websites 9. Book websites	1. Task 8: Interview with native speakers 2. Task 2: Watching talk shows like Ted Talks 3. Task 1: Watching TV series and acting out 4. Task 3: Preparing a poster using Glogster 5. Task 5:Choosing a movie using IMDB 6. Task 4: Reading and watching news in BBC, Boston.com New york Times 7. Task7: Choosing a book 8. Task 6: Online shopping	1. Task 3: Preparing a poster using Glogster 2. Task 9: Doing research using Survey Monkey 3. Task 6: Online shopping 4. Task 10:Holiday Planning 5. Task 1: Watching TV series and acting out 6. Task 7:Choosing a movie using IMDb	1. Edmodo 2. Talk shows like Ted talks 3. Glogster 4. Online News Websites like BBC Boston.com York Times 5. Survey Monkey	1. Survey Monkey 2. Glogster 3. Shopping websites 4. Online news websites like BBC Boston.com, New York Times 5. IMDb

4.2.3.1 Necessity of using authentic tasks

Students were asked whether the tasks should be implemented in the next semesters or not and sixteen over twenty students emphasized that authentic tasks should be integrated in language classes and they indicated the reasons which were related to the contribution of the tasks, the needs of the students, limitations in the context and learners' beliefs. All of the codes were demonstrated in Table 41 below.

Table 41: Theme 1: Necessity of using the authentic tasks in language classes

Category	f	Codes	f
1 Contribution	25	1. Being beneficial in all aspects-/These tasks: more beneficial and enjoyable/ Being didactic and beneficial /Being more didactic and beneficial than test system	7
		2. Contribution of tasks in general/ Contribution to their learning	3
		3. Providing rest for students /Being enjoyable/Being like a social activity	3
		4. Providing real life experience /Contributing to the use of language in real life	2
		5. Providing practice/ Practice for writing and speaking	2
		6. Contributing to listening in tests/ Improving listening	2
		7. Keeping the language alive/ Providing permanent learning	2
		8. Talking English easily thanks to these tasks	1
		9. Learning what's happening in the world	1
		10. Being more concrete	1
		11. Providing better learning style	1
2 Needs	9	1. Necessity of using language in real life/need for the tasks in real life	4
		2. Need for a break in class/ Need for rest	2
		3. Necessity of using English constantly.	1
		4. Being engineering student and need for English.	1
		5. Necessity of living in a foreign country to learn the language and depending on money for that	1
3 Limitations in context	6	1. Not living in the country in which language was spoken	1
		2. Not having a chance to be abroad	1
		3. Limited number of native speakers around	1
		4. Having difficulty in listening and speaking	1
		5. Book and practice based English and no permanent learning	1
		6. Listening in books- not beneficial but boring	1
4 Beliefs	4	1. The belief that English is not mechanical thing	2
		2. New generation's interest in technology	1
		3. The belief that English is being learned by speaking	1

Considering the first reason why they defended the use of authentic tasks, *contribution of the tasks*, Participant 5, 17, 18 and 20 believed that these tasks were more beneficial in all aspects than the test system and considered these tasks more didactic and enjoyable in language learning. Furthermore, participants expressed that these tasks contributed to the use of language in real life and provided practice for language skills such as writing, speaking and listening. Apart from that, Participant 9 stated that thanks to these tasks, the language was alive and learning was permanent, thus tasks should be included. While Participants 4, 5, 6 and 20 found the tasks enjoyable and more concrete, Participant 6 and 7 thought that they provided better learning and rest for them. They even stated that tasks were like a social activity, so the tasks and technological tools should be utilized in EFL classrooms. Participant 5 almost summarized the points stated above in the excerpt here.

> Our aim is to learn English. In this way, using English in real life and integrating those into life, we learn more easily. That is, we learn more permanently. If we learn English like in the style of practicing TOEFL, we might be successful in the exam but when we go to a holiday resort and encounter and English man, we might experience difficulty. We may not be able to talk to him. However, with these tasks, we can talk more easily and learn better in this way. (Interview, Participant 5)

Secondly, *the needs of the students* were also accounts of the students' perceptions of necessity of the tasks. These necessities covered the entailment of using English in real life, requirement of the tasks in real life, need for break or rest in 50-minute English lessons. Along with those, Participant 1 referred to the necessity of living in a foreign country and its dependence on financial situations. He suggested that they meet the deficit with these authentic tasks.

Students also referred to *the limitations and problems* in the context of language learning as the reasons of the necessity of these tasks in language classes. First of all, not living in the country in which foreign language is spoken, not having a chance to go abroad and limited number of native speakers of English in the context were some of the reasons stated by Participants 3 and 17. Participants 7, 13 and 18 also mentioned some problems that they experienced such as having difficulty in listening and speaking, and the availability of book and exercise based English but no

162

permanent learning in school. Moreover, Participants 17's perception that listening in books was boring and useless was also another problem in the context. Finally, their belief that English is learned by speaking and English is not a mechanical thing, and the new generations' interest in technology were also some of the reasons reported by Participants 1, 4 and 7.

4.2.3.2 Contribution of the authentic tasks

Semi-structured interviews provided some insight into the students' perceptions of the experience with the tasks and students shared what they had gained from this experience the whole semester by referring to the contributions and benefits of tasks and technological instruments utilized in tasks. Whereas some students remarked the contributions of ten tasks in general, some students provided details as to which activity or technological tool contributed and in which aspects. Subthemes and categories might be observed in Table 42 below.

Table 42: Theme 2: Contribution of the authentic tasks

Sub theme	*Category*	*f*
1. Contribution of tasks in general	1. Contribution to language learning in general	54
	2. Skills related contribution	23
	3. Real life related contribution	22
	4. General cultural knowledge	11
	5. Technology related	9
	6. Personality related	8
	7. Feeling and motivation related	8
	8. Social interaction and communication related	6
2. Contribution of tasks specifically	1. Task 2: Watching talk shows like Ted Talks	15
	2. Task 8: Interview with native speakers	8
	3. Task 4: Reading and watching news in BBC, Boston.com	8
	4. Edmodo	6
	5. Task 1: Watching TV series and role play	3

4.2.3.2.1 Contribution of ten authentic tasks in general

When the learners were asked about the contribution of the tasks or their general ideas over the tasks, learners revealed many benefits of the authentic tasks as it was stated earlier. They not only mentioned the impact of the tasks on their life in general but they also mentioned specific tasks that contributed to their life and their language learning process. Regarding the ten authentic tasks in general, there were nine different categories which appeared in data including contribution to language learning in general, skills, real life, technology, personality, social interaction and communication, general knowledge, motivation and feeling related contribution and these tcategories and the codes can be seen in Table 43.

Table 43: Theme 2 Sub theme 1: Contribution of the authentic tasks in general

	Category		*Codes*	*f*
1	Contribution to language learning in general	1.	Contribution to language learning (Having lots of contribution when seriously done (1)/ Contribution to English(1) /Doing things that contribute to us(1) /Contribution to language learning(6) / Contribution to not just learning English but learning everything about the language and its people(1)/ Affecting their learning English in a positive way(1) / Improving English language (4)/ Learning how to use the language effectively (2)/contribution to use of language (2)/ Being familiar with English	19
	f: 54	2.	Being very beneficial or useful (19) / Being very beneficial for language development(1)/ Being more beneficial than the other homework(1) / An activity that students benefit (1) / Doing very beneficial things (1)/ Some tasks-beneficial (3)/ Listening activities- beneficial (1)	27
		3.	Learning permanently (1)/ Having permanent learning (1) / Deep understanding and learning (1)/ Making the learning permanent (1)	4
		4.	Being didactic (1) /Being more challenging and learning more (2)	3
		5.	Having advantages	1

Table 43: Theme 2 Sub theme 1: Contribution of the authentic tasks in general (continued)

	Category	Codes	f
2	Language skills and content related f: 23	**Speaking** 1. Improvement in speaking while talking to foreigners in real life (2)/ Having no difficulty interacting with foreigners thanks to these activities(1)/ Being very beneficial in contacting with a total foreigner (1)	4
		2. Improvement in speaking in English	3
		3. No speaking anxiety with these tasks since everybody tries to speak in anyway	2
		Listening: 1. Improving listening speaking	3
		2. Hearing many sentences	1
		Reading: 1.Improving reading	1
		Writing: 1. Writing quite long	3
		2. Improving writing skill	1
		Vocabulary: 1. Learning new vocabulary	3
		2. Learning vocabulary that they can use in real life	1
		Grammar : Variety in grammar structure	1
3	Real life related f: 22	1. Being beneficial in real life (7)/ Doing something that they can use in real life (1)/ They will be useful and didactic in real life(1) / Being beneficial in future life (1)/ Tasks that can be used in real life (1)	11
		2. Contribution to real life conversation(1)/ Providing knowledge to talk about in real social life (1)Contribution to the real life conversation with native speakers of English (2) /Helping to use the language in real life (2)	6
		3. Contributing to real life (using the knowledge in the task for real purposes)	2
		4. Integrating real life with English	1
		5. Contribution to job	1
		6. Contribution to travelling	1
4	General knowledge related f: 11	1. Learning their (native speakers') culture, cuisine /learning something about the life of the natives /learning how they live and what they use / knowing natives' real world /Learning the culture of the language (2)/ Finding answers related to the culture of the native speakers of English	7
		2. General knowledge	1
		3. Keeping up with the news	1
		4. Keeping up with the fashion	1
		5. Learning new things	1

Table 43: Theme 2 Sub theme 1: Contribution of the authentic tasks in general (continued)

	Category	Codes	f
5	Technology related *f*: 10	Technology 1. Learning many things in terms of technology 2. Learning new technological tools websites 3. Technological tools- being very beneficial Websites 1. Learning new websites 2. Research in different websites 3. Learning how to use many websites 4. Having the websites that they can use in their real life 5. Giving the encouragement to use English websites in real life. Programs 1. Learning how to use programs like Glogster 2. Need for knowing even how to prepare a presentation	1 1 1 1 1 1 1 1 1 1
6	Personality related *f*: 8	1. Reflection/ providing reflection 2. Increase in self- confidence / self-encouragement 3. Self improvement 4. Improving students in different aspects	4 2 1 1
7	Feeling and motivation related *f*: 8	1. Motivating students 2. Giving the encouragement to use the websites in English after the completion of tasks 3. Giving situations or storyline for the tasks kept students being attentive 4. Doing enjoyable activities/Making lessons more enjoyable /Being enjoyable 5. Helping students relax in 50- minute lesson	3 1 1 2 1
8	Social interaction and communicatio n related *f*: 6	1. Helping to socialize with the class mates 2. Social contact- social communication 3. Effect in the relationships in real life positively	3 2 1

 First of all, *contribution of tasks to language learning in general* was the most frequently mentioned category. Participants 2, 10, 15 and 17 stated that the tasks contributed not just to learning the language but learning everything about the language and its people. Participants 2, 3, 4, 5, 9, 10, 15, 16 and 17 found all the tasks very beneficial whereas a few students, Participants 1 and 8 stated that some tasks were very beneficial while some were not beneficial but dull. Participant 14

and 20 indicated that these activities were more challenging and didactic thereby improving their English. Not only did Participant 1 asserted that the tasks provided deep understanding but also Participants 5, 6 and 20 praised the permanent learning the tasks provided. Moreover, participant 6 and 9 were satisfied that they learned how to use the language effectively. As a result, participants in semi-structured interviews were generally pleased with the activities.

Some contributions regarding the *language skills and content* were stated particularly. For instance, in regard to the language skills, Participant 2 indicated that tasks enhanced their speaking in English while talking to foreigners in real life and Participant 12 also pointed that they had no speaking anxiety with these tasks since everybody tried to speak in anyway during the tasks. Participants 2 and 8 also acknowledged that tasks fostered their reading, listening and speaking while Participant 5 concluded that they advanced writing skills by implying that they could write longer sentences. In respect to the language content, the most frequently mentioned one was vocabulary. Participants 5, 10 and 20 claimed that thanks to these tasks, they acquired many new words and the vocabulary that they can use in real life. Furthermore, Participant 1 mentioned that they had seen a variety of grammar structures in these texts which assured deeper understanding and removed the simplicity of the sentences they made. To summarize, language skills such as speaking, listening, reading and writing, and language contents like vocabulary and grammar were claimed to have contributed students' language development specifically.

On the basis of the semi-structured interviews, students addressed to t*he contribution of these tasks to real life and real life experiences.* Participant 5, 7, 9 and 10 advocated that these tasks contributed to the real life conversations by providing knowledge to talk about in real social life and help them practice the language in real life and sometimes with native speakers of English. Furthermore, thirteen of the students maintained that the tasks would be useful in real life in their jobs and during their travels. Considering the use of them in real life, they developed a positive attitude as exemplified below.

> I think these tasks… I find them more beneficial than the other homework given in school since I consider that when they are related to the real life, I assume that they can appear in real life and we get more efficiency. Since I can use them in future, I lean towards them and I find them more didactic. (Interview, Participant 20)

Along with the contributions to the real life and language development, students cited *the contribution of tasks to the knowledge of technology*. For instance, according to Participant 11, she learned many things in terms of technology giving examples such as many different websites and how to use programs like Glogster and she also maintained that she continued using them after the completion of tasks in the following semester. Participants 3 and 9 also were also content with learning different new websites that they could use in real life and having a chance to do research on these websites.

Personality related contributions included reflection self-improvement, humanity, self-confidence and students' improvement in various aspects. Participant 5 explained that not only did these tasks cause him to think about the things that he never thought but they also led him to think about his language development. Participant 3 also expressed herself by telling that tasks contributed her in terms of improving her ability to contemplate, her humanity and self-improvement. Participant 9 also pointed out that tasks increased her self-confidence while Participant 19 believed that tasks provided him with self-encouragement.

Besides having benefits to self, students also mentioned *the contributions of tasks related to social interaction.* Indeed, there were many statements regarding the social interaction when students referred to tasks and tools such as Edmodo and interview with native speakers particularly. However, considering the tasks in general, Participants 4, 11 and 16 referred to social interaction and communication by verbalizing that tasks assisted them in socializing with the classmates and had positive effect on their relationships in real life.

Furthermore, Participants 3, 4, 17 and 20 stressed *the contribution of tasks to the general knowledge of students* by giving reasons such as requirement of the tasks to

keep up with the news and fashion. One of the most general statements was illustrated in the excerpt 3 below:

> I find the tasks very useful since we watch the things that we may even not watch in Turkish. There are many benefits in terms of both English and learning their (native speakers of English) lifestyles. It is not just language. We learn everything about them while learning the language. We do not learn just grammar or writing correctly. We learn their cultures, type of cuisines much closer, which is more beneficial for us. (Interview, Participant 17)

Participant 2, 12, 17, 19 and 20 referred to *the feeling and motivation related contributions* consisting of attention, motivation, encouragement, enjoyment and feeling relaxed. Participant 20 explained how he felt about the tasks in the excerpt.

> Tasks definitely contribute a lot. I do not consider them as homework. I can say they are applications. These implementations motivate people more. Since an individual feels like living in that moment, he or she feels motivated more. Then, he does the tasks as if they were not homework but practice. Therefore, doing like this makes it an activity which he can benefit instead of homework. (Interview, Participant 20)

4.2.3.2.2 Contribution of the ten authentic tasks specifically

While some students mentioned the contributions of the authentic tasks in general, there were also some participants referring to the contributions of the specific tasks among ten authentic tasks. Students gave details for the tasks such as Task 1: Watching Talks shows like Ted Talks, Task 8: Interview with native speakers, Task 4: Reading and watching online news, Task 2: Watching TV series and role play, and use of Edmodo as the social context, which can be seen in Table 47.

Table 44: Theme 2 Sub theme 2: Contribution of the authentic tasks specifically

	Category	Code	N	f
1	Task 2: Watching talk shows like Ted Talks *f:15*	1. Being beneficial	4	4
		2. Improving language/ Contribution to language learning		2
		3. Being beneficial and encouraging them to watch even if it is not homework / Feeling of enjoyment and desire for watching more		2
		4. Improving general knowledge		1
		5. Having lots of subtitle choice		1
		6. Having many categories for the interest of students		1
		7. Improving listening		1
		8. Listening expert people		1
		9. Satisfaction with Ted Talks		1
		10. Attracting students' attention		
2	Task 8: Interview with native speakers *f:8*	1. Being beneficial /Being beneficial while talking with natives in real life	2	5
		2. Being effective and enjoyable		1
		3. Learning phrasal verbs		1
		4. The language used in real life		1
3	Task 4: Reading and watching news in BBC, Boston.com *f:8*	1. Contribution to Grammar- challenging structure	3	2
		2. Increasing the pace of reading		2
		3. Contribution to English		1
		4. Improving the vocabulary by looking up the words in the dictionary		1
		5. Learning the necessary information		1
		6. Attracting students' attention		1
4	Use of Edmodo as the context *f:6*	1. Improving social contact among classmates /socializing	2	2
		2. Being enjoyable		2
		3. Continuity in task		1
		4. Providing togetherness		1
5	Task 1: Watching TV series and role play *f:3*	1. Improving listening skills	3	1
		2. Being reasonable		1
		3. Being attention grabbing		1

First of all, Participant 1, 13 and 19 mentioned the benefits of using BBC such as contribution to language learning in general and grammar, improving the vocabulary, increasing the pace of reading, learning the necessary information and attracting students' attention. Secondly, Participants 8, 13, 18 and 19 appraised Ted Talks. Participants 8 believed that Ted Talk task cultivated general knowledge and language by giving reasons that Ted Talks has many categories for the interest of students and a number of subtitle choices. Participant 13 also ensured that Ted Talks was really beneficial and contributed to language learning. Similarly, Participant 18 also

accepted that she was watching Ted Talks and this task encouraged her to watch much more this time and she was having fun. Moreover, improving listening, having a chance to listen to expert people, attracting students attention and being beneficial and encouraging them to watch talk shows even if it is not homework were also mentioned by participant 19. Students also appreciated the use of Edmodo for the context of all of the tasks. When asked about the suggestions for the tasks, Participant 4 commented in the excerpt below.

> There might have been an activity which is constant. We have done a variety of tasks. Here it is, I found Edmodo the most beneficial activity since there was continuity and togetherness in it. (Interview, Participant 4)

Besides togetherness and sustainability of the task, Edmodo was admired because of its positive effect on socialization with classmates as it was addressed by Participant 5. Finally, Task 2, which was watching a TV series and acting out, was specifically referred by Participants 5, 8 and 13 thanks to its contribution to listening skill, being logical and attention grabbing.

4.2.3.3 Problems

4.2.3.3.1 Problems of tasks in general

Applying ten tasks in a semester with the other homework in mandatory curriculum applied in the school, there were of course some problems in the application of the tasks or even in the tasks specifically. Interviews conducted with twenty students revealed some general problems with the tasks which were mostly related to giving tasks as homework, the effectiveness of the tasks and procedures, students' attitudes and behaviors, and school program. These can be seen in Table 48.

Table 45: Theme 3 Sub theme 1: Problems of the authentic tasks in general

	Category	Codes		f
1	Effectiveness of tasks	1.	Some tasks- not beneficial (2) / some tasks- not very effective (2)/ Reading and writing activities: not beneficial (2)	6
		2.	Not helping TOEFL ITP/ Not preparing students for TOEFL ITP	2
		3.	Some activities- not enjoyable as expected/ Some tasks- being boring	2
		4.	Possibility of not knowing the words used in class	1
		5.	Some tasks- students can take the easy way out-copy paste	1
2	System or school program related	1.	Need for time (2)/ Time limitation	3
		2.	Need for listening and speaking practice / Limited speaking practice	2
		3.	Intense prep program	2
		4.	Limited English knowledge before the application of tasks	1
		5.	Curriculum- boring	1
3	Students' attitudes and behaviors	1.	Some students' indifference to tasks/ Students' being uninterested in tasks/ Some students' ignoring the tasks	3
		2.	Getting bored in time since students may not like searching/ students' getting bored in some tasks	2
		3.	Being hesitant or shy in presentation activities- speaking anxiety in public	1
		4.	Possibility of learning in English but impossibility of talking in English in Turkey	1
4	Giving as homework	1.	The idea of homework- students can feel obliged to do that	2
		2.	Intensity of the program and being hard to follow	1
		3.	Homework- not taking seriously since they know that it is an extra	2
		4.	Community which is lazy and do not like doing homework	1

As regards to *giving the tasks as homework*, Participants 4 believed that if the students were given unnecessary and boring homework, students might take a dislike to English. He verbalized the reason by telling that reading and watching online news activity was very challenging, thus causing him to be demoralized. Participants 2 and 7 also reported that when the tasks were given as homework, students might not take them serious since they knew that they were extra. Participant 14 also presumed that there might be problems since we were a community who were lazy and did not like doing homework. Furthermore, Participants 8 and 10 admitted that

giving these tasks as homework might cause students to feel obliged to do them and this might bother them. Finally, Participant 11 referred to the intensity of the school program implying that they had a tight schedule with the other homework given to the whole preparatory school. She also believed that if these tasks had been given as the only homework in class, they would have been more beneficial because of enjoyment.

With regard to *the effectiveness of the tasks*, students reported some problems, as well. The first problem reported by Participants 1 and 4 was that some tasks were not beneficial   and Participants 5 and 6 reported them not very effective, either. The tasks that were not found very useful or effective included Task 9: Doing research using Survey Monkey. Participant 13 also mentioned that reading and writing activities were not beneficial while the speaking and listening ones were very useful, indeed. Besides, Participant 11 mentioned a problem which was the fact that the tasks did not prepare students for the central exam, TOEFL ITP. Furthermore, Participants 13 also claimed that there were some activities which were not as enjoyable as expected and these might discourage students from doing the tasks. As the final problem, Participant 14 referred to the possibility of not knowing the words used in class and Participant 1 also implied that there were some tasks in which students could take the easy way out and copy paste. In brief, these were the general problems of the tasks and procedure.

As for *the problems concerning students' attitudes and manners*, Participant 1, 2 and 19 assumed that students' indifference or disregard of the tasks might be a problem. In addition to that, Participant 8 expressed that she got bored while doing some tasks like Survey Monkey and Glogster. Participant 17 also accepted that there would not be many problems, yet students might get bored in time since they might not like searching. In addition, Participant 3 mentioned a problem that results from the students' characteristics like being hesitant or shy in some activities like presentation because of anxiety of speaking in public. Lastly, Participant 19's belief that it was possible to learn English but impossible to speak in English in Turkey was also a perception related problem.

Among the problems stated above, there were a few problems regarding to the *system and school program*. For instance, Participant 9 and 18 reported that since the language program in preparatory school was very intense, they had time limitation for the tasks. Participant 18 maintained that the curriculum used in prep school was quite boring since they did the same things every day and she found these authentic tasks more enjoyable and different. Participant 16 also was upset that they had limited English knowledge before the application of tasks. Once for all, Participant 13 concluded that they had writing practices in school and there was requisite for listening and speaking activities more. Participant 1 also supported him in the excerpt by telling:

> I think… We are having speaking exams. Indeed, we just practice speaking in the week we have the speaking exam. We do not do anything before or after the exam. I believe that if we increase the importance of speaking, students will apply these kinds of means. (Interview, Participant 1)

4.2.3.3.2 Problems of tasks specifically

Along with the problems in general, students also mentioned some problems peculiar to the tasks. All problems regarding these tasks can be seen in Table 46 below.

Table 46: Theme 3 Sub theme 2: Problems of the authentic tasks specifically

	Code Category			*N*	*f*
1	Task 9: Doing research using Survey Monkey	1.	Writing easy questions- Using simple choices like yes no	3	2
		2.	Using low level of English- use of simple sentences		2
		3.	No contribution to language learning/ No contribution in terms of vocabulary- grammar		2
		4.	Not completing task as expected		1
		5.	No chance to speak		1
		6.	Getting bored- boring Not interesting		3
		7.	Being unnecessary		2
2	Edmodo	1.	No contact right now since the teachers and classes change	1	1
		2.	No new task since term is finished		1
		3.	No purpose to use Edmodo now		1
3	Task 4: Reading and watching news in BBC, Boston.com	1.	Uninterest in reading magazines even in Turkish	2	1
		2.	Challenging in terms of language		1

Table 46: Theme 3 Sub theme 2: Problems of the authentic tasks specifically
(continued)

	Code Category		N	f
4	Task 3: Preparing a poster using Glogster	1. Being childish 2. Students being bored	2	1 1
5	Task 1: Watching TV series and role play	1. Not interesting for university level	1	1
6	Interview with native speakers	1. Anxiety while speaking with native speakers	1	1

First of all, doing research using Survey Monkey was criticized by Participant 5 because they wrote easy questions and used simple choices like yes and no and the level of English they used was low. Furthermore, he believed that the task could not contribute to the language learning in terms of vocabulary or grammar. Participant 13 and 19 also mentioned that they got bored and it was not an interesting or enjoyable activity. Participant 8 and 13 also considered this task unnecessary. Secondly, even though the use of Edmodo was appreciated a lot by the participants in general, there was only Participant 5 mentioning a problem regarding it by telling that there was no purpose of using Edmodo and no contact in Edmodo now since the classes and teachers changed. Actually, he even did not find a problem regarding the task or procedure while they were completing the tasks. He just stated that after they had finished the semester and changed the classes and teachers, they did not use Edmodo. Thirdly, Task 4: Reading or watching news online had two problems, including being challenging and students' disinterest in reading news even in Turkish, which were stated by Participant 1 and 4. Furthermore, Participant 8 regarded the task, which required students to prepare a poster using Glogster, as childish and Participant 13 stated that he got bored during this task. Only in one interview, Participant 5 found the acting part of the Task 2: Watching TV series and role play not interesting for university level students. There was also a problem with the Task 8: Interview with native speakers for merely Participant 11 as she had anxiety while speaking with native speakers.

Even if the tasks did not have many specific problems, all the points mentioned in the semi-structured interviews were illustrated above with the particular references to

the participants' speeches and it was clear that the problems resulted mostly from the level related matters, little contribution to language learning and disinterest.

4.2.3.4 Suggestions

With the help of the semi-structured interviews, many suggestions were given by twenty participants. They were mostly related to the tasks and procedures and also students' attitudes and behaviors while completing the tasks, which can be seen.

Table 47: Theme 4: Suggestions

	Category	Codes	f
1	Change in tasks and procedures	1. Omission of unnecessary tasks /Omission of some tasks/ Using the tasks but not all of them but most of them /Omission of Glogster, Survey Monkey (2) / Unnecessity of using tasks: Survey Monkey Glogster	6
	$f : 36$	2. Need for points for the completed tasks/ teachers' using grading / a serious enforcement/ enforcement through extra points	4
		3. Tasks as homework are more beneficial/ Necessity of being given as homework not in class activity / Giving the Edmodo as the only homework – being more beneficial	3
		4. Continuity in tasks	3
		5. Increasing the number of tasks like Ted Talks/ Giving attractive homework like Ted Talks and BBC/ Having audio visual tasks more	3
		6. Increasing the speaking activities/ Having more listening and speaking activities/ Need for speaking activities	3
		7. More variety of tasks/ supporting tasks with more various applications and videos	2
		8. Putting the tasks which are more interesting first in order/ Starting the task with the listening activities (ex:TV series: attention grabbing)	2
		9. Making the tasks more enjoyable	1
		10. Increase in the number of the tasks	1
		11. Movies should be watched	1
		12. Replacing the games in class with these activities to be more didactic (Games: simple and no benefit- Edmodo- a different type of entertainment)	1
		13. Having sth that can last longer like whats app not edmodo since the classes change every term	1
		14. Having a poster describing edmodo tasks to have more participants	1
		15. Spontaneous activities like interview with native speakers may be more beneficial	1
		16. Conversations with native speakers outside the school	1
		17. More social interaction orally/ having presentation as a group	1

Table 47: Theme 4: Suggestions (continued)

	Category	Codes	f
2	Students' attitudes and behaviors related	1. Students' being more conscious of doing the tasks/ necessity of students' awareness of the importance of tasks	2
		2. Having some background in English before doing these tasks	1
		3. Using English completely not using Turkish words among friends	1
		4. Doing the tasks regularly	1

As regard to *the tasks and procedures*, Participants 5 believed that some tasks should be eliminated and Participant 20 also advocated that most of the tasks should be used but not all of them. For instance, Participants 5, 8 and 13 advised omission of Survey Monkey and Glogster activities. In order to increase the benefits of the authentic tasks, Participants 6 and 7 recommended that these authentic tasks might be supported with more various applications, videos and tasks. Participant 9 also proposed more enjoyable activities. As it can be seen in excerpts below, Participants 9 and 19 also asserted that there ought to be more activities like Ted Talks. Participant 13 also approved the use of more audio visual activities and also implied that after choosing the movies in IMDb, they should watch them.

> By increasing the number of speaking and listening activities like Ted Talks and the activities that we can use in daily life, we can increase the benefits of these Edmodo tasks (authentic tasks). (Interview, Participant 9)

> It would be better if attractive tasks were given to the students. For instance, Ted talks and BBC or the tasks that are related to the events on abroad like searching something about them or listening activities. (Interview, Participant 19)

Participant 15 asked for the increase in the number of the tasks since she believed that if there were more tasks, they would be more beneficial. Participant 13 also advised putting the tasks which were more interesting first in order and launching the tasks with the listening activities like TV series, which was attention grabbing. In addition, Participant 6 believed that these tasks ought to be given as homework not as a class activity inasmuch as they might take time and they were more beneficial when given as homework. Participant 4 also suggested that there should be

continuity or sustainability in tasks during the whole semester and he gave the example of Edmodo since it was continuous thereby the most beneficial one for him. Participants 1, 2 and 6 also suggested that there should be a serious enforcement like grading or extra points by the teacher so that the students take the tasks more seriously and do the tasks which they do not generally. While Participant 11 was talking about the intensity of prep program, she indicated that if these authentic tasks were the only homework, it would be more beneficial. She also proposed that these authentic tasks could replace the games in class so that they could be more didactic for them. Apart from this, Participant 14 even offered to prepare a poster to make the other students in other classes aware of this implementation so that there could be more participants. Some students also suggested new tools or tasks. For instance, Participant 5 gave an example tool 'Whatsapp' so that the contact among students could last longer since Edmodo did not continue when the classes changed. He also gave clues for the task in which students can chat with each other using 'whatsapp'. Not last but the least, Participant 20 also suggested having spontaneous activities like Task 8: Interview with native speakers of English as he found those more beneficial.

There were also suggestions for the increase of speaking activities. Participants 1, 3, 8 and 13 also emphasized the need for more speaking activities. Participant 8 defended the augmentation in the speaking activities and she also suggested having conversation with the native speakers of English outside the school. Participant 3 also favored more social interaction and proposed having a presentation as a group.

Considering *the students' attitudes and behaviors*, some students such as Participant 2, 4 and 6 demanded that students should be more aware of the significance of these tasks. When asked what a teacher could do for that, Participant 4 notified that there was nothing that the teacher could do and it was luck somehow. Participant 16 also proclaimed that students should have some background in English before the application of these tasks and they should not use any Turkish words among friends while completing the tasks. To put it in a nutshell, omission of some tasks such as Survey Monkey and Glogster, having more various tasks and applications, raising the number of the tasks in general and also some favorite and audio visual tasks like

Ted Talks, implementing the attractive tasks first before the others, using enforcement like grading or extra points, using these authentic tasks in class instead of games, using some tools like 'Whatsapp' to provide the continuity of the contact among students for the following semesters, having more spontaneous tasks like interview with natives, increasing the speaking activities and students' being more aware of the importance of the tasks were some suggestions declared by the interview participants.

4.2.3.5 Feelings

When students were asked how they felt during the process, students disclosed lots of expressions for their feelings like enjoyment, happiness, feeling positive, feeling of achievement, excitement and getting bored and Table 48 was quite expositive since it provided not only the frequency of the codes and the number of the students but also the reasons for these codes derived from the data.

Table 48: Theme 5: Feelings

	Codes	*Reasons*	*N*	*f*
1	Feeling: entertainment, enjoyment, enjoyable	1. Enjoyment during Task 6: Online shopping 2. The idea that she does the same thing in real life	12	1 5
2	Feeling : happiness	1. Learning English 2. Realizing that you can speak in English 3. Knowing his friend much better 4. Knowing his interests and attitudes 5. Using the language	6	7
3	Feeling: achievement	1. Speaking and writing in English 2. Feeling of achievement: BBC 3. Feeling of success	6	7
4	Feeling: good/ pleasant/positive/like/s atisfaction	1. Being easy and not tiring students 2. Having a good time	5	1 0
5	Feeling: exciting and eager – desire for doing more	1. Learning new things and learning what to use and where to use 2. Being realistic 3. Like for the tasks 4. Being enjoyed while doing the tasks 5. Doing the tasks having enjoyment even if they are actually responsibility	2	8
6	Feeling: getting bored	(in some tasks)	2	2
7	Feeling: curiosity		2	2

First of all, Participants 1,3,5,6,8,10,11,12,13,17,18 and 20 reported that they enjoyed during the tasks as exemplified in the excerpt below.

> We have done enjoyable activities. We have done the things that we can use in real life. It was beneficial for us. I enjoyed and learned a lot while doing them. (Interview, Participant 10)

Moreover, Participants 4, 5, 9 and 14 admitted that they felt happy and Participants 2, 11, 14, 16, 17 and 19 felt positive, good or pleasant with the tasks. Participants 2,4,7,9 and 10 had the feeling of achievement and success as opposed to the ideas considering authentic tasks as challenging activities for students. Whereas Participants 15 and 20 acknowledged that they felt exciting and eager to do the tasks, Participants 13 and 16 affirmed that they got bored during some activities.

4.2.3.6 Continuation of using the authentic tasks and instructional tools

When asked whether they would continue using these activities or technological tools, students announced that they would continue utilizing some of the tools like Ted Talks, BBC, Glosgster, IMDb, Edmodo, Survey Monkey, Shopping Websites, Holiday Planning Websites, Book Websites. Frequencies can be seen in Table 49.

Table 49: Theme 6: Continuation of using the authentic tasks and instructional tools

	Code Category	*N*	*f*
1	Task 2: Watching Talks shows like Ted Talks	8	13
2	Task 3: Preparing a poster using Glogster	6	8
3	Task 5:Choosing a movie using IMDB	5	6
4	Edmodo	5	12
5	Task 4: Reading and watching news in BBC, Boston.com	4	4
6	Task 9: Doing research using Survey Monkey	3	3
7	Task 6: Online shopping websites	2	2
8	Task 10: Holiday Planning	1	1
9	Task 7: Choosing a book	1	1

Thirteen of the participants admitted that they would continue using Ted Talks. Participant 3 told the reason as the necessity of improving English and Participant 5 pronounced that TV talk show activity was didactic and improved English, thus he would maintain using Ted Talks. Furthermore, Participant 6 ensured that she would

definitely keep using Ted Talks not just to learn English but to use the language she learned by concluding that there might be very interesting videos and conversations in it. Participant 8 also notified that she would continue using as Ted Talks had the videos which could foster her general knowledge and there were areas that interest her. Finally, participant 13 also would sustain watching videos in Ted Talks in order to satisfy his curiosity.

Moreover, ten students also admitted that they would keep the use of BBC, which is a website students can watch and read some news. Participant 10, 13 and 19 stated that they would proceed so that they would keep up with the news and what's happening in the world. Participant 2 also would keep using it because of the necessity of reading and watching in English so that she can improve her English. Furthermore, eight students told they would keep using Glogster because of some reasons like preparing poster, presentations or projects. Six over twenty students also acknowledged that they would use Edmodo as it was exemplified in the excerpt below.

> I consider using Edmodo since our teacher or friends comment when we share something and we learn something different, which may be a different grammar structure or vocabulary. Consequently, we learn the use of language and how to express our ideas and I think this is a very good thing. (Interview, Participant 3)

Along with Participant 3, Participant 10 and 15 also declared that they would go on using Edmodo inasmuch as it was a social environment and there was a social interaction. Participant 16 also gave the reason that Edmodo would be beneficial in future and English ought to be practiced repetitively so as not to forget. Moreover, Participants 1, 6, 14 and 20 also informed that they would proceed using IMDB to have movie archieve or to keep up with movies. In addition to that, Participants 11, 13 and 14 also mentioned that they would use Survey Monkey in the future for departmental courses, homework or preparation of a thesis. Participants 19 noted that he would keep using shopping websites to discover things that are not found in Turkish websites. However, Participant 5 would use them when he needed to buy something and especially to show that he can use English websites instead of Turkish

ones. Participant 11 also reported that she would use holiday planning websites to learn how to go, where to go and what to do in detail since she wanted to go abroad. Finally, Participant 20 kept using book websites after the application of these tasks for the purpose of getting the book which had not been published in Turkey.

4.2.3.7 Most and least favorite activities and technological tools

Students also provided their most and least favorite tasks apart from the most and least favorite technological tools during the semi-structured interviews. Each task indicated by the students was given in the tables and the reasons for their choices were also provided in the explanations below.

4.2.3.7.1 Most favorite activity

When students were asked which task they found the most beneficial one, the most frequently mentioned ones included Task 2: Watching Talks shows like Ted Talks and Task 8: Interview with native speakers. The other tasks mentioned by the students were demonstrated via Table 53 in which the number of the students who referred to the tasks and the frequency of the emerging codes were provided.

Table 50: Theme 7 Sub theme 1: Most favorite activity

	Code category	*N*	*f*
1	Task 8: Interview with native speakers	7	17
2	Task 2: Watching talk shows like Ted Talks	6	22
3	Task 1: Watching TV series and acting out	3	11
4	Task 3: Preparing a poster using Glogster	2	8
5	Task 5: Choosing a movie using IMDB	2	5
6	Task 4: Reading and watching news in BBC, Boston.com New York Times	2	4
7	Task 7: Choosing a book	2	2
8	Task 6: Online shopping	1	3

Participant 1 and 17 found watching videos in Ted Talks as the most beneficial and favorite one since they affirmed that it had a variety of topics and videos including everything such as science and art sometimes even something emotional. Participant 1 also disclosed some other reasons like variety in length of time, variety in subtitles and availability in phones i-phones and Samsung. Participants 6, 7 and 19 referred to the contribution of task to the listening. Participant 6 also acknowledged

that Ted Talks endowed her with the general knowledge. In addition, Participant 7 also mentioned the contribution of learning new vocabulary and being audiovisual. Participant 16 concluded that the tasks contributed to development of language since they watched the videos in English before sharing and commented on them.

For the second favorite activity, interview with native speakers of English, students regarded the task very beneficial and Participants 5 and 8 notified that they had a chance to have more contact with native speakers and they came closer to the coop students in school by experiencing less hesitation and shyness while talking to them. Moreover, Participant 8 complained about the deficiency of speaking activities in school and Participant 9 stated that they used the language effectively in real life and Participant 19 believed that they improved their speaking with the help of this task. Participant 20 also remarked the contribution of the tasks with his words in the excerpt below.

> I found the interview the most useful task since it was one-to-one conversation. You are alone and active and everything develops more spontaneously. There was no fiction in this task. I mean, while we were doing the other tasks, we were writing, we were thinking whether we had done something wrong. However, in the interview, you are contemplating and it is necessary that you tell it that moment and answer it immediately. Or, if you do not understand, you need to express that you do not understand. Therefore, it was more beneficial for me. (Interview, Participant 20)

Some tasks such as watching TV series and acting out, preparing a poster using Glogster, choosing a movie using IMDb, reading and watching news in BBC, Boston.com New York Times and choosing a book also were mentioned as the most beneficial tasks. Nevertheless, there were only three students that favored watching TV series activity as the most beneficial one. Considering it just like a theatre and Participant 14 liked writing a scenario and sharing it with the whole class activity a lot. Since they did something on their own, he believed that it contributed a lot. Participant 15 also supported the contribution of the task by disclosing that they created something by themselves and they learned new words in English. Finally, Participant 18 also appreciated the activity thanks to its contribution to listening. Indeed, she admired having subtitles in English, which she considered more

beneficial. Participant 2, 9 and 13 were the students reporting Task 4, which was watching or reading news in online websites like BBC, Boston.com and New York times, as the most beneficial activity. Participant 2 referred to the deficiency in her reading and limited vocabulary while explaining the reason why she favored that activity, believing that these were enhanced with this task. Participant 13 also appreciated the chance to watch news from different points of views. Furthermore, preparing a poster using Glogster was also regarded as the most favorite activity by two students. Especially Participant 11 appraised the Glogster website since it was useful and she could do great things in a short time. Since Participant 13 had a chance to search lots of movies and used English while doing that, he liked Task 5: Choosing a movie using IMDB most. Since participants 10 and 12 found the Task7: Choosing a book enjoyable, they accepted it as the most beneficial activity. Finally, online shopping was the most favorite activity for Participant 3 as she could use the adjectives she learned and had a chance to express her ideas in this task.

4.2.3.7.2 Least favorite activity

In regard to the activities found least beneficial, there were seven different tasks expressed by the students involving Task 3: Preparing a poster using Glogster , Task 9: Doing research using Survey Monkey , Task 6: Online shopping , Task 10: Holiday Planning, Task 2: Watching TV series and acting out and Task 7: Choosing a movie using IMDB . These were exhibited in Table 51 below with their frequency before the explanations, and the reasons for the students' selection.

Table 51: Theme 7 Sub theme 2: Least favorite activity

Code Category	*N*	*f*
1. Task 3: Preparing a poster using Glogster	7	13
2. Task 9: Doing research using Survey Monkey	5	14
3. Task 6: Online shopping	3	5
4. Task 10:Holiday Planning	2	4
5. Task 1: Watching TV series and acting out	1	1
6. Task 7:Choosing a movie using IMDb	1	2

First of all, Participants 1, 2, 7,13,16,19 and 20 regarded Glogster activity as the least favorite activity. When the students were asked the reasons, Participant 7, 16 and 20 expressed that they did not regard this activity beneficial and Participant 1 and 16 defended that this activity improved the ability to design and imagination more than the language while Participant 20 referred to its assessment of the use of technology more than language. Participant 13 also corroborated this with his words the task was not necessary and did not serve the purpose. Task 3, which was preparing a poster using Glogster, was also criticized for the limited use of language and including no search for new things by Participant 1. Participants 2 and 13 also agreed that the task did not contribute to language learning. Participant 19 gave his reason as his disinterest in writing.

Secondly, Task 9: Doing research using Survey was regarded as the least beneficial activity by Participants 4, 5, 8, 13, 15 and 19. Participant 5 did not like the idea of using a survey tool and he complained that they had limited answers mostly such as yes no type of questions and they did not write challenging questions. He also maintained that it was also difficult to write challenging questions in a survey. Participant 4 also confessed that they had completed the task cursorily and found the task unnecessary.

Other activities declared as the least beneficial tasks by few students included online shopping, holiday planning, watching TV and choosing movie. Participant 2, 6 and 17 found online shopping activity as the least beneficial one. Students disfavored the activity due to its limited English, simplicity and disinterest in shopping. Moreover, Participant 3 notified the holiday planning activity since it had limited writing and incomprehensive content while Participant 9 regarded it as the least favorite because of its taking time and being boring. Participant 11 regarded Task 2, watching TV series and acting out as the least beneficial task since she disliked talking in front of others. Participant 18 responded informing that Task 5, choosing movie by using IMDb was the least beneficial task for her since it did not contribute much and had limited English.

4.2.3.7.3 Most favorite technological tool

Considering all of the technological tools used the whole semester, students divulged that they explored a wide array of applications and technological tools. During the interviews they unveiled which ones they found the most useful comprising of Edmodo, Talk shows like Ted talks, Glogster, Online News Websites like BBC Boston.com York Times and Survey Monkey as it was illustrated in Table 52.

Table 52: Theme 7 Sub theme 3: Most favorite technological tool

Codes	N	f
1. Edmodo	6	22
2. Talk shows like Ted talks	5	15
3. Glogster	3	12
4. Online News Websites like BBC Boston.com York Times	2	5
5. Survey Monkey	1	2

The most frequently appraised technological tool was Edmodo. Participants 10 and 14 admitted that Edmodo was more beneficial than the other tools since they could chat and make comments. Participant 4 also certified that it was more comprehensive than the others thereby integrating whole class. Actually, having togetherness and enjoyment in task made the task the most beneficial one as it was endorsed by Participant 12, who liked the idea of having a social media tool in language learning and teaching, and regarded it not boring but very enjoyable. With the Edmodo tasks, Participant 14 admitted that he learned many movies that he had not seen or watched since many people shared a number of things there just as it was stated in the semi-structured interview with Participant 15. Consequently, Participant 16 summarized the points in her speech as it was illustrated in the excerpt.

> It was Edmodo since we were in contact with our friends and we were talking English with each other as if we were taking to foreign people, therefore it contributed to language development. Moreover, we had a chance to watch lots of videos there. (Interview, Participant 16)

Secondly, Ted Talks instructional tool was appreciated by the participants quite a lot. Participants 1, 2, 5, 8 and 19 selected Ted Talks as the most beneficial tool.

Participants 2 and 19 emphasized the contribution to listening and learning pronunciations and accents of native speakers. Participant 5 recognized that it was more beneficial and didactic than watching TV series on account of the fact that it had comprehensible speech and subtitles in English. In addition, Participant 8 also liked having a variety of categories to choose.

Glogster, online news websites and Survey Monkey were also stated as the most beneficial technological instruments even though their frequencies were not as high as the Edmodo and Ted Talks. Participant 3, 9 and 18 found Glogster the most useful tool. Participant 3 and 18 remarked that it was beneficial and helpful in life since preparing a poster was generally physically tiring. They were also satisfied that they learned something new and practical. Especially, Participant 3 liked the function of adding videos and having audiovisual properties while Participant 16 found it very enjoyable. Participant 13 liked BBC most since he had chance to keep up with the news and explore new points of views. Participant 20 was also pleased that he used BBC as it disproved the biases that he cannot understand the news in English and he realized the improvement in his language learning process. Survey Monkey, a questionnaire instrument, was also favored by Participant 11 as it was something she could use later in real life.

4.2.3.7.4 Least favorite technological tool

With respect to least favorite technological tools, students mentioned Survey Monkey, Glogster, Shopping websites, Online News websites like BBC, Boston.com, New York Times and IMDb. The quantity of the students mentioning the least favorite tasks and the frequency of the codes unveiled were given in the Table 53 below.

Table 53: Theme 7 Sub theme 4: Least favorite technological tool

	Code Category	N	f
1	Survey Monkey	5	8
2	Glogster	5	11
3	Shopping websites	2	5
4	Online news websites like BBC Boston.com, New York Times	1	1
5	IMDb	1	1

Participant 3 did not find Survey Monkey useful on account of limited number of questions and choices. Furthermore, Participant 5 also expressed his disinterest in survey and his belief that it had little contribution to language learning. Not only did Participant 19 indicate that it did not attract much attention but Participant 12 also admitted that students were inattentive to fill in the questionnaires.

Glogster was also regarded as one of the least beneficial technological tools by some students such as Participant 1, 2, 8, 10 and 18. Participant 8 regarded it as a childish activity due to its level. Participant 13 assumed it was more related to technology rather than language learning, therefore it did not draw his attention and he did not find it useful.

Other tools involved shopping websites, news websites and IMDB. Participant 4 advocated that online shopping activity was unnecessary and took time, besides it was not enjoyable. Participant 14 unveiled his personal reason that he did not like shopping in real life so it was not appealing for him. Finally, Participant 5 referred to news websites as the least favorite one since she had no interest in news while Participant 11's least favorite tool was IMDb since she did not like keeping up with the movies.

As it was indicated earlier, semi-structured interviews were aimed to disclose the perceptions and feelings of the students who experienced the tasks during a three-month process. All twenty participants contributed to the insight and knowledge that I wanted to gain from this study. They both explained what they had gone through in

detail and illustrated what the strengths and weakness of implementing authentic tasks were in language classes.

4.3   Research question 3: How did the implementation of authentic EFL tasks affect the learners' perceptions of their competency in the use of English in real life settings?

To see the effect of the implementation over the learners perceptions and to identifty similarity and difference between the learners' perceptions of their competency in the use of English in real life tasks before and after the implementation of ten authentic tasks, learners were given the same items in both pre and post-survey. The findings illustrated significant differences in terms of both competencies in the use of English in authentic situations and the use of technological tools to support authentic learning.

4.3.1   Students' perceptions of their competency in performing authentic tasks in English in real life

Students were given some statements as to the skills in the performance of authentic tasks in real life both in pre-survey and post survey. They were also asked to respond to a four point Likert Scale in which '1' refers to 'strongly disagree', '2' refers to 'disagree', '3' means 'agree' and '4' means 'strongly agree. 68 students responded to pre-survey whereas 57 students responded to post survey. According to the One-way ANOVA results, there was not a significant difference among the results of three different classes considering the findings of the post survey.Therefore, mean scores for each item in pre-survey and post-survey were demonstrated in total in Table 54.

Table 54: Students' perceptions of their competency in performing authentic tasks in English in real life.

Statements in the survey	Pre Mean (4.00)	Post Mean (4.00)	Sig. P <.05)
1. I can understand an authentic talk in English in a talk show easily.	2.28	2.63	Sig.
2. I can comment on a current subject that I hear in a talk show in English.	2.16	2.67	Sig.
3. I can comprehend a real speech on a TV series in English easily.	2.49	2.72	Sig.
4. I can create my own similar dialogues in English for a TV series	2.35	2.67	Sig.
5. I can present and defend my argument in English.	2.44	2.77	Sig.
6. I can collaborate in English with my friends to create a product	2.53	3.05	Sig.
7. I can explore issues from different points of view by searching in English.	2.37	2.95	Sig.
8. I can understand online news in English easily.	2.28	2.81	Sig.
9. I can think critically on a real issue in English.	2.21	2.68	Sig.
10. I can articulate about current issues happening all around the world in English	1.99	2.46	Sig.
11. I can use different sources in English to get information.	2.37	3.00	Sig.
12. I can scan in an English movie website and find the necessary information	3.00	3.32	Sig.
13. I can think critically and share my ideas in English in a network before choosing a movie.	2.35	2.96	Sig
14. I can easily use a shopping website in English to get some presents	3.10	3.25	-
15. I can use some online bookshop websites in English to get some books	3.07	3.26	Sig.
16. I can interact with a native speaker of English on any topic I like.	2.25	2.56	Sig.
17. I can communicate with a foreigner in English without any help in a natural setting	2.59	2.68	-
18. I can prepare a presentation in English	2.35	3.05	Sig.
19. I can talk about current problems happening in my real life in English	2.31	2.79	Sig.
20. I can plan a trip in English in real life.	2.57	2.98	Sig.
Valid N (listwise)	68	57	

As it can be seen from Table 54 above, there were some differences between the mean scores in the pre-survey and post-survey. In order to find out whether these differences are significant, Independent Samples T-Test was used. The results illustrated that except for Item 14: 'I can easily use a shopping website in English to

get some presents' and Item 17: 'I can communicate with a foreigner in English without any help in a natural setting', the difference between the mean scores of the pre-survey and post-survey items was significant. The reasonfor the exceptions might be the fact that learners had already given a high mean score for online shopping considering Item 14. For Item 17, the expression 'without any help' might have confused and frightened the learners as they did the interview and most of the tasks with their pairs or group members during the tasks. However, in relation to other items, the significant discrepancy was positive for each item given above. To exemplify, the significant difference for the Item 8: 'I can understand online news in English easily.' was demonstrated in Table 55 below.

Table 55: The significance of the mean difference between pre-survey and post survey items

Difference between pre-survey and post survey items
Group Statistics

	Pre-post	N	Mean	Std. Deviation	Std. Error Mean
I can understand online news in English easily.	Pre	68	2.2794	.59464	.07211
	post	57	2.8070	.69278	.09176

T Test- Independent Samples Test

		Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.						Lower	Upper
8. I can understand online news in English easily.	Equal variances assumed	0.047	0.829	-4.58	123	.000	-0.53	0.12	-0.76	-0.30
	Equal variances not assumed			-4.52	111.107	.000	-0.53	0.12	-0.76	-0.30

Levene's test showed that the assumption of equality of means was met. *(p> .05),* which means that the variability in the two conditions is not significantly different. Then, statistically significant difference between the perceptions of students' understanding online news in English before and after the implementation of the tasks was found in the mean scores. (t *(123) = 4.58, p < .01 (two-tailed))*

As it was stated earlier, there was a significant difference between the mean scores of pre-survey and post-survey items, which implied that according to the students' perceptions, they developed themselves in the use of language in an authentic way. For instance, students agreed that they could prepare a presentation in English and they could use different sources in English to get information even though they disagreed with these statements in the pre-survey. They also accepted that they can collaborate in English with their friends to create a product in post-survey.

4.3.2 Students' perceptions of their competency in using technological tools for language learning

Students were also expected to develop some skills regarding the use of technological tools besides acquiring the authentic use of foreign language. Thus, they were also provided with some statements with regard to the ability of using those instructional technological tools in both pre-survey and post-survey so that students could evaluate their own development in the process of learning how to use tools to improve their language skills.

As it was illustrated in Table 56 below, with the help of those authentic tasks, students obtained the knowledge of how to use Glogster to prepare a poster besides acquiring how to use Edmodo to contact with their friends online. Students acknowledged that they learned the use of Survey Monkey to prepare and conduct a survey for a small project in English lesson. They were also able to prepare a Powerpoint Presentation to present their results of a project even though they did not agree that they could make use of those tools before the implementation of the tasks, which revealed in pre-survey.

192

Table 56: Students' perceptions of their competency in using technological tools for language learning

Students' perceptions of their competency in using technological tools for language learning	Pre Mean (4.00)	Post Mean (4.00)	Sig. P <.05)
1. I can watch TALK SHOWS online in English using some SEARCH ENGINES	2.87	3.32	Sig.
2. I can watch TV SERIES in English using some search engines	3.29	3.53	Sig.
3. I can use GLOGSTER to create my interactive poster and share it in a social network like Edmodo	2.47	3.46	Sig.
4. I can use EDMODO to contact with my friends online	2.78	3.37	Sig.
5. I can visit NEWS WEBSITES in English using some search engines.	3.06	3.51	Sig.
6. I can visit IMDB online movie review website in English to decide on a movie reading movie reviews in English.	3.04	3.49	Sig.
7. I can visit English ONLINE SHOPPING WEBSITES to get something.	3.21	3.49	Sig.
8. I can use some online BOOKSHOP WEBSITES to search and get a book	3.04	3.42	Sig.
9. I can use SKYPE to communicate with native speakers of English.	2.81	3.04	
10. I can use SURVEY MONKEY to prepare and apply a survey for a small research project in English.	2.04	3.23	Sig.
11. I can prepare a POWERPOINT PRESENTATION to present the findings of a project in English.	2.79	3.42	Sig.

When Table 56 was examined, it was clear that there was a difference between the mean scores in pre-survey and post survey. Nonetheless, Independent Samples T Test was applied to see whether these mean differences were significant. The findings illustrated that except for the Item 9, all of the items had a significant mean score difference considering the results of pre-survey and post-survey (For Items 1, 3, 4, 5, 6, 10 and 11 *p < .01 (two-tailed)* and for Items 2, 7 and 8 *p<.05(two-tailed)),* which demonstrated that students' perceptions of their ability to use most of the technological tools enhanced and students acknowledged that they could make use of some search engines, Edmodo, Glogster, Survey Monkey and PowerPoint

Presentation for the sake of learning English even though they did not provide a high mean score for these tools in pre-survey. Nevertheless, there was only one item that did not have a significant difference. This item was Item 9: 'I can use SKYPE to communicate with native speakers of English.' *(t (123) = 1.58, p > .05 (two-tailed)).* The reason might be the fact that all the students preferred to have an interview with the natives in a face to face meeting. Therefore, their perceptions of the use of Skype in pre-survey and post-survey did not show a significant difference from the beginning to the end of the semester.

CHAPTER 5

DISCUSSION

In this part of the thesis, the results will be discussed and interpreted with the reference to the previous studies. Moreover, the different data collected during the study will be triangulated with the integration of the findings from each data collection instrument and the discussion will be based on the research questions.

5.1 General findings of the study

5.1.1 Pre-survey

1. Before the implementation of the authentic tasks, learners' perceived proficiency in given authentic language skills was quite low except for a few tasks including scanning an English movie website and finding the necessary information, using a shopping website in English to get some presents and using some online bookshop websites in English to get some books.

2. Pre-survey results also indicated that learners were familiar with the technological tools in the use of language learning context such as English TV series, news websites in English, IMDB online movie review website, online English shopping and bookshop websites; however, they were unfamiliar with some technological tools including Skype, Glogster, Survey Monkey, PowerPoint presentation, Edmodo, and English talk shows before the treatment.

3. The written data in pre-survey revealed the required characteristics of the language learning and teaching activities, which accounted for the necessity of real life content, more focus on language skills rather than language drills, use of technology, use of games in more enjoyable classes. Along with these qualifications, the use of such technological tools such as the Internet, PC and

195

some audio visuals like TV series, Films, videos were suggested by learners in three classes.

5.1.2 Task evaluation

1. With regard to the effectiveness of the ten authentic tasks, learners appreciated the characteristics of the authentic learning environments with these tasks even though some of the tasks lacked some qualities according to the learners. For instance, statistical results illustrated that Tasks 1, 8, 9 and 10 lacked the quality of *reflection.* (m < 2.5) Furthermore, Task 7 did not have *collaboration* and Task 2 and 5 lacked both *collaboration* and *reflection* features. (m < 2.5) Moreover, Task 3 did not enhance learners' *critical thinking skills* and did not provide *different perspectives* with *little contribution* to language learning. (m < 2.5) As Task 4 did not feature *collaboration* and *requirement of engagement with the task more than a few hours time slot,* Task 6 also did not have these characteristics apart from the lack of *reflection* and *critical thinking* features. (m < 2.5)

2. Different classes had some disagreements over the qualifications of some specific tasks. For example, for Task 1: Watching TV series and acting out, there was a significant difference between A and AF2 classes in terms of their perceptions for the items 6 and 9. In other words, whereas most of the learners in A level class agree that the task provided *learning different perspectives*, half of the AF2 learners disagreed with this. Furthermore, more than half of the learners in A level thought that the task provided *reflection* even though none of the AF2 learners thought so.

3. Written comments revealed that the points that the students liked in the tasks in general included their relevancy to the real world and general contribution to language learning and enhancing their world knowledge.

5.1.3   Post-survey

1. In view of the post survey results, learners' perceived proficiency in most of the authentic language tasks increased significantly except for two of the given items. The perceived proficiency in communication with a foreigner in English without any help in a natural setting did not increase significantly and online shopping was not developed significantly since learners were good at online shopping even before the implementation of the authentic tasks.

2. Except for the use of Skype, learners' perceived competence in the use of technological instruments for language learning purposes increased significantly after the implementation of ten authentic tasks. The reason for this item might be learners' preference of recording the face-to-face interviews with native speakers instead of using Skype for the task.

3. Considering the learners' perceptions of the necessity of the authentic tasks, learners considered authentic tasks rather significant for language learning and teaching as the overall mean score for all ten tasks was 7.68 in post-survey. In addition, the task which got the highest mean score was Task 8: Interview with native speakers (m: 8.58) whereas the lowest mean score belonged to Task 3: Preparing a poster using Glogster (m: 6.56)

4. In terms of the level of enjoyment that the students experienced during the completion of the tasks, overall mean score for all tasks was 7.35 in post-survey; furthermore, learners gave the highest score to the Task 8: Interview with native speakers (m: 8.58) while Task3- Preparing a poster using Glogster got lowest score (m:6.32)

5. Regarding the contribution of the authentic tasks to language learning, almost all of the tasks were appreciated in terms of their benefits to the language learning and the overall score for all tasks was 7.68 over 10. Besides, Task 8: Interview with native speakers got the highest score (m: 8.63) whereas Task 3: Preparing a poster using Glogster was given the lowest score (m: 6.77)

6. Students' suggestions to increase the benefits of the authentic tasks included the need for more speaking activities in language classes, increase in the number of

authentic tasks, the variety of the topics and integration of other technological tools such as tablets, cell phones, WhatsApp etc.

5.1.4 Semi-structured interviews

1. Learners considered the authentic tasks necessary because of the contributions of the tasks to language learning, learners' needs for language learning and the limitations in context.

2. The contributions of the tasks were relevant to language learning in general, language skills and content, real life, general knowledge, technology, personality, social interaction and communication, and learners' motivation.

3. Learners also provided the details regarding the problems which were related to the effectiveness of some tasks, system or school program, students' attitudes and behaviors, and giving the tasks as homework.

4. Most of the learners' suggestions were related to some change in tasks and procedures, and learners' attitudes and behaviors.

5. Learners' feelings during the implementation of the tasks included not only some positive terms such as entertainment, enjoyment, happiness, satisfaction, feeling of achievement, excitement, desire for doing more and curiosity but individual interviews also exposed a negative feeling like getting bored in some of the tasks.

The findings given above are the general findings of the study, which emerged from specific data collection instruments in the study. The data collected and tringulated from these tools are discussed below in relation to the research questions, which can be examined below.

5.2 Discussion in relation to research question 1 (Before the implementation of ten instructional technology supported authentic EFL tasks, what are the perceptions of EFL intermediate learners on their competency in the use of English in real life settings, their competency in using technological tools and the characteristics of the EFL language learning and teaching tools?)

To answer the research question, pre-survey was conducted as it was stated earlier in the report of the findings of pre-survey. The findings revealed that even though learners were familiar with some of the technological tools to support their language learning, there were some tools such as SurveyMonkey, Glogster and Edmodo that they were not that familiar. Considering these in mind, such tools can be integrated in the classes or at least teachers might give some recommendations for their learners in the case of completing a given task in class or as an assignment.

Apart from the competency in technological tools, the noteworthy finding was the fact that learners gave quite low scores in their perceived competency in the use of English for real purposes in authentic situations. Online shopping and use of a movie review website in English are the only tasks that the learners felt comfortable with before the application of the authentic tasks in class. The reason might be related to their aims to learn a language or it might be about the awareness that they know the rules of the language but not the rules of the use of language in real life circumstances.

Moreover, learners' belief that they need more interaction with native speakers and more speaking tasks to be able to communicate with a native speaker of English was also one of the principal findings of pre-survey. As it was mentioned by Ozverir and Herrington (2011), while ESL learners had the opportunity to practice the language outside the class, EFL learners were limited to the classroom environment. Therefore, increasing the number of the tasks in which learners could use the language for the communication purposes is crucial. Students' recommendations included social activities with the native speakers outside the class. In their context, considering the coop students coming for them for three months, they can achieve

that for a while. However, in most of the schools in Turkey, that might not be possible.

As an alternative, learners also referred to the use of social networks when they were asked the tools that might be used in language learning and teaching. Furthermore, the use of the Internet and audiovisuals such as movies and TV series was also mentioned. Actually, in a digital world where everything goes around a machine, it is not unpredictable that language learning might be more captivating with the audiovisual materials for language learners. As a result, learners might benefit more from those.

5.3 Discussion in relation to research question 2 (After the implementation of ten instructional technology supported authentic EFL tasks, what are the perceptions of EFL learners' on the effectiveness of ten authentic tasks?)

In view of the data collected from three classes, the perceptions of the learners on the effectiveness of the authentic tasks with the use of technological tools in the study were revealed. First of all, learners evaluated the tasks according to the given criteria suggested and adapted by Herrington and Oliver (2000) in the task evaluation forms. Then, with the post-survey and semi-structured interviews conducted in the end, certain themes emerged, which consisted of the significance or the necessity of the authentic tasks in language classes, contribution of these authentic tasks, feelings of the learners during the process, problems with the tasks or the process and learners' recommendations.

5.3.1 Evaluation of the tasks according to the criteria for authentic learning activities

During the whole study, upon completing each task, learners were given a chance to evaluate the task with the criteria given for the authentic learning environments. Even though the setting and the background of the learners were quite similar to each other, different classes gave different reactions to some tasks, which might be relevant to the engagement with the tasks. On the other hand, learners in three classes compromised on some of the qualities of the tasks.

First of all, in view of the analysis of the each item in three classes, learners answers revealed that Tasks 1, 2, 4, 5, 6, 7, 8 and 10 contributed to them in terms of learning the knowledge that they can associate with the real life and use in real life, which was one of the paramount characteristics of the authentic learning environments listed by Herrington and Oliver (2000). Moreover, Tasks 3, 5, 7, 9 and 10 also led them to use lots of different sources and provided them with the ability to share the knowledge that they had learned by using a variety of sources with their friends and expert people according to the findings. Besides, learners in three levels accepted that Tasks 1, 8, 9 and 10 provided them with the chance to work with their friends collaboratively. As it was also mentioned by Shafie and Mansor (2009), collaborative learning among university students stimulates authentic learning as learners both learn decision-making and evaluation skill and one of the effective learning techniques for digital learners is group work where members rest on each other to interpret meanings (p.70-72). Task 8 was the only task that the learners in three classes had consensus on in terms of the contribution to learning different perspectives in different issues. However, for each of the task, learners rejected that the activity had no contribution to learning English. Instead, learners in three classes acknowledged that all ten tasks contributed to them in terms of using different learning materials rather than course book for learning English. In other respects, Task 8 and 10 helped them to express their feelings and thoughts explicitly in English. Learners also agreed that Tasks 2, 4, 5, 6, 7, 9 and 10 led them to use some websites and some technological programs that the native speakers of English use in real life. With the cross-check of this item, learners also disagreed that activities had nothing to do with the things that they or the native speakers of English do in real life. According to learners in three classes, Task 8 was regarded as the activity contributing to language learning more. Finally, learners in three classes were in agreement that instructor was like a guide rather than a teacher in Tasks 1, 2, 5, 7, 9 and 10.

In view of the analysis conducted, even though learners from different classes which have distinctive classroom dynamics varied as to the perceptions over some tasks,

the items acknowledged by all three classes were given in detail above, which indicated that most of the tasks were effective for language classes considering that they were evaluated with the characteristics of authentic learning environments.

5.3.2 Necessity of the authentic tasks for language classrooms

First of all, when learners were asked to assess the tasks considering their importance and requirement for the language classes, overall mean score for all ten tasks was 7.68 in post survey, which suggests that learners regarded the tasks quite significant and when the reasons were asked, the contribution of the task to language learning in general and specific language skills, consolidation of what they had learned through the practice, linking classroom to the real world, contributing to the real-world experiences and the use of updated websites and online programs were mentioned in post-survey. These themes also emerged during the semi-structured interviews, which can be examined in the interview results section. Apart from these issues, interviewees also mentioned certain reasons why they considered authentic materials crucial for language classes such as the limitations of the contexts and needs of the language learners.

Apart from the benefits of authentic tasks and materials, learner's faith in language acquisition lied on the fact that they needed to practice the language in real context, which meant they had to live in a foreign country to learn the language. However, learners were also aware of some deficits in the context. They indicated that they did not live in the target society and there were few native speakers of English in their surroundings to practice the language. In addition, because of financial reasons, they considered going abroad pure chance and they also claimed that books and exercise based English provided no permanent learning and listening in books were not beneficial, but actually boring. Thus, they had difficulty in listening and speaking in English. As a result, learners acknowledged that to bridge the gap between what they needed to learn a language and limited context they possessed, these tasks were crucial in language classes. They also mentioned the new generation's interest to technology and considered the integration of technological tools to authentic tasks rather captivating.

5.3.3 Contribution of the authentic tasks

Learners revealed the advantages of having authentic learning activities in task evaluation forms, post-survey and interviews. They primarily mentioned the contribution of it to the language learning in general and also to the specific language skills especially listening, speaking, reading and writing, the data also revealed some benefits to real-world experiences, personality, general knowledge, feelings and motivation, social interaction and communication, and literacy of technology.

In each task evaluation forms, there were some learners referring to the *general contribution of the tasks to language learners* apart from the category emerging in the semi-structured interviews. Moreover, in post survey learners repeated their views and found the tasks quite useful since they were able to use the language, thereby practiced, consolidated what they had learned and improved their language learning. As it was concluded in Lira's (2012) dissertation, authentic materials were possible to improve language proficiency more than inauthentic materials. However, more research in different settings is required to support or refute that view.

Regarding the *language skills* specifically, learners mentioned the listening, reading and writing skills when they were asked the points they admired in the tasks. For instance, in the assessment of Task 1 and 2, learners appreciated the task because of the contribution of it to the listening skill. In Task 4, learners also referred to the reading skill and they mainly emphasized the speaking skill with Task 8 and writing skill in Task 2, 5 and 7 in the open ended parts of task evaluation forms. Furthermore, post-survey results also consolidated the task evaluation forms as learners emphasized the significance of the tasks to improve their speaking in English. Likewise, the interviewees mentioned the improvement in the speaking, listening, writing and reading apart from the acquisition of the new vocabulary and being exposed to a variety of structures in the semi-structured interviews. As a result, even though this study did not rest on the scores obtained from any proficiency exam, learners' perceptions regarding their language skills support the findings of the studies conducted by Mousavi and Iravani (2012), Thanajaro's (2000), Ghaderpanahi's (2012), Herron and Seay (1991), Barekat and Nobakhti

(2014) and Mahsefat (2012) over the effect of authentic materials on listening skills. Apart from the listening skill, many researchers also emphasized the prominence of authenticity for communicative skills. Penamaria & Benavent (2012) asserted that the authentic materials create an environment like an immersion model which supplies a realistic context for the activities that are concerned with the learners' needs and experiences (p. 89). In this study, learners appreciated written and spoken communication through the authentic tasks.

With respect to another contribution of the integration of authentic tasks, *real world relevance* emerged as a theme in task evaluation forms, post-survey and also interviews. For instance, in Task 1, 2, 3, 4, 5, 6, 9 and 10, learners emphasized that being relevant to real life and providing the knowledge and skill that can be used in real life is one of the things they highly regarded. In the open ended parts of the post-survey, learners also put emphasis on this relevance while explaining their reasons of necessity of authentic tasks in language classes. Some learners considered the real life as the base of the language and they believed the closer they were to the language the more successful they would be. Some other students mentioned motivational factors like attracting learners' attention if they were relevant to the world outside the class. In both post survey and also in semi-structured interviews learners mentioned some positive effects of this real world relevance. For instance, learners were confident that they would make use of the knowledge they obtained in the tasks for real purposes later. Some mentioned that they would be useful in a real encounter with native English speaking people, besides they even referred to the contribution of this relevance to their future plans like travelling or their prospective work life. As it was also mentioned in Al- Musallam (2009), Breen's (1985) claim that students could handle the situations in real life providing that they were exposed to the substantial authentic use of language (p.18) was supported by the learners' views in this study.

Another contribution of the tasks mentioned by the learners is about the benefits to the learners' *characters and their general knowledge*. In semi-structured interviews, learners believed that these tasks developed them in different aspects; moreover, they

led to an increase in their self-confidence and self-encouragement. Apart from these, learners asserted that they had the chance to learn native speakers' culture, cuisine or anything relevant to their real life, which endorsed Spelleri (2002) and Rogers and Medley's (1988) view that authentic materials had an utmost importance in terms of mirroring the culture of the target country. The interview results showed that learners appreciated the tasks since they enhanced their general knowledge. In addition, learners addressed the world knowledge in Task evaluation forms; some learners favored Task 1 and Task 2 since they offered new perspectives, multi-level thinking and creativity besides broadening their horizon. This actually presents an example to Newman and Wehlage's (1993) higher-order thinking and depth of knowledge concepts among the five standards of authentic instruction, which can be seen with the students' synthesis, analysis and interpretation of the information and students' distinctions, developed arguments, sophisticated understanding and solutions to the problems. Moreover, Task 3, learners mentioned that they learned how to use a program to prepare a poster. In Task 4 and 9, they believed they enhanced their research skills. With Task 6, they asserted that they had learned new shopping websites and thanks to the Task 7 they acquired the taste of different books by searching and reading their contents thus enhancing their world knowledge. As a result, with distinctive tasks, learners acquainted themselves with the real use of language to get some world knowledge.

Moreover, learners mentioned that the tasks kept them updated about the world news and fashion in both task evaluation forms specifically for the Tasks 4 and 10 and also in semi-structured interviews. All of these utterances support the view of *currency* mentioned by Mishan (2005) and the requirement of use of up-to-date authentic texts referred by Feng & Byram (2002). Therefore, this study reinforced Kienbaum et al. (1986) and Vaiciuniene and Uzpaliene's (2012) survey findings because this actuality was one of the substantial benefits of authentic materials in their study, too.

With regard to another benefit of the tasks, existence of *social interaction and communication* during the process, in the individual interviews, learners asserted that the authentic tasks contributed to them in terms of socializing with classmates and its

positive effect on the relationships in real life. Likewise, in task evaluation forms 1, 2, 3, 4, 9 and 10, learners appreciated the group work, the collaboration, cooperation communication and sharing during the tasks. As Herrington and Oliver (2002) mentioned, one of the characteristics of the authentic tasks was the collaborative construction of the knowledge. Since the tasks were completed in groups instead of individuals, learners knew the value of both cooperation and collaboration in the case.

Regarding the affective factors of authentic tasks, both quantitative and qualitative instruments revealed that learners' *feeling of enjoyment* was rather observable (m: 7.35 in post-survey and N: 12/20 in interviews), which endorsed Chavez's (1998) view that authentic materials are quite enjoyable for language learners. In the same way, learners also used other kinds of expressions to describe their feelings during the completion of the tasks such as happiness, feeling of achievement, excitement, curiosity etc. in the interviews. Therefore, the findings of the present study are in line with the other studies such as Ghadarpanahi's (2012) study, Thanajaro's (2000) dissertation and Latifi et al.'s (2013) interview results concluding that the use of authentic materials in language classrooms increased the level of comfort and learners' self-confidence in the engagement of language activities. Moreover, learners pointed in the task evaluation forms that they liked Task 5, 6 and 7 because of the given topic, which is also in line with the Tamo's (2009) study, which emphasizes the significance of the authentic materials as they instigate learners to read for pleasure and attract learners' attention because of the topics included in them. Furthermore, learners mentioned in the open ended parts of the task evaluation forms they had enjoyable time with some tasks 1, 2, 3,4,5,6 and 10, which reinforced not only Haines's (1995) claim that reading magazines are enjoyable for students since they are real (p.62) but also Oguz and Bahar's (2008) belief that supplying students with a range of authentic texts will encourage them to read more and enjoy reading (p.331). Consequently, it can be deduced from the findings that authentic tasks can be one of the choices to provide an enjoyable atmosphere in language

206

classes just like the games and authentic materials can be eye-catching thanks to their topics which are closely relevant to the real world.

The use of technological tools was also appreciated by the learners inasmuch as they developed their literacy of technology. In pre-survey, learners suggested some tools that can be utilized in language classes. Moreover, learners addressed technological instruments used in the tasks while assessing the tasks and learners' written answers in evaluation forms revealed that learners liked watching listening videos in Task 1 and 2 and they also appreciated the integration of movies and films in Task 5. Similarly, they mentioned the use of the Internet, searching on different websites in Tasks 4, 5 and 6. The statistical findings of the post-survey also supported the perceived development of learners' competency in the use of websites and programs. Furthermore, interviews also unearthed that learners considered learning many technological tools, websites and the use of some programs very beneficial. As it was stated before, rather than the use of technology to transfer the information to the learners, technology can be used by the learners themselves as tools to analyze and synthesize the information and interpret their understanding, As a matter of fact, technology might instigate learners to utilize powerful cognitive tools and support their high order learning, in a way, to learn how to make use of technology for the purpose of language learning (Herrington and Kervin, 2007, p.220).

5.3.4   Problems of the authentic tasks

Task evaluation forms unearthed some drawbacks regarding authentic tasks like limited time and need for more time in addition to the challenge in some tasks, audiovisual materials, and websites. Similarly, some tasks were also criticized as they required too much time to complete in the written responses in post survey. Duda &Tyne (2010), Kılıçkaya(2004), Matsuka (n.d), Penamaria & Benavent (2012) and Polio (2014) mentioned that planning and implementing authentic tasks might be time-consuming and even though the instructors were not interrogated in this study, learners' view that dealing with authentic tasks took too much time can be regarded as one disadvantage of authentic texts as mentioned by the authors given above. In

view of the post-survey results, there were also few students regarding some of the tasks not necessary for language learning, so they indicated a few problems for the tasks specifically. While one student found the shopping activity as unnecessary since it had no challenge in it, another student did not like Task 9: Doing a survey because few people responded their survey and it had no benefit. Some similar conclusions were also reached in the interviews. A quarter of the interviewees found some of the tasks ineffective and ten percent of them thought that tasks did not prepare learners for TOEFL ITP. Even though the number of learners mentioning these problems is low, exam-centered programs might have caused learners to ask for more drills rather than the use of language just to pass the exams. Apart from the exams, three learners also mentioned the intensity of the program and limited time for such kinds of activities; therefore, few students did not like the idea of doing these tasks as an assignment. Actually, it might be deduced from these explanations that if the learners had had more time, the effectiveness and appreciation of the authentic tasks might have been better. As a consequence of this, the implementation of the study with different contexts where the workload of the learners is not much might have created more effective process. As a result, time limitation, redundancy and ineffectiveness of some tasks and giving the tasks as homework posed a problem for the language learners in this study.

5.3.5 Suggestions with regard to authentic tasks

The recommendations obtained from different data collection instruments supported one another. Learners primarily mentioned the requirement of the integration of tasks and activities that can improve speaking skills. Moreover, learners asked for more activities in which they can interact with native speakers of the target language. Apart from that, integration of technological tools, increasing the variety and the topic of the activities and making the tasks more enjoyable were also ventilated. In the task evaluation forms, increasing the number of the topics in certain tasks was also recommended, yet learners' suggestions as to the each task specifically were mostly specific to the tasks like continuation in some tasks, simpler and more

comprehensible audio visuals, reducing group members in some tasks, more time for certain activities.

5.4 **Discussion in relation to research question 3** (How did the implementation of authentic EFL tasks affect the learners' perceptions of their competency in the use of English in real life settings?)

There was not an exam to gauge the development of the learners in the use of English in real life circumstances statistically; however, the comparison of the learners' perceptions with regard to their performance in the use of language for real purposes before and after the practice of ten authentic tasks indicated that there was comparatively significant difference before and after the implementation. Even though significant difference was observed in 18 given items, two items did not show a substantial difference. One of them was 'I can easily use a shopping website in English to get some presents' and this item had a quite high mean score (m:3.10) before the implementation, which suggested that learners had already had the ability to use English shopping websites. As a consequence, the final self- assessment did not illustrate a significantly different score (m: 3.25). Besides, the other one 'I can communicate with a foreigner in English without any help in a natural setting' did not have a substantial development. One of the reasons might be the fact that in the item it was stated that 'without any help' and learners completed most of the tasks in groups. Especially, Task 8: Interview with native speakers was realized in pairs. Therefore, learners might not have felt that much confident. Moreover, having just one interview with native speakers might not have developed learners' communication skill, which is expected to be used in a natural context. However, it was also observable that learners felt more confident believing that they had developed their coping strategies with the use of English in real world tasks. This self-confidence might be seen in the findings of both task evaluation forms and semi-structured interviews when they were asked how they felt during the process of completion of the tasks.

5.5 Implications for EFL setting

With some arguments for and against the effectiveness of the authentic sources and tasks, this study aimed at revealing the understanding of the learners over the process of implementation of ten authentic tasks. At the end of the study, it was acknowledged that it provided some valuable insight for the language program developers and foreign language educators. Even though the insight might be relevant to the use of authentic materials and technological tools, there are some specific implications for the language instructors having a desire to make use of similar authentic tasks.

First of all, curriculum unit officers and instructors can make use of different authentic online sources by integrating situational cognition in the tasks. For instance, online news websites and book and shopping websites can be integrated in the tasks by giving some simple situations as they were highly regarded in the study. Moreover, instead of asking learners to prepare posters, some alternative tasks might be developed since learners in this study did not favor the integration of poster presentation even though it was completed online and there was a real life relevance of the purpose of the task. As a consequence, online poster let alone preparing poster using cardboards might not be that interesting as it was supposed earlier.

Furthermore, learners appreciated the communication with the native speakers and considered this task comparatively beneficial and learners also proposed the integration of more speaking tasks in the study; thus, some other tasks including the practice of speaking with the real users of the language might be prepared as an assignment or a portfolio task during the semester. If the conditions were not appropriate which means the availability of the native speakers is questionable in the context, learners might be provided some technological instruments like Skype or other online websites to have a chance to communicate with the people around the world.

Some activities like holiday planning, which requires learners to search for different sources might be integrated in language classes as it was appreciated thanks to the

contribution to world knowledge. Furthermore, the use of authentic audio visuals might be preferred as they were considered to facilitate the language learning and teaching in a variety of ways, especially, making the language classroom interesting and removing the vapidity of the lesson, which was also mentioned Al-Mamun (2014); however, the extensive use of the authentic videos by the learners themselves outside the class and their reflection on these might help learners develop both their listening and reflective skills.

Moreover, regarding the use of authentic texts and tasks, language learners' choices might be recognized in the selection of the topics of their tasks at the beginning of the semesters in order that the texts, activities or any authentic tasks can be designed according to their interests. The last but not the least, it should also be noted that the time duration of the tasks and the workload of the learners in view of the intense program should be considered during the implementation of the tasks as learners in the study found the time limited even though they had flexible due dates for the tasks.

All in all, this study contributed to language learning and teaching context in terms of introducing some insight into the use of authentic online sources with the integration of authentic tasks and technological tools.

CHAPTER 6

CONCLUSION

6.1 Summary of the study

The study aimed to reveal the learners perceptions and experiences in the use of authentic tasks with the integrated technological instruments and to see to what extent these tasks had a positive effect on learners' use of the language in authentic contexts.

The context of the study was the department of foreign languages at a private university in Turkey. The study implemented parallel convergent method in which both quantitative and qualitative instruments were included. The data collection procedure was realized in two semesters and the data were gathered from three classes. The analysis of the quantitative data was carried out through the SPSS IBM 20 in which both some Paired Sampled T-tests and One-way ANOVA tests were conducted. For the qualitative data, with the constant comparison method, codes categories and themes were aggregated and frequencies were calculated manually.

The results indicated that learners' perceptions of the ability to use the language in an authentic context for authentic purposes increased and this increase was significant for eighteen items over twenty according to the statistical findings. In addition, semi-structured interviews and open ended parts of the surveys and task evaluation forms unearthed learners' appreciation of the implementation of authentic tasks in foreign language classes. Learners considered the tasks as necessary for their language development and they esteemed the contribution of the tasks. These contributions ranged from the benefit to learning English in general to the acquisition of world knowledge.

Learners' explanations also unveiled details about the case and some problems with regard to both some specific tasks and foreign language education in general, which were related to the context and restricted time. Their suggestions for the amelioration of the tasks and new perspectives for the prospective tasks for next semesters were also noteworthy for present study and classroom applications.

6.2 Limitations of the study

There were certain constraints of the study. The first limitation was about the involvement of just the learners. Since only the learners' perceptions were included in the study, it was restricted in terms of the deep understanding of the case. Even though the perceptions of native English speaking instructors' views were considered during the remodeling of the tasks, there might have been some surveys or interviews with teachers or program officers on the use of authentic online sources in language classes. Secondly, this study had a case boundary, so it cannot be generalized for all tertiary level language platforms in Turkey. Furthermore, time for data collection and analysis was limited to three semesters and learners' classes changed each semester so there was not a continuum to see the development of the same learners' English proficiency in different semesters. Apart from that, learners' development from the beginning to the end of the semester was based on their self-assessment instead of a language competency test. To sum up, the study had both procedural and context based limitations.

6.3 Suggestions for future research

In view of the limitations of the study, some suggestions are provided for further research. To begin with, this study might be replicated in different contexts not just in tertiary level. For instance, the effectiveness of the use of authentic sources and tasks might be examined in both primary and secondary schools without considering whether they are private or state schools. Prospective studies might also include teachers' and program developers' perspectives on the issue. For example, there might have been some focused group interviews with students, teachers and curriculum developers in the context. Apart from that, observations and journals kept

by learners or the teacher might be used as data collection tools to get much deeper insight into the process. Moreover, for the practicality of the prospective studies, the number of the tasks might be decreased and instead of giving the tasks as assignments, more time can be separated for the implementation of the tasks in class. As a result, there is substantial need for further research on the use of authentic materials, tasks and learning environments to explore the effectiveness of their use in foreign language education.

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APPENDICES

APPENDIX A- TASK EVALUATION FORM – DEGREE OF AUTHENTICITY

MIDDLE EAST TECHNICAL UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

ENGLISH LANGUAGE TEACHING

This survey questionnaire was a part of the research study on authenticity through instructional tools. It focuses on the use of authentic tasks and materials by preparatory school students at a private university in Turkey. As the native speaker teachers of the target language, which is English, your perceptions of authenticity for given tasks are extremely significant for the study. Therefore, it is crucial that you give the actual information so that the results of the study can be reliable.

Participation to the survey is a voluntary work. Your personal information and the answers to the questions in this survey will be used just for this scientific research study. You can stop filling in questionnaire for any reason if you do not want to complete it. If you want to get further explanations regarding the study, you can reach us using the contact information below.

The survey questionnaire lasts for 10 -15 minutes Thank you for your participation in advance. If you accept the terms below, please sign the box given below.

'I take part in this survey voluntarily. I know that I can cease it without completing. I accept that the information that I have given in the survey can be used in a scientific research study. The information that I have given is complete, precise and reliable. '

Contact Information:

Nur GEDİK

nurgedik@gmail.com   signature

A) DEMOGRAPHIC DATA

Age:	
Nationality:	
Educational Background: (BA/ MA/ Doctorate):	
Teaching Experience: (Year and Place):	

225

Task Description	1	2	3	4	5	6	7	8	9	10
Please read the tasks below and also the characteristic of authentic activities. Grade the tasks according to the characteristics that they have. Give a number from 1 to 5 **1 low score** **5 high score**	1. Have real-world relevance.	2. Provide authentic activities and tasks.ill-defined tasks	3. Provide access to expert performances and the modelling of processes.	4. Provide multiple roles and perspectives.	5. Provide the opportunity to collaborate.	6. Provide the opportunity to reflect.	7. Promote articulation to encourage students to verbalize their knowledge.	8. Tasks are seamlessly integrated with assessment.	9. Create polished products.	10. Provide coaching and scaffolding at critical times.
1.Students watch one of the videos in TV Talk Shows like Ted Talks, Talk and Interview, The Real Daytime https://www.ted.com/ , http://blip.tv/talk-and-interview-shows-videos, http://thereal.com/episodes/ and then they share it in EDMODO by giving their own interpretations. Classmates comment on the videos shared in that platform. They also discuss the videos in class **with the introduction of the teacher. Teacher also asks some questions and gives her comments to support the process.**	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.Students watch a part of TV series(How I met your mother, Big bang theory, Vampire diaries, Game of thrones) and then they work in groups of 3 or 4 and they take the roles of main characters and write their own dialogues and present in the class. **Later, students choose the best act using a rubric in class. Then, the best acts in two different classes have a competition in EDMODO using the poll function.**	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

3.Students work in groups of 3 and prepare a poster to introduce their university to the prospective students using Glogster (They use recording, video and also picture and text function of Glogster) **Teacher also guides and supports the students when the students need help. Then, the students** share their posters in EDMODO and comment on their friends' posters and vote for the best one to put it in the official website of the Department of Foreign Languages.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.Students watch or read some news on some websites like BBC News (http://www.bbc.co.uk/news/) Washington Post(http://www.washingtonpost.com/) New York Times (http://www.nytimes.com/), The Big Picture Boston.com (http://www.boston.com/bigpicture/) (topics can be different and other websites can also be chosen) and share news in EDMODO **by reflecting on the news** and comment on the news posted by their friends. **Teacher also supports the process when students need help for the use of websites.**	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.Students are given **two different** situations.In one of them, they are asked to go through IMDb website and try to find the best suitable movie so that they can meet and go to the cinema to watch this movie and they share their movie choices in EDMODO and they discuss on which one they should go. **In the second one, students share their favorite movie and they gave some information about the movie. They also explain why they favored that movie. Students had the chance to select one of the scenarios.**	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

6. Students are given a situation ' You have a scholarship and you are studying in London for a while. Before you come back to Turkey, you want to buy something special for your family. However, you do not have time to go shopping and you are given a check that you can use in some shopping centers. Try to choose the best presents for your family and try to write messages why you selected this for your family members.' **The students also discuss what to buy with their friends and they get some suggestions from their friends. Teacher also asks some questions to help students decide on what kind of a present will be suitable for their family members.** http://www.jcrew.com/index.jsp http://www.ebay.com/ http://www.harveynichols.com/	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7. Students are given a situation ' It is your classmate's (desk mate) birthday and she loves reading in English. So, you want to get an original English book for her and you have some websites like http://www.alibris.com/ , http://www.booksamillion.com/, http://www.amazon.com/ visit these websites and decide on a book and post the link that you have on his or her wall in EDMODO and give your reasons why you chose that book and ask her whether she liked it or not **and why.** You have 20 dollars' **Teacher has also a discussion in class about the different types of English books so that students can get an idea about what kind of a book her/his partner may like.**	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

8.Students determine a topic for the interview with the native speaker teacher via Skype or in **person (they may record the interview)** and they prepare interview questions and they share them in EDMODO. **Teacher revises the questions and** students do the interview and they **share it for their** friends in EDMODO.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9. Students work in groups of four and decide on a topic which is related to their real life context so they are given some example topics or research questions like: 1. Physical conditions 2. Instruction 3. Technology 4. Communication 5. Social clubs **Then, they prepare ten questions** in a group of four or five and teacher also observes the students and assit them. Later, teacher presents how to use Survey Monkey for students. Later, **students prepare a survey using Survey Monkey and then they share the link in Edmodo. After that, they present the results of the survey in class using PPT poster or anything they prefer.**	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10. Students work in groups of 4 and they are given a situation like 'You have a scholarship for a language program and you will be there for two months. However, the program is quite flexible. So, you want to plan a trip to that place. Prepare your plan and share it in EDMODO. You can choose one of them if you like (Canada, United States, Britain). **Students work in groups and the teacher observes students and if they need anything, she supports and answers students' questions or asks some questions to make them think critically and find answers to their own questions.**	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Characteristics of Authentic Learning Activities
Adapted from by Reeves, T. C., Herrington, J. & Oliver, R. (2002)
1. Have real-world relevance. Provide authentic contexts that reflect the way the knowledge will be used in real life.   *Checklist:* Does the context of the course represent the kind of setting where the skill or knowledge is applied? Is the pathway which students take through the learning environment flexible, where students are able to move around at will?
2. Provide authentic activities and tasks. Activities and tasks are ill-defined, requiring students to define the tasks and sub-tasks needed to complete the activity. Comprise complex tasks to be investigated by students over a sustained period of time.   *Checklist:* Does the activity and tasks mirror the kind of task performed in real-world applications? Is the activity presented as an over-arching complex problem (or series of small sub-steps) that is worked on over a longer period of time? Do students work on the activities and tasks for weeks rather than minutes or hours? Are students able to choose information from a variety of inputs, including relevant and irrelevant sources?
3. Provide access to expert performances and the modelling of processes.   *Checklist:* Does the learning environment provide access to expert skill and opinion from a variety of sources? (Note: The instructor won't necessarily provide all those.) Does the learning environment allow access to other learners at various stages of expertise? (E.g. putting students in groups or letting them work with a mentor.) Are the students able to hear and share stories about professional practice?
4. Provide multiple roles and perspectives. Provide the opportunity for students to examine the tasks from different perspectives, using a variety of resources.   *Checklist:* Are students able to explore issues from different points of view? Are students able to use a wide variety of learning resources and materials (not just a single textbook)?

5. Provide the opportunity to collaborate. Support collaborative construction of knowledge   *Checklist:* Are students able to collaborate (rather than simply co-operate on tasks)? Are grades given for group effort of a whole product, rather than individual effort?
6. Provide the opportunity to reflect. Promote reflection to enable abstractions to be formed   *Checklist*: Are students required to make decisions about how to complete the task? (reflection-in-action) Are students able to move freely in the environment and return to any element to act upon reflection? Non-linear. Can students compare their thoughts and ideas to experts, teachers, guides, and to other students? Do students work in collaborative groups that enable discussion and social reflection?
7. Promote articulation to encourage students to verbalize their knowledge and thinking. Articulation enables tacit knowledge to be made explicit. Provide opportunities for students to articulate the knowledge they gained.   *Checklist:* Does the task require students to discuss and articulate beliefs and growing understanding? Does the environment provide collaborative groups and forums to enable articulation of ideas? Does the task require the creation of a polished product that requires presentation of thought and argument? Does the task enable presentation and defense of arguments?
8. Tasks are seamlessly integrated with assessment. Provide for authentic assessment of learning within the tasks.   *Checklist:* Are students assessed on the product of the investigation rather than by separate testing? Are there multiple assessment measures rather than a single measure?
9. Create polished products. Create polished products valuable in their own right rather than as preparation for something else. Allow competing solutions and diverse outcomes.   *Checklist:* Are products of performances polished and refined rather than incomplete or rushed drafts? Do students participate in the activity for extended periods of time?

10. Provide coaching and scaffolding at critical times.
Instructor does not attempt to 'transmit' knowledge.
Instructor's role is supporting rather than didactic.
   Checklist:
Is the teacher's role more supportive than didactic?
Are more knowledgeable students able to assist with coaching (by how the learning environment/context is setup)?
Is a teacher, guide, or helper available to provide contextualized support?

APPENDIX B- FINDINGS OF TASK EVALUATION FORM- DEGREE OF AUTHENTICITY BY NESTS

TASK 1	Mean (5)	Std. Deviation
1.Have real-world relevance	4.57	0.53
2. Provide authentic activities and tasks. Ill-defined tasks	4.00	1.15
3.Provide access to expert performances and the modelling of processes	4.57	0.79
4.Provide multiple roles and perspectives	4.43	0.53
5.Provide the opportunity to collaborate	4.14	1.21
6.Provide the opportunity to reflect	4.43	0.79
7.Promote articulation to encourage students to verbalize their knowledge and thinking	4.71	0.49
8.Tasks are seamlessly integrated with assessment	3.57	1.62
9.Create polished products	3.86	1.07
10.Provide coaching and scaffolding at critical times	3.71	1.38
	4.57	0.53

TASK 2	Mean	Std. Deviation
1.Have real-world relevance	4.14	0.69
2. Provide authentic activities and tasks. Ill-defined tasks	3.71	1.50
3.Provide access to expert performances and the modelling of processes	4.43	0.53
4.Provide multiple roles and perspectives	4.43	1.51
5.Provide the opportunity to collaborate	4.86	0.38
6.Provide the opportunity to reflect	3.29	1.38
7.Promote articulation to encourage students to verbalize their knowledge and thinking	4.14	0.69
8.Tasks are seamlessly integrated with assessment	3.29	1.50
9.Create polished products	3.71	1.11
10.Provide coaching and scaffolding at critical times	3.29	1.50

TASK 3	Mean	Std. Deviation
1.Have real-world relevance	4.86	0.38
2. Provide authentic activities and tasks. Ill-defined tasks	4.14	1.21
3.Provide access to expert performances and the modelling of processes	3.86	1.46
4.Provide multiple roles and perspectives	3.71	0.95
5.Provide the opportunity to collaborate	4.29	1.50
6.Provide the opportunity to reflect	4.00	1.53
7.Promote articulation to encourage students to verbalize their knowledge and thinking	3.57	1.40
8.Tasks are seamlessly integrated with assessment	3.57	1.40
9.Create polished products	4.29	0.95
10.Provide coaching and scaffolding at critical times	3.57	1.40

TASK 4	Mean	Std. Deviation
1.Have real-world relevance	4.86	0.38
2. Provide authentic activities and tasks. Ill-defined tasks	4.43	0.79
3.Provide access to expert performances and the modelling of processes	4.43	0.98
4.Provide multiple roles and perspectives	4.14	1.07
5.Provide the opportunity to collaborate	4.29	0.95
6.Provide the opportunity to reflect	4.43	0.79
7.Promote articulation to encourage students to verbalize their knowledge and thinking	4.00	1.41
8.Tasks are seamlessly integrated with assessment	3.57	1.62
9.Create polished products	3.29	1.50
10.Provide coaching and scaffolding at critical times	3.57	1.40

TASK 5	Mean	Std. Deviation
1.Have real-world relevance	4.29	0.76
2. Provide authentic activities and tasks. Ill-defined tasks	4.29	1.11
3.Provide access to expert performances and the modelling of processes	3.43	1.51
4.Provide multiple roles and perspectives	3.71	1.60
5.Provide the opportunity to collaborate	4.14	0.90
6.Provide the opportunity to reflect	3.57	1.40
7.Promote articulation to encourage students to verbalize their knowledge and thinking	4.00	1.15
8.Tasks are seamlessly integrated with assessment	3.29	1.50
9.Create polished products	2.86	1.35
10.Provide coaching and scaffolding at critical times	3.00	1.41

TASK 6	Mean	Std. Deviation
1.Have real-world relevance	4.57	0.79
2. Provide authentic activities and tasks. Ill-defined tasks	4.14	1.21
3.Provide access to expert performances and the modelling of processes	3.29	1.50
4.Provide multiple roles and perspectives	4.14	1.46
5.Provide the opportunity to collaborate	3.57	1.62
6.Provide the opportunity to reflect	4.00	1.00
7.Promote articulation to encourage students to verbalize their knowledge and thinking	4.14	0.90
8.Tasks are seamlessly integrated with assessment	3.43	1.62
9.Create polished products	3.29	1.50
10.Provide coaching and scaffolding at critical times	3.71	1.38

APPENDIX B- FINDINGS OF TASK EVALUATION FORM- DEGREE OF AUTHENTICITY BY NESTS (continued)

TASK 7	Mean	Std. Deviation
1.Have real-world relevance	4.29	0.95
2. Provide authentic activities and tasks. Ill-defined tasks	4.29	0.76
3.Provide access to expert performances and the modelling of processes	2.71	1.25
4.Provide multiple roles and perspectives	2.86	1.68
5.Provide the opportunity to collaborate	3.57	1.27
6.Provide the opportunity to reflect	3.71	1.11
7.Promote articulation to encourage students to verbalize their knowledge and thinking	3.57	0.98
8.Tasks are seamlessly integrated with assessment	3.43	1.51
9.Create polished products	3.57	1.27
10.Provide coaching and scaffolding at critical times	3.00	1.29

TASK 8	Mean	Std. Deviation
1.Have real-world relevance	3.86	1.21
2. Provide authentic activities and tasks. Ill-defined tasks	3.57	1.40
3.Provide access to expert performances and the modelling of processes	4.43	0.79
4.Provide multiple roles and perspectives	4.57	0.79
5.Provide the opportunity to collaborate	3.57	0.98
6.Provide the opportunity to reflect	4.29	0.76
7.Promote articulation to encourage students to verbalize their knowledge and thinking	4.57	0.53
8.Tasks are seamlessly integrated with assessment	4.14	1.57
9.Create polished products	3.86	1.35
10.Provide coaching and scaffolding at critical times	3.57	1.40

TASK 9	Mean	Std. Deviation
1.Have real-world relevance	4.29	0.95
2. Provide authentic activities and tasks. Ill-defined tasks	3.14	1.68
3.Provide access to expert performances and the modelling of processes	3.43	1.40
4.Provide multiple roles and perspectives	4.29	0.95
5.Provide the opportunity to collaborate	4.43	0.79
6.Provide the opportunity to reflect	4.29	0.76
7.Promote articulation to encourage students to verbalize their knowledge and thinking	4.43	0.79
8.Tasks are seamlessly integrated with assessment	3.57	1.62
9.Create polished products	4.43	0.79
10.Provide coaching and scaffolding at critical times	3.43	1.51

**APPENDIX B- FINDINGS OF TASK EVALUATION FORM- DEGREE OF
AUTHENTICITY BY NESTS (continued)**

TASK 10	*Mean*	*Std. Deviation*
1.Have real-world relevance	3.86	1.57
2. Provide authentic activities and tasks. Ill-defined tasks	2.86	1.68
3.Provide access to expert performances and the modelling of processes	4.43	0.79
4.Provide multiple roles and perspectives	4.86	0.38
5.Provide the opportunity to collaborate	3.86	1.46
6.Provide the opportunity to reflect	4.14	1.21
7.Promote articulation to encourage students to verbalize their knowledge and thinking	4.00	1.53
8.Tasks are seamlessly integrated with assessment	4.14	0.90
9.Create polished products	3.43	1.40
10.Provide coaching and scaffolding at critical times	3.86	1.57

APPENDIX C- TASKS DESCRIPTIONS AND RATIONALES FOR THE CHARACTERISTICS OF AUTHENTIC LEARNING

Pre-survey, task evaluation forms, post survey and semi-structured interviews were the data collection tools in the study. However, considering the whole procedure, the main part of the study included the application of authentic tasks with the integration of technological tools. While preparing the tasks, authentic learning standards, the rationales of integrating technological tools and language competences that are expected to be gained by the students were considered. Students were expected to develop reading, writing, speaking skills and improve their use of vocabulary and grammar structures with the tasks given to them. Most of the tasks were integrated in terms of skills and language content. Therefore, students had a chance to enhance their language learning process by practicing multiple skills in one taskThe

Task 1

Description of the task:

Students watch a part of TV series (How I met your mother, Avatar, Bones, Fringe, Big Bang Theory, Vampire Diaries, Game of Thrones) and then they work in groups of three or four. After   taking the roles of the main characters, groups write their own dialogues and present their acts in class. Later, students choose the best act using a rubric in class.

Rationale of the task:

1. **Have real-world relevance:** Watching TV series is quite prevalent for the students' and native speakers of English in real life. Furthermore, students can continue watching these TV series. Therefore, the activity provides the knowledge that the students can use in genuine setting and it is quite relevant to the real life experiences.

2. **Provide authentic activities and tasks:** The activity is authentic since the students are given a text, a TV series, which is authentic and an ill-defined task, which is creating their own scripts. It is their job to have a fiction.

3. **Provide access to expert performances and the modelling of processes:** Students work in groups of four or five and they share scripts with their classmates by acting out, therefore the sources and opinions come from different people and different sources, so the teacher is not the provider of those. In addition, learners have access to other learners in all stages of the task thanks to the group activity and choosing the best act as a whole class.

4. **Provide multiple roles and perspectives:** Students have multiple roles in this activity. First of all, all of them are watchers and later some students are creators of the scripts, some of them are actors, some of them are narrators. They have multiple perspectives since they change the fiction of the TV series into a modern or an ancient one according to their wish, which means they create something new according to their own perspectives. Their use of multiple sources while writing their scripts also creates an array of distinctive opinions.

5. **Provide the opportunity to collaborate:** Students have both collaboration and cooperation thanks to group work while writing scripts and doing the role playing.

6. **Provide the opportunity to reflect:** They have the chance to make decisions about how to complete the task, which is called reflection in action. They also have a chance to compare the acts with the other acts and provide their reflection on both their own group work and the other groups' work.

7. **Promote articulation to encourage students to verbalize their knowledge and thinking**: They easily verbalize their thoughts and ideas after they act in class. They give the weaknesses and strengths of the work they have completed during the discussion of which act is the best.

8. **Tasks are seamlessly integrated with assessment:** Considering assessment, students' performances are not evaluated in a written way, yet teacher sometimes stops the TV series audio recording and asks some questions to understand whether the students catch the events happening in the TV series and after students' role play activity, students assess each other's work by voting orally. Furthermore, the task evaluation form given to the students after the completion

of task results in both students' assessment of the usefulness of the task and their own performance.

9. **Create polished products:** Their scripts and acts can be considered as the polish products of this task. In A level class, students let video-recording of their acts.

10. **Provide coaching and scaffolding at critical times:** Teacher is like a guide instead of the transmitter of the knowledge. She is also quite supportive while students are writing their scripts and acting them in class.

Task 2

Description of the task:

Students watch one of the videos in TV Talk Shows like Ted Talks, Talk and Interview, The Real Daytime and then they share it in Edmodo by giving their own interpretations. Classmates comment on the videos shared in that platform. They also discuss the videos in class with the introduction of the teacher. Teacher also asks some questions and gives both written and spoken comments to support the process.

Rationale of the task:

1. **Have real-world relevance:** Watching a video in real life and sharing it in a social network is something that people can practice in real life and students can use the knowledge and experience in their real life during a social conversation or again sharing the videos in other various social networks. The setting is Edmodo, a social network, where they can feel flexible and since they have the chance to choose their own videos from different types of TV talk shows, they are able to move around at will.

2. **Provide authentic activities and tasks:** The TV talk shows are not created for teaching purposes and watching some TV talk shows is quite common in real life, therefore, the activity reflects the real world. The activity is authentic since it provides a social network for students to share the videos they liked. Furthermore, they comment on the videos shared by others just like in real life. They have a variety of inputs. For instance, they watch the video, they write their own interpretation and they also read the comments written by their friends.

3. **Provide access to expert performances and the modelling of processes:** In this activity, students also have experts since the information comes from different sources and Ted Talks provide videos on a variety of topics and the teacher is not the only provider in this process.

4. **Provide multiple roles and perspectives:** There are multiple perspectives since other students provide their own interpretations for a video shared and they read the others' comments thereby recognizing different perspectives.

5. **Provide the opportunity to collaborate:** In this activity, there is not collaboration since the students choose their own videos individually, yet having some comments on each other's' video is also a collaborative act, indeed.

6. **Provide the opportunity to reflect:** Students can reflect in this activity as they provide their own interpretations and they have their own decisions while sharing the videos. Students also reflect on what they gained from that task while filling out the task evaluation form.

7. **Promote articulation to encourage students to verbalize their knowledge and thinking**: Students verbalize their ideas and the knowledge that they gained from the videos in their written comments in Edmodo and while they are discussing the videos in class.

8. **Tasks are seamlessly integrated with assessment:** Even though there is not a paper based formal test for their work, teacher actually assesses their work by commenting on the videos and asking some questions related to video in her comments. Students' assessment of the task after the implementation can also be regarded as self- assessment since they describe what they do and what the task has contributed to them.

9. **Create polished products:** Students' reviews and comments on the videos can be regarded as the polished products of the task. Students participate in the activity for an extended period of time since they also watch the other videos shared by their friends and this process takes not days but weeks.

10. **Provide coaching and scaffolding at critical times:** Instructor does not attempt to transmit the knowledge. Students discover their own knowledge and they

240

search the videos themselves and they indicate what they have learned on their own.

Task 3

Description of the task:

Students work in groups of three and prepare a poster to introduce their university to the prospective students using a technological tool which is Glogster (They use recording, video and also picture and text function of Glogster). Teacher also guides and supports the students when the students need help. Then, the students share their posters in Edmodo and comment on their friends' posters and vote for the best one to put it in the official website of the Department of Foreign Languages.

Rationale of the task:

1. **Have real-world relevance:** In real life, people can prepare a poster to promote a product or a college. In this task an authentic situation is given to increase the relevance of the tasks with real life context.

2. **Provide authentic activities and tasks:** Students use an authentic context which is their own university and they have the task of poster preparation, which is also a real task seen in real life.

3. **Provide access to expert performances and the modelling of processes:** Students have expert performances since they search the website of their college and other sources to introduce and promote the university. Besides, they have access to other learners in the stages of performing the task since they share their posters in Edmodo and others have chance to make comments on them.

4. **Provide multiple roles and perspectives:** While students are preparing a poster, students are assessing their schools in terms of different facilities and they search the faculties and departments so they use different sources. They assume different roles like a researcher, promoter, designer etc. While examining others' posters, students see different viewpoints for their school.

5. **Provide the opportunity to collaborate:** Students prepare their poster in group of two or three, thus there is collaboration and cooperation in it.

241

6. **Provide the opportunity to reflect:** Students make decisions as to what to include and what to exclude while completing the task and they reflect on the striking and distinctive characteristics of their school and if they are not aware of some qualifications, they become conscious of them. Choosing the best poster also leads students to think about their own work and learning.

7. **Promote articulation to encourage students to verbalize their knowledge and thinking**: Students are expected to present their posters in class, so they have a chance to articulate their knowledge both in a written and spoken way. (However, because of the time limitation, students could not present their posters orally.)

8. **Tasks are seamlessly integrated with assessment:** There is not a formal assessment for this task. Students are expected to choose one to be published on the department website and this may be called an authentic assessment of the products.

9. **Create polished products:** The posters, which can be used to publicize the college qualifications, are the polished products of the students.

10. **Provide coaching and scaffolding at critical times:** Teacher is a consultant in the process. She informs students about the instructional tool, Glogster, she shares tutorial video illustrating how students can use it. Furthermore, she demonstrates the steps one by one when asked by an individual student or she even shows the steps by reflecting the video with a projector so that all students can be aware how to use the tool in some classes.

Task 4:

Description of the task:

Students watch or read some news on some websites like BBC News, Washington Post, New York Times, The Big Picture Boston.com and share news in Edmodo by reviewing and reflecting on the news and later commenting on the news posted by their friends.

Rationale of the task:

1. **Have real-world relevance:** The context is authentic since the students watch or read the news on different websites and they share the news in a social network just as they do in real life.

2. **Provide authentic activities and tasks:** The task is authentic since the text that they read is authentic. The news websites are not created for the teaching purposes and students are not asked to find some grammar or vocabulary items in the news. Instead, they are asked to read and reflect on them, which is quite authentic since we do the same thing in real life.

3. **Provide access to expert performances and the modelling of processes:** They have expert opinions inasmuch as the websites provide different perspectives in different subjects from different writers and students have the chance to access their friends in the process while sharing the news and getting comments to their news from their classmates.

4. **Provide multiple roles and perspectives:** Students are able to use a wide variety of learning resources and materials since they are not given just one website. They have the chance to use other sources, too. This also supplies them with different perspectives. They can search all of the news websites and they can compare the same news from different perspectives. Their friends' viewpoints can also be observable in their comments in Edmodo.

5. **Provide the opportunity to collaborate:** This activity is performed individually during the choice of the news website, reading the news and interpretation of the news. Nonetheless, after students publicize the news in Edmodo, students read and watch each other's work, thus there is also togetherness in it.

6. **Provide the opportunity to reflect:** Students reflect what they have read and learned from the news by informing other students and putting their own interpretations.

7. **Promote articulation to encourage students to verbalize their knowledge and thinking**: While they are reflecting on and informing the classmates, each student articulates his or her knowledge in a written way. In addition, during the

last 5 minutes of the lessons students sometimes share the news that they have found interesting in class orally.

8. **Tasks are seamlessly integrated with assessment:** There is not any assessment of the tasks but for the teacher's comment on students' videos or texts.

9. **Create polished products:** The summaries, reviews of the news or comments done to make the news attractive to read are the polished products of this task.

10. **Provide coaching and scaffolding at critical times:** Teacher is not teaching or instructing anything, she just gives some example websites for the news and students search their news themselves and write their comments, so we can say that there is guidance more than didactic instruction here.

Task 5:

Description of the task:

Students are given a situation in which they are asked to go through IMDb website and try to find the best suitable movie so that they can meet and go to the cinema to watch this movie or to watch it in Reading Room after school. They are asked to share their movie choices in Edmodo and they discuss on which one they should go. They also vote for the movies in Edmodo by using poll function. (The poll function of Edmodo was not used in the study since the students discussed them in class)

Rationale of the task:

1. **Have real-world relevance:** Before watching a movie, almost everybody can search it on IMDb website even though in their mother tongue, thus students are provided an authentic context they are familiar with. They also have flexibility in their move here inasmuch as they can select the genre of the movie and its sources.

2. **Provide authentic activities and tasks:** The activity is an authentic one since IMDb website is not produced for teaching purposes and students use it to find a movie just as they do in daily life. The activity also contributes students' real life as students can use the knowledge and tool in their real context.

3. **Provide access to expert performances and the modelling of processes:** Students have a chance to see the summary plot and the ranking or score given to the movie, so they have the expertized information, which is not provided by the teacher.

4. **Provide multiple roles and perspectives:** Students see their classmates' choice of the movies and their comments on these movies, which stimulates the students to recognize various perspectives. In addition, they have also user reviews for the movies in the website, which also exemplifies the availability of multiple viewpoints in the task.

5. **Provide the opportunity to collaborate:** Students perform this task individually during the choice of the movie, informing their friends about the movie and verbalizing their interpretation of the movie. However, after students share them in Edmodo, students read the informative or commentary work of their friends and watch the trailers shared by them. Therefore, students are sharing some roles here, which can be regarded as cooperation even though it is not called collaboration exactly.

6. **Provide the opportunity to reflect:** The reflection in the tasks is realized in two ways. Firstly, they have the opportunity to make decisions to complete the task. They can choose both a movie they have not watched before or a movie they want to watch. If they choose a movie which they have seen before, they give clues about the movie and they indicate what they think about the movie or the striking points of the movie. Should they choose the latter, they mostly share trailers by giving some preliminary information about the genre and actors and actresses, and explain why they should watch it. Secondly, students share the movies in Edmodo which provides a chance for students to make comparisons among the movies, which provides reflection for the task.

7. **Promote articulation to encourage students to verbalize their knowledge and thinking**: With the interpretations of the movies, students actually verbalize their knowledge about the movie even if it is in a written way. Considering what is observed in the implementation of the tasks, it was possible to see the students discuss the movies that they had shared previous night in Edmodo during the

breaks, which is an example of oral representation of the students' articulation of the knowledge.

8. **Tasks are seamlessly integrated with assessment:** Other than choosing the best movie to watch and teacher's comment on the content of the review, there is no formal assessment tool here.

9. **Create polished products:** Students' movie reviews including their own perspectives and their comments on others' movies can be considered as the polished products of this task.

10. **Provide coaching and scaffolding at critical times:** Teacher provides the website students can search the movies, which means she is just a guide in this activity. Her assuming the role of a participant by indicating her personal opinions for the movies verifies the existence of scaffolding in the process.

Task 6:

Description of the task:

Students are given a situation: 'You have a scholarship and you are studying in London for a while. Before you come back to Turkey, you want to buy something special for your family. However, you do not have time to go shopping and you are given a check that you can use in some shopping centers. Try to choose the best presents for your family and try to write messages why you selected this for your family members.' The students also discuss what to buy with their friends and they get some suggestions from their friends. Teacher also asks some questions to help students decide on what kind of a present will be suitable for their family members.

Rationale of the task:

1. **Have real-world relevance:** Searching some websites for shopping is an activity done in real life, so they learn the knowledge which can be used in real life with this task.

2. **Provide authentic activities and tasks:** The task is authentic since students are exposed to different websites, which are quite authentic texts and the task itself is also authentic because they do shopping just like in real life. Giving a situation

246

keeps the authenticity of the activity even though they do not buy the things that they shared.

3. **Provide access to expert performances and the modelling of processes:** The teacher does not provide all the skills or materials, yet students are able to reach to the expert knowledge by searching different websites. Even though teacher provides the names of some shopping websites, students can choose other English shopping websites, too.

4. **Provide multiple roles and perspectives:** Students can see different perspectives since they can read the comments written on the shopping websites. Inasmuch as students share the things that they want to buy in Edmodo, the other students also can comment on therefore student get different perspectives.

5. **Provide the opportunity to collaborate:** This activity is performed individually during the choice of the shopping website, deciding the present that they want to buy and stating the reasons why they choose them. Nevertheless, before students share these in Edmodo, they get suggestions from their friends during the discussion of the task in class. Upon sharing them in class, students read and comments on each other's choice and these complementary parts of the activity provide a sense of cooperation.

6. **Provide the opportunity to reflect:** Students reflect on why they choose these presents while they are sharing them in Edmodo and they also discuss what to buy with their friends, too. Moreover, while completing the task evaluation forms, they have a chance to reflect on what they gained from the activity and how they performed the task satisfactorily.

7. **Promote articulation to encourage students to verbalize their knowledge and thinking**: Students verbalize what they think both orally when they discuss what to buy and in written way while sharing the reasons for their choice.

8. **Tasks are seamlessly integrated with assessment:** In this task there is not any assessment for the task or the language used in Edmodo.

9. **Create polished products:** Students' reasons for their choice are shared in Edmodo. This can be regarded as the polished product since students practice writing skills and produce a text.

10. **Provide coaching and scaffolding at critical times:** Teacher's asking questions about the family members and commenting on the things students share in Edmodo provides a supportive environment.

Task 7:

Description of the task:

Students are given a situation ' It is your classmate's (desk mate) birthday and she loves reading in English. So, you want to get an original English book for her and you have some websites like http://www.alibris.com, http://www.booksamillion.com/, http://www.amazon.com visit these websites and decide on a book and post the link that you have on his or her wall in Edmodo and give your reasons why you chose that book and ask her whether she liked it or not and why. You have 20 dollars' Teacher provides a discussion in class in the last 5 minutes of lesson about the different types of English books so that students can get an idea about what kind of a book her/his partner may like. In two classes, this discussion part is a pair activity. The other one is a whole class activity.

Rationale of the task:

1. **Have real-world relevance:** This is also a shopping activity, yet it is more related to books not clothes or gadgets. Since students can use this knowledge and skill in real life, it is quite real-life relevant.

2. **Provide authentic activities and tasks:** The texts are authentic since the books websites are not created for pedagogical purposes and giving a situation to the students and asking them to use real websites for real-like purposes are quite authentic tasks. Students also have a chance to choose from a variety of sources although they are provided with sample websites for book shopping

3. **Provide access to expert performances and the modelling of processes:** Students are again endowed with the websites, but they have to search and choose their own books. They read the summaries of the books for their friends to choose the right one and examine the website in which they learn expertized vocabulary, which means teacher is not providing everything. Since students

share them in Edmodo, other students see them and write comments on them stating some information about the book, which also verifies students' access to other learners in this process.

4. **Provide multiple roles and perspectives:** Students assume some roles like friends, customers and they have the chance to use a variety of resources. They can also explore different perspectives while reading the summary of the books and comments written by their friends.

5. **Provide the opportunity to collaborate:** While they are asking questions about the favorite type of books or different genres in class, they share some real-life related information, so they work collaboratively in this process. When they choose the books at home while completing the task, they express the reasons individually. Yet, student's comment on this book keeps the collaborative side of the task again.

6. **Provide the opportunity to reflect:** Like in each task, students also give the reasons for their choices, so this provides reflection and their discussion in class supplies students with different ideas and insight.

7. **Promote articulation to encourage students to verbalize their knowledge and thinking**: Students talk in class and the book shared in Edmodo are verification of how students verbalize the knowledge in the process.

8. **Tasks are seamlessly integrated with assessment:** There is not a formal assessment, yet the teacher reads the texts shared by the students and comments on some of the shared books. This results in students' awareness that the teacher keeps track of each task, which can be considered as an authentic assessment.

9. **Create polished products:** Students texts and comments on each other's book in Edmodo are the polished products of the task.

10. **Provide coaching and scaffolding at critical times:** Teacher facilitates the discussion in class and asks some questions and gives some clues what type of phrases they can use while discussing the favorite types of books and she also introduces some example books in class giving their genres.

Task 8:

Description of the task:

Students determine a topic for the interview with the native speaker teacher via Skype or in person (they may record the interview) and they prepare interview questions and they share them in Edmodo. Teacher revises the questions and students do the interview and they write a report or the recording and share it with their friends in Edmodo. There is also a post discussion in class regarding the experience.(Students preferred recording their voices instead of using Skype in this task)

Rationale of the task:

1. **Have real-world relevance:** Having conversation classes an hour every week does not meet the students' needs since not all the students have a chance to talk with native speakers in English in class. One student-teacher comes into class and she instructs or presents something, which does not provide a space for students to talk to them one by one. Therefore, having a conversation individually or with a pair is quite authentic. Since students need speaking practice more to be able to use English with the foreign people, this task prepares them for real circumstances.

2. **Provide authentic activities and tasks:** As it is mentioned earlier, students not having much chance to practice their English with native speakers of English is an authentic reason for this task. With this task students prepare themselves for a real conversation in life. The language and context is authentic since the native speakers of English do not know Turkish. In addition, they feel obliged to use the language, since students are alone while talking to Americans.

3. **Provide access to expert performances and the modelling of processes:** It can be stated that students are exposed to expert performances inasmuch as they talk to native speakers of English, who can be considered expert of the language.

4. **Provide multiple roles and perspectives:** Students assume the role of an interviewer, yet what they do is having a daily conversation with native speakers

of English after they have finished asking questions they have prepared before. Therefore, they gain lots of perspectives about different topics they have discussed with people from a different culture.

5. **Provide the opportunity to collaborate**: In this task, there is collaboration since two students come together and prepare some topics or some questions to negotiate with the natives. While they are conducting the interview, they also support each other to make the conversation go smoothly.

6. **Provide the opportunity to reflect:** They reflect on the experience by talking about it in class sharing the striking points they have learned.

7. **Promote articulation to encourage students to verbalize their knowledge and thinking**: They really verbalize what they have learned in terms of English here. Speaking with natives creates an authentic context for them and they use the language spontaneously.

8. **Tasks are seamlessly integrated with assessment:** In this task there is not a teacher-driven assessment of students' work. Students' listening their own recordings and post discussions may be regarded as the self-assessment of the process.

9. **Create polished products:** Students' recordings during the interview are the polished products of this task. They listen their talk and look through their performance later on.

10. **Provide coaching and scaffolding at critical times:** Teacher assists students in the process of exploring topics and evaluating the appropriateness of their topics and questions. She also helps them to find an interval to talk to natives considering their scheduled time.

Task 9:

Description of the task:

Students work in groups of four and decide on a topic which is related to their real life context. They are given some example topics or research questions like physical conditions, technological advancements, instruction, social activities, facilities and central exams in college. Then they prepare ten questions and teacher also examines

the questions and then student prepare a survey using Survey monkey, a survey tool, and then they share the link in Edmodo. After that, they present the results of the survey in class using PPT poster or anything they prefer. (Presenting the results part of the activity was not realized because of the time limitation)

Rationale of the task:

1. **Have real-world relevance:** Conducting a research is quite related to the real life context since people conduct surveys to explore an issue in depth. With this activity students are prepared for a small research activity.

2. **Provide authentic activities and tasks:** The topic of the research is from their real context, which is their college and the task itself also quite authentic since they learn the knowledge and technological tool they can use in real life setting.

3. **Provide access to expert performances and the modelling of processes:** Students are equipped with a technological tool called Survey Monkey, and they are not provided anything else. Students prepare the questions and apply the survey and get the results by themselves. The process endows them with the expert research skill.

4. **Provide multiple roles and perspectives:** Students explore the topic researched from different perspectives during the discussion while they are deciding on the topic and questions for the survey as a group.

5. **Provide the opportunity to collaborate:** As the students work in groups in the class while preparing the survey and fill out the surveys of other groups, there is collaboration on the completion of the task.

6. **Provide the opportunity to reflect:** They reflect on what they are doing, they try to find a significant problem in class to search and they share their ideas with the group members. There is a reflection in the process of preparing the survey**.**

7. **Promote articulation to encourage students to verbalize their knowledge and thinking**: During the discussion, they talk in English and the presentation of the survey results is planned to give a chance students to articulate, yet time limitation and students' not filling out the surveys thoroughly has limited the activity.

8. **Tasks are seamlessly integrated with assessment**: There is not any formal assessment that the students know, yet teacher responds each survey designed by the students and notes down the grammar and collocation mistakes done in the surveys and later gives explanations of the use of words in class when they have extra time in class.

9. **Create polished products:** Students' online surveys are the polished products of the task.

10. **Provide coaching and scaffolding at critical times:** Teacher assists students when they need help for the use of technological tool and classmates also help each other during the preparation of the task.

Task 10:

Description of the task:

Students work in groups of four and they are given a situation like 'You have a scholarship for a language program and you will be there for two months. However, the program is quite flexible. So, you want to plan a trip to that place. Prepare your plan and share it in Edmodo. You can choose one of them if you like (Canada, United States, Britain). Students work in groups and the teacher observes students and if they need anything, she supports and answers students' questions or asks some questions to think critically.

Rationale of the task:

1. **Have real-world relevance:** In real life, people can have holiday plans before they have a trip. Students are asked to perform a task in which they can learn how to prepare an itinerary in a foreign country using their English. Since this knowledge will contribute to their real life, it is quite real life relevant.

2. **Provide authentic activities and tasks:** This task provides authentic texts for the students since they search the airplane agents to get the tickets, tickets for museums and various websites illustrating the places worth visiting in that city. They also search for the hotels to accommodate and everything for a real trip.

3. **Provide access to expert performances and the modelling of processes:** This task provides expert knowledge since they search everything from a number of different websites. Since it is a group activity, students have access to other students when they need assistance.

4. **Provide multiple roles and perspectives:** Students get lots of roles and perspectives. They discuss where to go how to go, what to do there with their group members. They share the workload of the group work, which means some students search for the hotels and some search for the places to be seen.

5. **Provide the opportunity to collaborate:** Because of the nature of the activity, students work both cooperatively and collaboratively to complete the plan.

6. **Provide the opportunity to reflect:** Students reflect when they are working together, they decide many things as a group. They have to make a decision about the places they want to visit and they also have to make decisions about how to present the work that they created. Some of them used PowerPoint Presentations while some prefer word documents in Edmodo

7. **Promote articulation to encourage students to verbalize their knowledge and thinking**: When students report their plans, they articulate what they have learned what they have experienced. Besides, they also state their opinions over the task when they come to class in the warm up session at the beginning of the lesson.

8. **Tasks are seamlessly integrated with assessment:** There is not an explicit assessment for the students; nevertheless, students see other groups' plans since each group shares their own holiday plans. They evaluate each other's task unconsciously. In the task evaluation form, some students also refer to their experiences of the task and how much they have been qualified in the task, which can also be regarded as self-assessment.

9. **Create polished products:** Students' presentation of their plans via a PowerPoint or a word document in Edmodo is the polish products of this task

10. **Provide coaching and scaffolding at critical times:** Teacher is walking around the class and helps students when they experience challenges regarding the language used in the websites.

APPENDIX D-INTEGRATION OF THE TASKS INTO LANGUAGE LEARNING CLASSROOMS – INTEGRATED TOOLS, SKILLS AND OBJECTIVES

	Task Descriptions	Technological Tools	Language Skills	Objectives
1	Students watch one of the videos in TV Talk Shows like Ted Talks, Talk and Interview, The Real Daytime by giving their own interpretations. Classmates comment on the videos shared in that platform. They also discuss the videos in class with the introduction of the teacher. Teacher also asks some questions and gives her comments to support the process.	Some talk shows like, • Ted Talks • The Real Daytime • Talk and Interview (Edmodo)	• Listening • Writing • Speaking	• Be able to understand an English authentic talk in a talk show. • Be able to improve their note taking skills. • Be able to comment on a current subject that they hear in English. • Be able to explore issues from different points of view.
2	Students watch a part of TV series and then they work in groups of 3 or 4 and they take the roles of main characters and write their own dialogues and present in the class. Later, students choose the best act using a rubric in class. Then, the best acts in two different classes have a competition in Edmodo using the poll function.	TV series like, • How I Met Your Mother, • Avatar, • Super natural, • Fringe, (Edmodo)	• Listening • Writing • Speaking	• Be able to comprehend a real speech in a TV series • Be able to create their own similar dialogues in English. • Be able to improve their creativity and critical thinking by creating a new dialogue in English. • Be able to present and defend their argument in English
3	Students work in groups of three and prepare a poster to introduce their university to the prospective students using Glogster. Teacher also guides and supports the students when the students need help. Then, the students share their posters in Edmodo and comment on their friends' posters and vote for the best one to put it in the official website of the Department of Foreign Languages.	• Glogster (Edmodo)	• Writing • Listening • Speaking • Reading	• Be able to collaborate to create a product • Be able to improve their critical thinking • Be able to explore issues from different points of view.

	Task Descriptions	*Technological Tools*	*Language Skills*	*Objectives*
4	Students watch or read some news on some websites like BBC News Washington Post (topics can be different and other websites can also be chosen) and share news in Edmodo by reflecting on the news and comment on the news posted by their friends. Teacher also supports the process when students need help for the use of websites.	Some online news websites like; • BBC News, • Washington Post, • Boston.com, (Edmodo)	• Listening • Reading • Writing	• Be able to understand online news in English. • Be able to improve their critical thinking on a real issue. • Be able to improve their articulation about current issues happening all around the world • Be able to explore issues from different points of view.
5	Students are given two different situations. In one of them, they are asked to go through IMDb website and try to find the best suitable movie so that they can meet and go to the cinema to watch this movie and they share their movie choices in Edmodo and they discuss on which one they should go. In the second one, students share their favorite movie and they gave some information about the movie. They also explain why they favored that movie. Students had the chance to select one of the scenarios.	• IMDB official movie website (Edmodo)	• Reading • Writing	• Be able to scan in a movie website in English and find the necessary information. • Be able to explore issues from different points of view. • Be able to think critically before choosing a movie.
6	Students are given a situation 'You have a scholarship and you are studying in London for a while. Before you come back to Turkey, you want to buy something special for your family. However, you do not have time to go shopping and you are given a check that you can use in some shopping centers. Try to choose the best presents for your family and try to write messages why you selected this for your family members.' The students also discuss what to buy with their friends and they get some suggestions.Teacher also asks some questions to help.	Some online shopping websites like • Jcrew • Ebay • Harvey nichols	• Reading • Writing	• Be able to shop online in English • Be able to use many different sources to get information

	Task Descriptions	*Technological Tools*	*Language Skills*	*Objectives*
7	Students are given a situation ' It is your classmate's (desk mate) birthday and she loves reading in English. So, you want to get an original English book for her and you have some bookwebsites and visit these websites and decide on a book and post the link that you have on his or her wall in Edmodo and give your reasons why you chose that book and ask her whether she liked it or not and why. You have 20 dollars' Teacher has also a discussion in class about the different types of English books so that students can get an idea about what kind of a book her/his partner may like.	Some online bookstore websites like • Amazon • Books a million • Allibris (Edmodo)	• Reading • Writing	• Be able to think critically about the book choice • Be able to use some online bookshops in English
8	Students determine a topic for the interview with the native speaker teacher via Skype or in person (they may record the interview) and they prepare interview questions and they share them in Edmodo. Teacher revises the questions and students do the interview and they share it for their friends in Edmodo. They also discuss their experiences in the class.	• Skype (Edmodo)	• Writing • Speaking • Listening	• Be able to enhance their speaking • Be able to practice how to use communication strategies while talking with a foreigner without any help.

9	Students work in groups of four and decide on a topic which is related to their real life context so they are given some example topics or research questions like:
	     Instruction
	     Technology
	     Social clubs
	 Then, they prepare ten questions in a group of four or five and teacher also observes the students and assist them. Later, teacher presents how to use SurveyMonkey for students. Later, students prepare a survey using SurveyMonkey and then they share the link in Edmodo. After that, they present the results of the survey in class using PPT poster or anything they prefer.
		• A survey tool, which is called Survey Monkey (Edmodo)	• Writing
			 • Speaking
				• Be able to reflect on their learning environment,
				 • Be able to talk about their learning context in English.
				 • Be able to experience preparing an online survey.

	Task Descriptions	*Technological Tools*	*Language Skills*	*Objectives*
10	Students work in groups of 4 and they are given a situation like 'You have a scholarship for a language program and you will be there for two months. However, the program is quite flexible. So, you want to plan a trip to that place. Prepare your plan and share it in Edmodo. You can choose one of them if you like (Canada, United States, and Britain). Students work in groups and the teacher observes students and if they need anything, she supports and answers students' questions or asks some questions to make them think critically and find answers to their own questions.	Search engines like, • Google, • Yandex, • Modzilla (Edmodo)	• Reading • Writing	• Be able to plan a trip in English in real life. • Be able to use many different sources to get information in English. • Be able to improve their world knowledge in the search of landmarks to visit.

ORTA DOĞU TEKNİK ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

İNGİLİZ DİLİ EĞİTİMİ

Bu anket özel bir üniversitede hazırlık öğrencilerinin otantik aktiviteler tamamlamaları sonucu yabancı dili otantik bir şekilde gerçek hayatta ne kadar kullanıp kullanamayacaklarını araştırmak için hazırlanmıştır. Bu sebeple, vereceğiniz bilgilerin doğru olması, araştırmanın güvenilir sonuçlar ortaya koyması açısından önem taşımaktadır.

Ankete katılım gönüllülük esasına dayalıdır. Kişisel bilgileriniz ve ankete vereceğiniz cevaplar sadece bu bilimsel araştırma için kullanılacaktır. Anketi herhangi bir nedenle, istediğiniz an doldurmadan bırakabilirsiniz. Araştırma hakkında bilgi almak isterseniz iletişim bilgilerinden bize ulaşabilirsiniz. Anket 10-15 dakika sürmektedir. Katılımınız için şimdiden teşekkür ederiz. Aşağıdaki koşulları kabul ediyorsanız lütfen kutucuğa imza atınız.

'Bu araştırmaya gönüllü olarak katılıyorum. Anketi tamamlamadan istediğim zaman bırakabileceğimi biliyorum. Ankette verdiğim bilgilerin bilimsel araştırmada kullanılabileceğini kabul ediyorum. Verdiğim bilgiler eksiksiz ve doğrudur.'

İletişim bilgileri: Nur GEDİK   nurgedik@gmail.com

A) KİŞİSEL BİLGİLERİ

1	Yaş:							
2	Cinsiyet:		Bayan:			Erkek:		
3	Günde ortalama kaç saat bilgisayar kullanıyorsunuz?		0-1	1-2	3-4		5-6	7-+
4	Günde ortalama kaç saat internet kullanıyorsunuz?		0-1	1-2	3-4		5-6	7-+
	Size uygun gelen kutucuğa işaret koyunuz.	Evde ya da yurtta var	Okulda var		Her ikisinde de var		Her ikisinde de yok	
5	Okulda ya da evde kullanabileceğiniz bilgisayar var mı?							
6	Okulda ya da evde kullanabileceğiniz internetiniz var mı?							

B) GERÇEK YAŞAM ILE ALAKALI BECERILERİ

	1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Katılıyorum 4. Kesinlikle katılıyorum	Kesinlikle katılmıyorum	Katılmıyoru	Katılıyorum	Kesinlikle katılıyorum
1	Söyleşi programında İngilizce gerçek bir konuşmayı kolayca anlayabilirim	1	2	3	4
2	Söyleşi programında güncel olaylar üzerine duyduğum konulara İngilizce olarak yorum yapabilirim.	1	2	3	4
3	İngilizce bir dizide konuşulanları kolayca anlayabilirim.	1	2	3	4
4	İngilizce bir dizide konuşulan diyaloglar türünde kendim bir diyalog oluşturabilirim.	1	2	3	4
5	Düşüncelerimi İngilizce olarak sunup savunabilirim.	1	2	3	4
6	Bir ürün ortaya koyabilmek için arkadaşlarım ile İngilizce kullanarak iş birliğinde bulunabilirim.	1	2	3	4
7	İngilizcemi kullanarak birçok farklı açıdan konuları araştırıp bulabilirim.	1	2	3	4
8	İngilizce olan haber sitelerindeki haberleri kolaylıkla anlarım.	1	2	3	4
9	Gerçek hayatta olan gerçek bir sorun üzerine eleştirel biçimde İngilizce düşünebilirim.	1	2	3	4
10	Dünyanın dört bir yanında olan güncel olaylar üzerine fikirlerimi açık seçik şekilde İngilizce olarak ifade edebilirim.	1	2	3	4
11	Bilgi edinmek amaçlı çok farklı İngilizce kaynakları kullanabilir ve onları kolayca anlayabilirim.	1	2	3	4
12	İngilizce sinema filmi web sitelerini tarayabilir ve gerekli bilgileri bulabilirim.	1	2	3	4
13	Bir sinema filmini seçmeden önce eleştirel biçimde düşünerek sosyal bir ağda fikirlerimi İngilizce paylaşabilirim.	1	2	3	4
14	Birkaç hediye alabilmek için İngilizce alışveriş sitelerini kolaylıkla kullanabilirim.	1	2	3	4
15	Birkaç kitap satın almak ya da seçmek için kitap satan İngilizce web siteleri kolaylıkla kullanabilirim.	1	2	3	4
16	Konuşmak istediğim herhangi bir konuda anadili İngilizce olan biri ile çok kolay bir şekilde İngilizce konuşabilirim.	1	2	3	4
17	Doğal bir ortamda yabancı biri ile hiç yardım almaksızın İngilizce iletişim kurabilirim	1	2	3	4
18	İngilizce olarak bir sunum hazırlayabilirim.	1	2	3	4
19	Gerçek hayatta olan güncel konular ve problemler hakkında İngilizce konuşabilirim.	1	2	3	4
20	Gerçek hayatta, İngilizcemi kullanarak yabancı bir ülkeye yapacağım gezi için bir gezi planı oluşturabilirim.	1	2	3	4

C) TEKNOLOJİKOLARAK HAZIRLIK SEVİYELERİ

	1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Katılıyorum 4. Kesinlikle katılıyorum	Kesinlikle katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1	Google, Yahoo, Yandex gibi bazı arama motorlarını kullanarak İngilizce söyleşileri izleyebilirim.	1	2	3	4
2	Google, Yahoo, Yandex gibi bazı arama motorlarını kullanarak İngilizce televizyon dizilerini izleyebilirim.	1	2	3	4
3	Kendi, çok fonksiyonlu posterimi Glogster kullanarak oluşturup Edmodo gibi bir sosyal bir ağda paylaşabilirim	1	2	3	4
4	Edmodo gibi sosyal bir ağı arkadaşlarım ile iletişim kurmak için kullanabilirim.	1	2	3	4
5	Google, Yahoo, Yandex gibi bazı arama motorlarını kullanarak İngilizce haber web sitelerini ziyaret edebilirim.	1	2	3	4
6	Sinema film eleştirilerini İngilizce okumak için bir sinema filmi seçmeden önce İngilizce olan IMDb'nin resmi web sitesini ziyaret edebilirim.	1	2	3	4
7	Bir şeyler satın almak için İngilizce alışveriş web sitelerini ziyaret edebilirim.	1	2	3	4
8	Bazı kitap satan İngilizce web siteleri İngilizce kitap araştırmak ve satın almak için kullanabilirim.	1	2	3	4
9	Anadili İngilizce olan biri ile görüşme yapabilmek için Skype' ı kullanabilirim.	1	2	3	4
10	İngilizce küçük çapta bir araştırma için SurveyMonkey'i anket hazırlamak ve uygulamak amacıyla kullanabilirim.	1	2	3	4
11	Bir araştırmanın sonuçlarını İngilizce sunabilmek için bir PowerPoint sunum dosyası hazırlayabilirim.	1	2	3	4

1. Sizce İngilizceyi ana dili olarak konuşan kişiler ile iletişim kurabilmeniz için İngilizce sınıflarında kullanılan öğrenme ve öğretme aktivitelerin özellikleri neler olmalı?

   …………………………………………………………………………………………
   …………………………………………………………………………………………

2. Sizce İngilizceyi ana dili olarak konuşan kişiler ile iletişim kurabilmeniz için İngilizce sınıflarında aktiviteleri desteklemek için hangi teknolojik araçlardan ve nasıl yararlanılmalı?

   …………………………………………………………………………………………
   …………………………………………………………………………………………

APPENDIX F- PRE-SURVEY ENGLISH

MIDDLE EAST TECHNICAL UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

ENGLISH LANGUAGE TEACHING

This survey questionnaire was prepared to explore to what extent the students at a private university in Turkey enhanced their authentic use of language upon completing ten authentic tasks. Therefore, it is crucial that you give the actual information so that the results of the study can be reliable.

Participation to the survey is a voluntary work. Your personal information and the answers to the questions in this survey will be used for this scientific research study. You can stop filling in questionnaire for any reason if you do not want to complete it. If you want to get further explanations regarding the study, you can reach us using the contact information below.The survey questionnaire lasts for 10 -15 minutes Thank you for your participation in advance. If you accept the terms below, please sign the box given below.

'I take part in this survey voluntarily. I know that I can cease it without completing. I accept that the information that I have given in the survey can be used in a scientific research study. The information that I have given is complete, precise and reliable. '

Contact Information:

Nur GEDİK   nurgedik@gmail.com

A) DEMOGRAPHIC FEATURES

1	Age:						
2	Gender:		Female:		Male:		
3	How many hours do you use your computer in a day?		0-1	1-2	3-4	5-6	7-+
4	How many hours do you use The Internet in a day?		0-1	1-2	3-4	5-6	7-+

	Put a mark to the place which is appropriate for you	I have access at home or in dormitory	I have access in school	I have access in both of them	I don't have access in both of them
5	Do you have access to the Internet at school or in dormitory				
6	Do you have access to the computer at school or in dormitory				

B) COMPETENCY IN THE USE OF AUTHENTIC TASKS IN REAL LIFE

	1. Totally disagree 2. Disagree 3. Agree 4. Totally agree	Totally disagree	Disagree	Agree	Totally agree
1	I can understand an authentic talk in English in a talk show easily.	1	2	3	4
2	I can comment on a current subject that I hear in a talk show in English.	1	2	3	4
3	I can comprehend a real speech on a TV series in English easily.	1	2	3	4
4	I can create my own similar dialogues in English for a TV series	1	2	3	4
5	I can present and defend my argument in English.	1	2	3	4
6	I can collaborate in English with my friends to create a product	1	2	3	4
7	I can explore issues from different points of view by searching in English.	1	2	3	4
8	I can understand online news in English easily.	1	2	3	4
9	I can think critically on a real issue in English.	1	2	3	4
10	I can articulate about current issues happening all around the world in English	1	2	3	4
11	I can use different sources in English to get information.	1	2	3	4
12	I can scan an English movie website and find the necessary information	1	2	3	4
13	I can think critically and share my ideas in English in a network before choosing a movie.	1	2	3	4
14	I can easily use a shopping website in English to get some presents	1	2	3	4
15	I can use some online bookshop websites in English to get some books	1	2	3	4
16	I can interact with a native speaker of English on any topic I like.	1	2	3	4
17	I can communicate with a foreigner in English without any help in a natural environment.	1	2	3	4
18	I can prepare a presentation in English	1	2	3	4
19	I can talk about current problems happening in my real life in English	1	2	3	4
20	I can plan a trip in English in real life.	1	2	3	4

C) LEVEL OF READINESS FOR THE USE OF TECHNOLOGY

	1. Totally disagree 2. Disagree 3. Agree 4. Totally agree	Totally disagree	Disagree	Agree	Totally agree
1	I can watch TALK SHOWS online in English using some search engines like GOOGLE, YAHOO, YANDEX	1	2	3	4
2	I can watch TV SERIES in English using some search engines like GOOGLE, YAHOO, YANDEX	1	2	3	4
3	I can use GLOGSTER to create my interactive poster and share it in a social network like EDMODO.	1	2	3	4
4	I can use EDMODO to contact with my friends online	1	2	3	4
5	I can visit NEWS WEBSITES in English using some search engines like GOOGLE, YAHOO, YANDEX	1	2	3	4
6	I can visit IMDB online movie review website in English to decide on a movie reading movie reviews in English.	1	2	3	4
7	I can visit English online SHOPPING WEBSITES to get something.	1	2	3	4
8	I can use some online BOOKSHOP WEBSITES to search and get a book	1	2	3	4
9	I can use SKYPE to communicate with native speakers of English	1	2	3	4
10	I can use SURVEY MONKEY to prepare and apply a survey for a small research project in English.	1	2	3	4
11	I can prepare a POWERPOINT PRESENTATION to present the findings of a project İn English.	1	2	3	4

1. What do you think should be the qualifications of language learning and teaching activities to be able to communicate with the native speakers of English?

....

....

2. What do you think should be the technological tools to be used to support the language learning and teaching activities?

....

....

	1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Katılıyorum 4. Kesinlikle katılıyorum	Kesinlikle katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1	Aktivite günlük hayatla ilişkilendirebileceğim ve gerçek hayatta da kullanılabileceğim bilgileri öğrenmeme katkı sağladı.	1	2	3	4
2	Bu aktivite benim eleştirel düşünmemi geliştirmeme katkı sağladı	1	2	3	4
3	Bu aktivite benim birçok farklı kaynağı kullanmama neden oldu.	1	2	3	4
4	Bu aktivite benim farklı kaynaktan yararlanarak elde ettiğim bilgileri arkadaşlarım ve bazı uzman kimseler ile paylaşabilmemi sağladı.	1	2	3	4
5	Bu aktivite benim arkadaşlarım ile işbirliği içinde çalışmamı sağladı.	1	2	3	4
6	Bu aktivite benim farklı konularda farklı bakış açıları öğreneme katkı sağladı.	1	2	3	4
7	Bu aktivite İngilizce öğrenmem açısından ders kitabı dışında farklı öğrenme materyallerini kullanabilmeme katkı sağladı.	1	2	3	4
8	Bu aktivite İngilizce öğrenmem konusunda bana hiçbir katkıda bulunmadı.	1	2	3	4
9	Bu aktivite benim kendi yaptıklarım üzerine tekrar düşünmemi sağladı.	1	2	3	4
10	Bu aktivite benim duygu ve düşüncelerimi İngilizce olarak açık bir şekilde ifade edebilmemi sağladı.	1	2	3	4
11	Bu aktivite benim anadili İngilizce olan insanların gerçek hayatta kullandığı İngilizce web sitelerini ve bazı teknolojik programları kullanmamı sağladı.	1	2	3	4
12	Bu aktivite benim sadece birkaç saat diliminde değil de daha uzun bir sürede aktiviteyle ilgilenmemi sağladı.	1	2	3	4
13	Bu aktivitelerin benim ya da ana dili İngilizce olan birinin gerçek hayatta yaptıkları ile hiçbir alakası yoktu.	1	2	3	4
14	Bu aktivite İngilizce öğrenmem anlamında bana çok katkıda bulundu.	1	2	3	4
15	Bu aktivitede öğretmenimiz ders anlatıcıdan çok bize bir rehber gibiydi.	1	2	3	4

1. Bu aktivitede hoşlandığınız noktalar ve nedenleri nelerdir?

Noktalar

....

....

....

Nedenleri

....

....

....

....

2. Bu aktivitede hoşlanmadığınız noktalar ve nedenleri nelerdir?

Noktalar

....

....

....

Nedenleri

....

....

....

....

3. Bu aktiviteyi daha iyi yapmak için önerileriniz nelerdir?

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....

APPENDIX H- TASK EVALUATION FORM ENGLISH

	1.Totally disagree 2. Disagree 3. Agree 4. Totally agree	Totally Disagree	Disagree	Agree	Totally agree
1	This activity contributed to me in terms of getting the knowledge that I can associate with the real life and use in real life.	1	2	3	4
2	This activity contributed to me in terms of enhancing my critical thinking skills.	1	2	3	4
3	This activity helped me to use a variety of sources.	1	2	3	4
4	This activity encouraged me to share the information that I obtained by using different sources with my friends and some experts.	1	2	3	4
5	This activity helped me to work in cooperation with my friends.	1	2	3	4
6	This activity contributed to me in terms of learning different points of views in different issues.	1	2	3	4
7	This activity provided me with the use of learning materials other than text book in the learning of English.	1	2	3	4
8	This activity did not contribute at all in terms of learning English.	1	2	3	4
9	This activity provided me with the reflection over what I had done.	1	2	3	4
10	This activity contributed to me in terms of expressing my feelings and thoughts clearly in English.	1	2	3	4
11	This activity provided me with the use of English websites and some technological tools that the native speakers of English use in real life.	1	2	3	4
12	This activity provided the engagement with the activity much longer than a few hours' time slot.	1	2	3	4
13	This activity had nothing to do with the things that I or any native speakers do in real life.	1	2	3	4
14	This activity contributed to me a lot in terms of learning English.	1	2	3	4
15	In this activity, our instructor was like a guide rather than a lecturer.	1	2	3	4

1. What are the points that you liked in the task and what are the reasons?
   Points

   ....

   ....

   ....

   Reasons

   ....

   ....

   ....

   ....

2. What are the points that you disliked in the task and what are the reasons?

   Points

   ....

   ....

   ....

   Reasons

   ....

   ....

   ....

   ....

3. What are your suggestions to improve this activity?

   ....

   ....

   ....

   ....

ORTA DOĞU TEKNİK ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

İNGİLİZ DİLİ EĞİTİMİ

Bu anket özel bir üniversitede hazırlık öğrencilerinin otantik aktiviteler tamamlamaları sonucu onların tutum ve düşüncelerini ortaya çıkarmak amacı ile hazırlanmıştır. Bu sebeple, vereceğiniz bilgilerin doğru olması, araştırmanın güvenilir sonuçlar ortaya koyması açısından önem taşımaktadır.

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Anket 10-15 dakika sürmektedir. Katılımınız için şimdiden teşekkür ederiz. Aşağıdaki koşulları kabul ediyorsanız lütfen kutucuğa imza atınız.

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Contact Information:

Nur Gedik

nurgedik@gmail.com

MA Student at Middle East Technical University

Instructor at TOBB University of Economics and Technology

A) KİŞİSEL BİLGİLERİ

1	Adı Soyadı:		
2	Cinsiyet:	Bayan:	Erkek:
3	Yaş		

B) GERÇEK YAŞAM ILE ALAKALI BECERILERİ

	1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Katılıyorum 4. Kesinlikle katılıyorum	Kesinlikle katılmıyoru	Katılmıyoru	Katılıyorum	Kesinlikle katılıyorum
1	Söyleşi programında İngilizce gerçek bir konuşmayı kolayca anlayabilirim	1	2	3	4
2	Söyleşi programında güncel olaylar üzerine duyduğum konulara İngilizce olarak yorum yapabilirim.	1	2	3	4
3	İngilizce bir dizide konuşulanları kolayca anlayabilirim.	1	2	3	4
4	İngilizce bir dizide konuşulan diyaloglar türünde kendim bir diyalog oluşturabilirim.	1	2	1	4
5	Düşüncelerimi İngilizce olarak sunup savunabilirim.	1	2	3	4
6	Bir ürün ortaya koyabilmek için arkadaşlarım ile İngilizce kullanarak iş birliğinde bulunabilirim.	1	2	3	4
7	İngilizcemi kullanarak birçok farklı açıdan konuları araştırıp bulabilirim.	1	2	3	4
8	İngilizce olan haber sitelerindeki haberleri kolaylıkla anlarım.	1	2	1	4
9	Gerçek hayatta olan gerçek bir sorun üzerine eleştirel biçimde İngilizce düşünebilirim.	1	2	3	4
10	Dünyanın dört bir yanında olan güncel olaylar üzerine fikirlerimi açık seçik şekilde İngilizce olarak ifade edebilirim.	1	2	3	4
11	Bilgi edinmek amaçlı çok farklı İngilizce kaynakları kullanabilir ve onları kolayca anlayabilirim.	1	2	3	4
12	İngilizce sinema filmi web sitelerini tarayabilir ve gerekli bilgileri bulabilirim.	1	2	1	4
13	Bir sinema filmini seçmeden önce eleştirel biçimde düşünerek sosyal bir ağda fikirlerimi İngilizce paylaşabilirim.	1	2	3	4
14	Birkaç hediye alabilmek için İngilizce alışveriş sitelerini kolaylıkla kullanabilirim.	1	2	3	4
15	Birkaç kitap satın almak ya da seçmek için kitap satan İngilizce web siteleri kolaylıkla kullanabilirim.	1	2	3	4
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17	Doğal bir ortamda yabancı biri ile hiç yardım almaksızın İngilizce iletişim kurabilirim	1	2	3	4
18	İngilizce olarak bir sunum hazırlayabilirim.	1	2	3	4
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20	Gerçek hayatta, İngilizcemi kullanarak yabancı bir ülkeye yapacağım gezi için bir gezi planı oluşturabilirim.	1	2	1	4

C) TEKNOLOJİKOLARAK HAZIRLIK SEVİYELERİ

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2	Google, Yahoo, Yandex gibi bazı arama motorlarını kullanarak İngilizce televizyon dizilerini izleyebilirim.	1	2	3	4
3	Kendi, çok fonksiyonlu posterimi Glogster kullanarak oluşturup Edmodo gibi bir sosyal bir ağda paylaşabilirim	1	2	3	4
4	Edmodo gibi sosyal bir ağı arkadaşlarım ile iletişim kurmak için kullanabilirim.	1	2	3	4
5	Google, Yahoo, Yandex gibi bazı arama motorlarını kullanarak İngilizce haber web sitelerini ziyaret edebilirim.	1	2	3	4
6	Sinema film eleştirilerini İngilizce okumak için bir sinema filmi seçmeden önce İngilizce olan IMDb'nin resmi web sitesini ziyaret edebilirim.	1	2	3	4
7	Bir şeyler satın almak için İngilizce alışveriş web sitelerini ziyaret edebilirim.	1	2	3	4
8	Bazı kitap satan İngilizce web siteleri İngilizce kitap araştırmak ve satın almak için kullanabilirim.	1	2	3	4
9	Anadili İngilizce olan biri ile görüşme yapabilmek için Skype' ı kullanabilirim.	1	2	3	4
10	İngilizce küçük çapta bir araştırma için SurveyMonkey'i anket hazırlamak ve uygulamak amacıyla kullanabilirim.	1	2	3	4
11	Bir araştırmanın sonuçlarını İngilizce sunabilmek için bir PowerPoint sunum dosyası hazırlayabilirim.	1	2	3	4

	Gerçek hayat ile ilişkilendirebilece ğiniz aktivitelerin İngilizce öğretiminde kullanılmasının **önemi** hakkında ne düşünüyorsunuz? **(0 ile 10 arası bir değer veriniz)** 0: Hiç önemli değil 10: Çok önemli	Verilen aktiviteleri hazırlarken nasıl **hissettiniz**? **(0 ile 10 arası bir değer veriniz)** 0:Hiç eğlenmedim 10:Çok eğlendim	Aşağıdaki aktivitelerin İngilizce öğrenimine **katkı oranını** belirtiniz. **(0 ile 10 arası bir değer veriniz)** 0:Hiç katkısı olmadı 10:Çok katkısı oldu
Aktivite 1 **Ted Talks, Talk and Interview ve The Real gibi, TV programlardan birini izliyorsunuz ve Edmodo'da video paylaşarak yorum yapıyorsunuz. Arkadaşlarınız da sizin paylaştığınız videoları izleyerek yorum yapıyor ve videolar hakkında tartışıyorsunuz.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
Aktivite 2 **Sınıfta son zamanlarda en çok izlenen TV dizilerinden (How I met your mother, Big bang theory, Vampire diaries, Game of thrones) birini izliyorsunuz ve sonra grup halinde ana karakterleri kullanarak kendi diyaloglarınızı oluşturuyor ve sınıfta küçük bir sahne canlandırıyorsunuz. Daha sonrasında çekilen videoları izleyerek videolar hakkında yorumlar yaparak en iyi oyunu seçiyorsunuz.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

Aktivite 3 **Okulunuzun web sitesinde yayınlamak üzere okulun tanıtımın yapan bir posteri Glogster kullanarak hazırlıyorsunuz. Glogster'da video text resim ekleme gibi özellikleri kullanıyorsunuz. Daha sonrasında posterlerinizi Edmodo'da paylaşarak birbirinizin çalışmalarına yorum yapıyorsunuz.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
Aktivite 4 **BBC News, Washington Post, New York Times, The Big Picture Boston.com gibi haber sitelerinden haber okuyarak ya da izleyerek Edmodo'da paylaşıyor ve haber üzerine yorumunuzu ekliyorsunuz ve arkadaşlarınız da paylaştığınız haberler üzerine yorum yapıyor.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
Aktivite 5 **IMDb web sitesinden sınıf arkadaşlarınız ile hep birlikte izleyebileceğiniz bir sinema filmi seçerek film üzerine yorumlarınızı yazıyorsunuz ve Edmodo'da paylaşıyorsunuz. Paylaşılan filmlerden izlediğiniz varsa yorum yapıyor ya da düşüncenizi belirtiyorsunuz. Sonra paylaşılanlar arasından izleyeceğiniz filmi seçiyorsunuz.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

Aktivite 6 **Size şöyle bir durum veriliyor: '** **Londra'da bir süreliğine burs** **kazandınız ve orada öğrenim** **görüyorsunuz. Türkiye'ye** **dönmeden aileniz için hediyelik** **bir şeyler almak istiyorsunuz** **fakat alışverişe gitmek için yeterli** **vaktiniz yok ve online alışveriş** **yapıyorsunuz. Aileniz için** **alacaklarınızı Edmodo'da** **paylaşarak neden bu hediyeleri** **onlar için seçtiğinizi** **yazıyorsunuz.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
Aktivite 7 **Size şöyle bir durum veriliyor:** **'Sınıf arkadaşınızın doğum günü** **için bir hediye almak istiyorsunuz** **kendisi kitap okumayı çok seviyor** **özellikle de İngilizce' sini** **geliştirmek adına kitapları** **İngilizce kitaplar okuyor.' Daha** **sonrasında sınıftaki partneriniz** **ile okumaktan hoşlandığı kitap** **türleri üzerine İngilizce olarak** **konuşuyorsunuz ve bazı küçük** **ipuçları ile daha sonra** **arkadaşınız için verilen kitap** **sitelerinden bir kitap seçerek ve** **neden o kitabı seçtiğinizi de** **belirterek Edmodo' da** **paylaşıyorsunuz.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
Aktivite 8 **Okuldaki İngilizce ana dili olan** **hocalar ile görüşme için bazı** **sorular hazırlıyorsunuz ve** **sonrasında onlara onların kültürü** **ve günlük yaşamları hakkında** **sorular sorarak bir konuşma** **gerçekleştiriyorsunuz. Bu** **görüşmeyi Skype yoluyla ya da** **yüz yüze yapıyor iseniz de** **recording le kaydediyorsunuz**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

Aktivite 9			
4-5 kişilik gruplar halinde okulunuzda bulunan bir sorun ya da konu üzerine bir araştırma yapıyorsunuz. Öncelikle temel araştırma sorularınıza karar veriyorsunuz daha sonra da Survey Monkey kullanarak bir anket oluşturuyor ve uyguluyorsunuz. Daha sonra araştırma sonuçlarınızı poster ya da PowerPoint sunum dosyası ile sınıfta sunarak arkadaşlarınız ile paylaşıyorsunuz.	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
Aktivite 10			
Size şöyle bir durum veriliyor: 'Bir dil kursundan dolayı 2 ay boyunca yurt dışında olacaksınız ve bu süre zarfında kurs saatleri esnek olduğundan dolayı oldukça çok boş zamanınız olacak ve siz de kaldığınız yerde bazı yerlere gezinti yapmak istiyorsunuz.' Bu durumda 4-5 kişilik gruplar halinde bir gezi planı hazırlıyorsunuz. Ve planınız Edmodo'da diğer gruplar ile paylaşıyorsunuz.	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

1. Gerçek yaşam ile bağlantılı olarak verilen İngilizce öğrenme aktivitelerini önemli veya gerekli buluyorsanız nedenlerini belirtiniz.

_____

_____

_____

_____

_____

2. Gerçek yaşam ile bağlantılı olarak verilen İngilizce öğrenme aktivitelerini önemsiz veya gereksiz buluyorsanız nedenlerini belirtiniz.

_____
_____
_____
_____
_____

3. Gerçek yaşam ile bağlantılı olarak verilen aktivitelerin İngilizce öğreniminde yararlarını arttırmak için önerilerininiz nelerdir?

_____
_____
_____
_____
_____

4. Gerçek yaşam ile bağlantılı olarak verilen aktivitelerin dışında İngilizce öğreniminde kullanmak için:

a. Başka hangi teknolojik araçların kullanımını önerirsiniz?

_____
_____
_____
_____

b. Başka hangi aktivitelerin uygulanmasının önerirsiniz?

_____
_____
_____
_____

MIDDLE EAST TECHNICAL UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

ENGLISH LANGUAGE TEACHING

This survey was prepared for the purpose of revealing the perceptions of the students upon completeing authentic tasks.Therefore, it is crucial that you give the actual information so that the results of the study can be reliable.

Participation to the survey is a voluntary work. Your personal information and the answers to the questions in this survey will be used for this scientific research study. You can stop filling in questionnaire for any reason if you do not want to complete it. If you want to get further explanations regarding the study, you can reach us using the contact information below.

The survey questionnaire lasts for 10 -15 minutes Thank you for your participation in advance. If you accept the terms below, please sign the box given below.

'I take part in this survey voluntarily. I know that I can cease it without completing. I accept that the information that I have given in the survey can be used in a scientific research study. The information that I have given is complete, precise and reliable. '

Contact Information:

Nur Gedik

nurgedik@gmail.com

MA Student at Middle East Technical University

Instructor at TOBB University of Economics and Technology

A) **DEMOGRAPHIC INFORMATION**

1	Adı Soyadı:		
2	Cinsiyet:	Bayan:	Erkek:
3	Yaş		

B) OMPETENCY IN THE USE OF AUTHENTIC TASKS IN REAL LIFE

	1. Totally disagree 2. Disagree 3. Agree 4. Totally agree	Totally disagree	Disagree	Agree	Totally agree
1	I can understand an authentic talk in English in a talk show easily.	1	2	3	4
2	I can comment on a current subject that I hear in a talk show in English.	1	2	3	4
3	I can comprehend a real speech on a TV series in English easily.	1	2	3	4
4	I can create my own similar dialogues in English for a TV series	1	2	3	4
5	I can present and defend my argument in English.	1	2	3	4
6	I can collaborate in English with my friends to create a product	1	2	3	4
7	I can explore issues from different points of view by searching in English.	1	2	3	4
8	I can understand online news in English easily.	1	2	3	4
9	I can think critically on a real issue in English.	1	2	3	4
10	I can articulate about current issues happening all around the world in English	1	2	3	4
11	I can use different sources in English to get information.	1	2	3	4
12	I can scan an English movie website and find the necessary information	1	2	3	4
13	I can think critically and share my ideas in English in a network before choosing a movie.	1	2	3	4
14	I can easily use a shopping website in English to get some presents	1	2	3	4
15	I can use some online bookshop websites in English to get some books	1	2	3	4
16	I can interact with a native speaker of English on any topic I like.	1	2	3	4
17	I can communicate with a foreigner in English without any help in a natural environment.	1	2	3	4
18	I can prepare a presentation in English	1	2	3	4
19	I can talk about current problems happening in my real life in English	1	2	3	4
20	I can plan a trip in English in real life.	1	2	3	4

C) LEVEL OF READINESS FOR THE USE OF TECHNOLOGY

	1. Totally disagree 2. Disagree 3. Agree 4. Totally agree	Totally disagree	Disagree	Agree	Totally agree
1	I can watch TALK SHOWS online in English using some search engines like GOOGLE, YAHOO, YANDEX	1	2	3	4
2	I can watch TV SERIES in English using some search engines like GOOGLE, YAHOO, YANDEX	1	2	3	4
3	I can use GLOGSTER to create my interactive poster and share it in a social network like EDMODO.	1	2	3	4
4	I can use EDMODO to contact with my friends online	1	2	3	4
5	I can visit NEWS WEBSITES in English using some search engines like GOOGLE, YAHOO, YANDEX	1	2	3	4
6	I can visit IMDB online movie review website in English to decide on a movie reading movie reviews in English.	1	2	3	4
7	I can visit English online SHOPPING WEBSITES to get something.	1	2	3	4
8	I can use some online BOOKSHOP WEBSITES to search and get a book	1	2	3	4
9	I can use SKYPE to communicate with native speakers of English	1	2	3	4
10	I can use SURVEY MONKEY to prepare and apply a survey for a small research project in English.	1	2	3	4
11	I can prepare a POWERPOINT PRESENTATION to present the findings of a project İn English.	1	2	3	4

	What do you think about the **importance** of the use of activities associated with real life? **Give values between 0- 10** 0: Not important at all 10: Very important	How did you **feel** while completing the tasks ? **Give values between 0- 10** 0:I did not enjoy at all 10:I enjoyed a lot	Please identify the ratio of the **contribution** of the activities below to the language learning .**Give values between 0- 10** 0: It did not contribute at all 10: It contributed a lot.
TASK 1 **You watch one of the talk shows such as Ted Talks, Talk and Interview and The Real Time and you share your videos in Edmodo and you comment on it. After that, your friends also watch your videos and comment on your videos. Later, you discuss about the videos.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
TASK 2 **You watch one of the current TV series (How I met your mother, Big bang theory, Supernatural, Vampire diaries, Game of thrones) and using the characters in the TV series, you make up your own dialogues and you act out a short scene in class. In the end, watching the acts that you have performed, you comment on the acts and choose the best play.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

TASK 3 **You prepare a poster promoting your university by using Glogster. You use the functions of Glogster like adding texts, pictures and videos. Then, you share your posters in Edmodo and you comment on each other's works.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
TASK 4 **You watch or read news on some news websites such as BBC News, Washington Post, New York Times, The Big Picture Boston.com and you share your news in Edmodo and you add your reflection and your friends also comment on the news that you have shared.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
TASK 5 **On IMDb, you choose a movie that you can watch with your classmates and write your own comments and you share it in Edmodo. If there is a movie that you have watched in Edmodo, you comment on them and state your opinion. Then you select the movie that you want to watch among those shared in Edmodo.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

TASK 6 **You are given a situation like this:** **''You have a scholarship in** **London and you're taking courses** **there. You want to buy some** **presents for your family before** **you turn back to Turkey, but you** **do not have time to go shopping.** **You prefer online shopping. You** **share what you will get as a** **present for your family in** **Edmodo and you state your** **reasons why you have chosen** **these presents.''**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
TASK 7 **You are given a situation like this** **: 'You want to buy a present for** **your classmate for his/her** **birthday and he/she likes reading** **much he/she reads English books** **to improve his/her English.' Then,** **you discuss about the type of** **books that he/she likes reading in** **class in a pair activity and with** **those tips, you choose a book from** **the sample websites provided.** **Finally, you share this choice by** **giving the reasons in Edmodo.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
TASK 8 **You prepare some questions to** **have an interview with the native** **speakers of English in the prep** **school and you have a meeting in** **which you discuss some cultural** **and daily issues with them. You** **do this via Skype or if you do this** **face to face you record your voice.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

TASK 9 **You do a research on a problem or a topic in the school by working in groups of 4-5. First of all, you decide on your research questions and by using Survey Monkey, you prepare a survey and you ask for your friends to fill out the survey in Edmodo. Finally, You share the results with a poster or a PowerPoint presentation in class.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10
TASK 10 **You are given a situation like this: Thanks to a language course, you will be abroad and since the course schedule is quite flexible, you will have a lot of free time there and you want to have a trip, so you prepare an itinerary in groups of 4-5 and you share your plan with the other groups in Edmodo.**	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10	0 1 2 3 4 5 6 7 8 9 10

1. If you consider the learning activities associated with the real life important or necessary, please state the reasons?

   _____
   _____
   _____
   _____
   _____

2. If you consider the learning activities associated with the real life (auhentic tasks) unimportant or unnecessary, please state the reasons?

_____

_____

_____

_____

_____

3. What are your suggestions to increase the benefits of the tasks associated with real life (authentic tasks) in learning English?

_____

_____

_____

_____

_____

4. Besides the given authentic tasks and technological tools associated with real life,

a. What other technological tools do you recommend?

_____

_____

_____

_____

b. What other tasks do you recommend?

_____

_____

_____

_____

APPENDIX K- SEMI-STRUCTURED INTERVIEW QUESTIONS TURKISH

1) Gerçek hayat ile ilişkilendirilen aktivitelerin İngilizce öğrenirken sınıf içinde kullanılması ya da ödev olarak verilmesi hakkında genel olarak ne düşünüyorsunuz?

2) Gerçek hayat ile ilişkilendirilen aktivitelerin İngilizce öğrenirken sınıf içinde kullanılması ya da ödev olarak verilmesi dil öğrenimine ve bu dili gerçek hayatta kullanmanıza katkı sağlar mı? Sağlarsa ne gibi yararları olur? Avantajları nelerdir?

3) Gerçek hayat ile ilişkilendirilen aktivitelerin İngilizce öğrenirken sınıf içinde kullanılması veya ödev olarak verilmesinin sizce ne gibi sıkıntıları olabilir? Dezavantajları nelerdir?

4) Gerçek hayat ile ilişkilendirilen aktiviteleri yaparken nasıl hissettiniz?

5) En çok hangi aktiviteyi daha çok yararlı buldunuz? Neden?

6) En az hangi aktiviteyi yararlı buldunuz? Neden?

7) En çok hangi teknolojik öğrenme aracını daha yararlı buldunuz? Neden?

8) En az hangi teknolojik öğrenme aracını yararlı buldunuz? Neden?

9) Bu dönem boyunca yapılan aktivite ve kullanılan teknolojik öğrenme araçlarının yararlarını arttırmak için ne önerirsiniz?

10) Bu dönem boyunca yapılan aktivite ve kullanılan teknolojik öğrenme araçlarını bundan sonra ders dışında öğretmenin yardımı olmadan da kullanmaya devam etmeyi düşünüyor musunuz? Hayır ise, neden? Evet ise, hangilerini? Nasıl veya neden?

11) Sizce sonraki dönemlerde, İngilizce öğretimi yapılırken, gerçek hayat ile ilişkilendirilen aktiviteler İngilizce derslerinde kullanılmalı mı yoksa kullanılmamalı mı? Neden?

12) Konu ile ilgili eklemek istediğiniz yorumunuz ya da bana sormak istediğiniz bir soru var mı?

APPENDIX L- SEMI-STRUCTURED INTERVIEW QUESTIONS ENGLISH

1. What do you think about the use of authentic tasks (tasks that were associated with the real life) in language classes or their being given as homework in general?

2. Does the use of authentic tasks in language classes or their being given as homework contribute to language learning and the use of it in real life? If they contribute, what might be the contributions? What are the advantages of these tasks?

3. What might be the problems of the use of authentic tasks in language classes or their being given as homework? What are the disadvantages of these tasks?

4. How did you feel while completing the authentic tasks?

5. Which activity did you find much more beneficial? Why?

6. Which activity did you find the least beneficial? Why?

7. Which technological tool did you find the most beneficial? Why?

8. Which technological tool did you find the least beneficial? Why?

9. What do you suggest to increase the benefits of the tasks completed and the technological tools used during the semester?

10. Do you think that you will continue using the activities and technological tools used during the whole semester without teacher's help outside the class?   If the answer is no, why? If the answer is yes, which ones do you want to use and why?

11. Do you think that these authentic tasks (tasks that are related to real life) should be or should not be used in language classes? Why?

12. Are there any comments related to the topic that you want to add or any questions that you want to ask?

APPENDIX M- SAMPLE CODING IN QUALITATIVE DATA ANALYSIS OF THE STUDY

A sample coding for pre-survey (Turkish data)

A SAMPLE CODING FOR PRE-SURVEY				
Data number Level A	Sizce İngilizceyi anadili olarak konuşan kişiler ile iletişim kurabilmek için İngilizce sınıflarında kullanılan öğrenme ve öğretme aktivitelerinin özellikleri neler olmalıdır?	Coding	Category	Theme
1	- Bence bu aktiviteler yapılırken o dilin konuşulduğu kültür ve hayat tarzı hakkında da bilgi sahibi olmalıyız. - Gramerden daha çok kelime bilgisi speaking, writing vb. aktiviteler ağırlıklı olmalıdır. - Herkesin bir yabancı mektup arkadaşı olabilir. Bu mektuplar ülkeler arası öğrencileri buluşturabilir.	1.Necessity of learning about the culture and lifestyle of the people 2.Necessity of emphasis on language skills like speaking and writing 3.Having a pen pal from other countries	1.Real life relevancy 2.Language skills and content 3.Communication	Qualifications of the language learning and teaching activities
	Sizce ana dili İngilizce olarak konuşan kişiler ile iletişim kurabilmeniz için İngilizce sınıflarında kullanılan öğrenme ve öğretme aktivitelerini desteklemek için hangi teknolojik araçlardan ve nasıl yararlanılmalıdır?	Coding	Category	Theme
3	- Skype gibi sosyal ağlarla aktif anadili İngilizce olan birsiyle derste konuşma sağlanabilir. - Dersteki konular videolarla desteklenerek görsel ve işitsel hafızaya etki edebilir. - Dersin daha çok aktivite ile işlenen konun pratiği yapılabilir. Bunun için sosyal ağ kullanılabilir.	Skype Videos Social network	Technological tools	Use of technological tools in language classes

A sample coding for task evaluation form (Turkish data)

LEVEL A Data Number	QUESTIONS				
	1 A Bu aktivitede hoşlandığınız noktalar	1B Nedenleri	2A Bu aktivitede hoşlanmadığınız noktalar	2B	3 Aktiviteyi daha iyi yapmak için önerileriniz
2	İngilizceme sağladığı katkı	İngilizcemi daha çok geliştirdi. Anadili İngilizce olan insanların nasıl konuştuğunu duydum.	Gayet yararlı bir aktiviteydi hoşlanmadığım bir yanı yoktu		Arka arkaya daha çok bölüm izleyerek diziyi daha iyi kavrayıp daha iyi canlandırabilmek.
3	İngilizceme katkı sağladı.	Günlük konuşma dilinden kelime ve cümle kullanımlarını öğrendim.	Hoşlanmadığım hiçbir nokta yok.		Bölümleri arka arkaya izlemek ve kılık kıyafetli canlandırmalarla daha iyi oynayabilmek.
4	Öğrencilerin aktif olduğu, pratik yapabildiği bir etkinliktir.		Hoşlanmadığım bir şey yok belki biraz amatörce olmuş olabilir ama bu bir sorun değil.		Ortadaki masayı kenarı çekseydik mekan ferahlardı.
10	Öncelikle çok eğlenceliydi hem izledik eğlendik hem öğrendik hem de canlandırdık. Zaten İngilizce konuşularak canlandırılarak öğrenilir.	En önemli neden birlikte bir şeyler yaşamak ve paylaşmak. İnsan yaşayarak ve paylaşarak öğrenir.	Hoşlanmadığım nokta yok gayet eğitici ve öğreticiydi.		Watching more TV series and acting more.

Points that are liked	Points that are disliked	Suggestions
Yellow: Contribution to language learning	Dark blue: nothing disliked	Green: change in the quantity and the task process
Blue: Relevance of the task to real life	Just amatorish: Process related	Dark green: physical cond.
Red : Felling related		
Pink: Cooperation and collaboration		

A sample coding for post-survey (Turkish data)

	A SAMPLE CODING FOR POST SURVEY				
	Gerçek yaşam ile bağlantılı olarak verilen İngilizce öğrenme aktivitelerini önemli veya gerekli buluyorsanız nedenlerini belirtiniz.	Gerçek yaşam ile bağlantılı olarak verilen İngilizce öğrenme aktivitelerini önemsiz veya gereksiz buluyorsanız nedenlerini belirtiniz.	Gerçek yaşam ile bağlantılı olarak verilen aktivitelerin İngilizce öğreniminde yararlarını arttırmak için önerileriniz nelerdir?	Gerçek yaşam ile bağlantılı olarak verilen aktivitelerin dışında İngilizce öğreniminde kullanmak için: Başka hangi teknolojik araçların kullanımını önerirsiniz?	Gerçek yaşam ile bağlantılı olarak verilen aktivitelerin dışında İngilizce öğreniminde kullanmak için:Başka hangi aktivitelerin uygulanmasının önerirsiniz?
13	İngilizce öğrenimine büyük ölçüde katkı sağladığını düşünüyorum.	Ben gerekli buluyorum.	Yabancı uyruklu insanlarla iletişime geçmek	Derste telefondan sözlük kullanmak	
24	Önemli buluyorum çünkü öğrenmenin en iyi yolu gerçek yaşamla bağlantı kurması	Çok gerekli buluyorum	Bence aktivitelerin hepsi çok başarılı.	Xbox360, ps4,xboxone çünkü oyunlarında İngilizceyi çok geliştirdiğini düşünüyorum.	Bence aktiviteler başarılı ve yerinde olduğu için başka aktiviteye gerek yok.
26	Konuşma diline faydası olduğu için gerekli görüyorum	Önemsiz değil	Aktivitelerde diyalog ağırlıklı olmalı.	Playstation, xbox	Oyunları daha dikkatli takip ettiğimizden İngilizce oyunlar oynanmalı.

Important-necessary	*Unimportant-unnecessary*	*Suggestions- activity*	*Suggestions-tool*
Yellow: Contribution to language learning	Dark blue: nothing unnecessary	Yellow: more speaking oriented tasks	Dark green: use of phones
Blue: Relevance of the task to real life		Green: no need for other activities	Pink: use of games- playing games

A sample coding for semi-structured interviews (Turkish data)

A SAMPLE CODING FOR THE INTERVIEWS

Transcription	Coding	Sub-category	Category	Theme
PARTICIPANT: Bence bu gayet <mark>yararlı bir aktivite</mark>, çünkü İngilizce <mark>sadece test çözerek öğrenilmez.</mark> <mark>Onu hayatımıza sokmak lazım.</mark> Hem eğlenip hem öğrenmek lazım. <mark>Sürekli kullanmak lazım</mark>. İngilizceyi hayatla bütünleştirmek lazım. Bunun için oradaki hani 10 tane task vardı bizim. Oradaki hani, değişik şeyler yaptık <mark>bunlar hep hayatımızı İngilizce ile bütünleştiren şeylerdi</mark> işte native ler ile konuştuk. <mark>Speakingimiz gelişti onlarla sohbet ettik</mark>. Ayrıca kaynaştık onlarla ileride hani task olmadan da konuştuk onlarla. İnternetten bazı sitelerden Ted Talks gibi sitelerden videolar izledik <mark>listeningimiz gelişti</mark> <mark>yeni kelimeler öğrendik</mark>.	1. Being beneficial 2. Being not mechanical 3. Necessity of using language in real life. 4. Necessity of using English constantly. 5. Integrating real life with English 6. Improvement in speaking while talking to foreigners in real life 7. Improvement in listening 8. Learning new vocabulary	1. Contribution 2. Beliefs 3. Needs 4. Needs 5. Contribution 6. Contribution 7. Contribution 8. Contribution	Reasons of the necessity of the authentic tasks	Necessity of using authentic tasks in language classes

290

A sample coding for pre-survey (English data)

A SAMPLE CODING FOR PRE-SURVEY

Data number Level A	What do you think should be the qualifications of language learning and teaching **activities** to be able to communicate with the native speakers of English?	Coding	Category	Theme
1	- I think we should be familiar with the culture and life style of the people who speak that language. - There should be more emphasis on the vocabulary knowledge, speaking and writing. Everybody can have a pen pal. These letters can meet students from other countries.	1.Necessity of learning about the culture and lifestyle of the people 2.Necessity of emphasis on language skills like speaking and writing 3.Having a pen pal from other countries	1.Real life relevancy 2.Language skills and content 3.Communication	Qualifications of the language learning and teaching activities
	What do you think should be the **technological tools** to be used to support the language learning and teaching activities?	Coding	Category	Theme
3	- Speaking with a native speaker of English in class can be provided via a social network like skype - The topics in class can be supported with the videos and it may affect the audio-visual intelligence - There might be more activities to practice the topic covered and a social network can be used for that.	Skype Videos Social network	Technological tools	Use of technological tools in language classes

A sample coding for task evaluation form (English data)

A SAMPLE CODING FOR TASK EVALUATION FORMS

DATA NO	**QUESTIONS**				
	1 A The points that are liked	1B Reasons	2A The points that are not liked	2B Reasons	3 Suggestions
2	Contribution to language learning	Improving English more Hearing how the native speakers of English speak.	Very beneficial activity Nothing that can be disliked		Watching more episodes successively and comprehending and acting tV series better
3	Contribution to English	Learning the vocabulary from the real life language	Nothing that he did not like		Watching the episodes of tv series successively and acting it using the clothes and acting better
4	An activity in which students are active and able to practice	Not a boring lesson Everybody enjoyed	Nothing that is disliked Just amatorish		Organizing the class pulling the table back
10	Especially being enjoyable Watching, learning and acting out. English is learned by speaking or acting	Having cooperation and collaboration and sharing. Learning by experiencing.	Nothing that I disliked Quite didactic		Watching more TV series and acting more.

Points that are liked	*Points that are disliked*	*Suggestions*
Yellow: Contribution to language learning	Dark blue: nothing disliked	Green: change in the quantity and the task process
Blue: Relevance of the task to real life	Just amatorish: Process related	Dark green: physical conditions
Red : Felling related		
Pink: Cooperation and collaboration		

A sample coding for post-survey (English data)

A SAMPLE CODING FOR POST SURVEY

Data No	QUESTIONS				
	If you consider the learning activities associated with the real life important or necessary, please state the reasons?	If you consider the learning activities associated with the real life unimportant or unnecessary, please state the reasons?	What are your suggestions to increase the benefits of the tasks associated with real life in learning English?	Besides the given authentic tasks and technological tools associated with real life, what other technological tools do you recommend?	Besides the given authentic tasks and technological tools associated with real life, what other tasks do you recommend?
13	I think that they contribute to learning English to a great extent.	I find them quite necessary	Having interaction with the foreign people.	Using cellphones in classes	
24	I find them important because the best way to learn is having a contact with real life.	I find them very necessary	I think all of the tasks are quite successful	Xbox360, ps4,xboxone because I think that the games also improve English	I think the tasks are successful so there is no need for another activity.
26	I consider them necessary since they have contribution to daily language	They are not unimportant	There should be more emphasis on dialogues	Playstation, xbox	Since we follow the games more carefully, English games should be played.

A sample coding for semi-structured interviews (English data)

A SAMPLE CODING FOR THE SEMI-STRUCTURED INTERVIEWS				
Transcription	Coding	Sub-category	Category	Theme
PARTICIPANT: I think this is a beneficial activity because English cannot be learned by solving some tests. It is necessary that we put it in our lives. We should both learn and enjoy. It is necessary to use it constantly. It is necessary to integrate English into the real life. Thus, these ten tasks … These were the things integrating English into the real life. For example, we talked to native speakers of English . Our speaking improved and we chatted with them. We also socialized with them. We also talked to them later without any task. We watched some videos from the websites like Ted Talks. Our listening improved and we learned new words.	1. Being beneficial 2. Being not mechanical 3. Necessity of using language in real life. 4. Necessity of using English constantly. 5. Integrating English into real life 6. Improvement in speaking while talking to foreigners in real life 7. Improvement in listening 8. Learning new vocabulary	1. Contribution 2. Beliefs 3. Needs 4. Needs 5. Contribution 6. Contribution 7. Contribution 8. Contribution	Reasons of the necessity of the authentic tasks	Necessity of using authentic tasks in language classes

APPENDIX N- FINDINGS OF TASK EVALUATION FORMS

Task 1 Evaluation form findings

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
1	This activity contributed to me in terms of getting the knowledge that I can associate with the real life and use in real life.	27	-	22,2	59,3	18,5	14	-	7,1	71,4	21,4	11	-	-	63,6	36,4
2	This activity contributed to me in terms of enhancing my critical thinking skills.	27	3,70	33,3	63	-	14	-	71,4	21,4	7,1	11	-	36,4	54,5	9,1
3	This activity helped me to use a variety of sources.	27	-	51,9	33,3	14,8	14	-	7,1	78,6	14,3	11	-	18,2	63,6	18,2
4	This activity encouraged me to share the information that I obtained by using different sources with my friends and some experts.	27	3,70	37	48,1	11,1	14	-	-	92,9	7,1	11	-	9,1	72,7	18,2
5	This activity helped me to work in cooperation with my friends.	27	-	-	59,3	40,7	14	-	-	42,9	57,1	11	-	-	72,7	27,3
6	This activity contributed to me in terms of learning different points of views in different issues.	27	-	18,5	70,4	11,1	14	7,1	42,9	50	-	11	-	18,2	81,8	-
7	This activity provided me with the use of learning materials other than text book in the learning of English.	27	3,70	7,4	63	25,9	14	7,1	7,1	35,7	50	11	-	18,2	54,5	27,3
8	This activity did not contribute at all in terms of learning English.	27	59,3	25,9	14,8	-	14	50	42,9	7,1	-	11	72,7	18,2	9,1	-

Task 1 Evaluation form findings (continued)

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
9	This activity provided me with the reflection over what I had done.	27	3,7	33,3	59,3	3,7	14	14,3	85,7	-	-	11	9,1	27,3	63,6	-
10	This activity contributed to me in terms of expressing my feelings and thoughts clearly in English.	27	-	40,7	48,1	11,1	14	-	57,1	35,7	7,1	11	-	27,3	54,5	18,2
11	This activity provided me with the use of English websites and some technological tools that the native speakers of English use in real life.	27	7,4	33,3	40,7	18,5	14	-	-	85,7	14,3	11	-	9,1	63,6	27,3
12	This activity provided the engagement with the activity much longer than a few hours' time slot.	27	-	33,3	59,3	7,4	14	-	50	50	-	11	-	9,1	72,7	18,2
13	This activity had nothing to do with the things that I or any native speakers do in real life.	27	40,7	37	18,5	3,7	14	57,1	35,7	7,1	-	11	54,5	36,4	9,1	-
14	This activity contributed to me a lot in terms of learning English.	27	-	25,9	63	11,1	14	-	21,4	78,6	-	11	-	-	100	-
15	In this activity, our instructor was like a guide rather than a lecturer.	27	-	3,7	59,3	37	14	-	-	50	50	11	-	-	45,5	54,5
	Valid N (listwise)	27					14					11				

Task 2 Evaluation form findings

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
1	This activity contributed to me in terms of getting the knowledge that I can associate with the real life and use in real life.	22	-	4,5	77,3	18,2	21	-	14,3	52,4	33,3	19	-	26,3	42,1	31,6
2	This activity contributed to me in terms of enhancing my critical thinking skills.	22	4,5	22,7	63,6	9,1	21	-	52,4	38,1	9,5	19	5,3	31,6	47,4	15,8
3	This activity helped me to use a variety of sources.	22	4,5	13,6	72,7	9,1	21	4,8	23,8	52,4	19	19	10,5	31,6	26,3	31,6
4	This activity encouraged me to share the information that I obtained by using different sources with my friends and some experts.	22	-	27,3	45,5	27,3	21	-	14,3	66,7	19	19	15,8	21,1	42,1	21,1
5	This activity helped me to work in cooperation with my friends.	22	9,1	27,3	54,5	9,1	21	23,8	42,9	23,8	9,5	19	21,1	52,6	15,8	10,5
6	This activity contributed to me in terms of learning different points of views in different issues.	22	-	9,1	68,2	22,7	21	9,5	23,8	42,9	23,8	19	10,5	26,3	47,4	15,8
7	This activity provided me with the use of learning materials other than text book in the learning of English.	22	-	-	68,2	31,8	21	-	9,5	52,4	38,1	19	-	-	52,6	47,4

Task 2 Evaluation form findings (continued)

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
8	This activity did not contribute at all in terms of learning English.	22	45,5	40,9	4,5	9,1	21	52,4	42,9	4,8	-	19	42,1	52,6	5,3	--
9	This activity provided me with the reflection over what I had done.	22	4,5	27,3	59,1	9,1	21	4,8	61,9	33,3	-	19	5,3	73,7	15,8	5,3
10	This activity contributed to me in terms of expressing my feelings and thoughts clearly in English.	22	4,5	18,2	68,2	9,1	21	-	52,4	42,9	4,8	19	5,3	31,6	63,2	-
11	This activity provided me with the use of English websites and some technological tools that the native speakers of English use in real life.	22	-	13,6	59,1	27,3	21	-	9,5	47,6	42,9	19	-	5,3	57,9	36,8
12	This activity provided the engagement with the activity much longer than a few hours' time slot.	22	9,1	18,2	54,5	18,2	21	4,8	47,6	42,9	4,8	19	-	15,8	52,6	31,6
13	This activity had nothing to do with the things that I or any native speakers do in real life.	22	40,9	45,5	13,6	-	21	47,6	38,1	9,5	4,8	19	52,6	36,8	10,5	-
14	This activity contributed to me a lot in terms of learning English.	22	4,5	13,6	68,2	13,6	21	-	42,9	47,6	9,5	19	-	52,6	47,4	-
15	In this activity, our instructor was like a guide rather than a lecturer.	22	4,5	18,2	31,8	45,5	21	4,8	23,8	47,6	23,8	19	-	10,5	63,2	26,3
	Valid N (listwise)	22					21					19				

Task 3 Evaluation form findings

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
1	This activity contributed to me in terms of getting the knowledge that I can associate with the real life and use in real life.	22	4,5	27,3	59,1	9,1	20	5	35	50	10	16	-	37,5	56,3	6,3
2	This activity contributed to me in terms of enhancing my critical thinking skills.	22	13,6	40,9	36,4	9,1	20	5	60	35	-	16	-	62,5	25	12,5
3	This activity helped me to use a variety of sources.	22	-	4,5	59,1	36,4	20	-	10	75	15	16	6,3	-	81,3	12,5
4	This activity encouraged me to share the information that I obtained by using different sources with my friends and some experts.	22	-	9,1	59,1	31,8	20	-	20	60	20	16	6,3	31,3	50	12,5
5	This activity helped me to work in cooperation with my friends.	21	19	33,3	38,1	9,5	20	10	-	70	20	16	-	-	81,3	18,8
6	This activity contributed to me in terms of learning different points of views in different issues.	22	9,1	45,5	36,4	9,1	20	20	35	30	15	16	6,3	68,8	18,8	6,3
7	This activity provided me with the use of learning materials other than text book in the learning of English.	22	-	13,6	50	36,4	20	5	20	65	10	16	6,3	25	37,5	31,3

Task 3 Evaluation form findings (continued)

	The questions in the form	LEVEL A						LEVEL AF2						LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
8	This activity did not contribute at all in terms of learning English.	22	45,5	45,5	9,1	-	20	15	65	20	-	16	6,3	56,3	31,3	6,3
9	This activity provided me with the reflection over what I had done.	21	4,8	23,8	61,9	9,5	20	15	45	30	10	16	6,3	50	43,8	-
10	This activity contributed to me in terms of expressing my feelings and thoughts clearly in English.	22	9,1	22,7	50	18,2	20	10	35	45	10	16	6,3	43,8	50	-
11	This activity provided me with the use of English websites and some technological tools that the native speakers of English use in real life.	22	4,5	18,2	50	27,3	20	10	10	65	15	16	6,3	31,3	56,3	6,3
12	This activity provided the engagement with the activity much longer than a few hours' time slot.	22	18,2	27,3	36,4	18,2	20	10	35	30	25	16	6,3	68,8	25	-
13	This activity had nothing to do with the things that I or any native speakers do in real life.	22	31,8	40,9	27,3	-	20	10	55	30	5	16	18,8	50	18,8	12,5
14	This activity contributed to me a lot in terms of learning English.	22	4,5	27,3	54,5	13,6	20	15	55	25	5	16	6,3	68,8	25	-
15	In this activity, our instructor was like a guide rather than a lecturer.	22	9,1	9,1	59,1	22,7	20	5	10	55	30	16	6,3	12,5	68,8	12,5
	Valid N (listwise)	22					20					16				

300

Task 4 Evaluation form findings

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
1	This activity contributed to me in terms of getting the knowledge that I can associate with the real life and use in real life.	18	-	22,2	27,8	50	21	4,8	23,8	52,4	19	18	-	22,2	66,7	11,1
2	This activity contributed to me in terms of enhancing my critical thinking skills.	18	5,6	22,2	55,6	16,7	21	-	52,4	38,1	9,5	18	-	33,3	61,1	5,6
3	This activity helped me to use a variety of sources.	18	5,6	16,7	22,2	55,6	21	-	42,9	57,1	-	18	16,7	33,3	44,4	5,6
4	This activity encouraged me to share the information that I obtained by using different sources with my friends and some experts.	18	-	27,8	38,9	33,3	21	-	9,5	57,1	33,3	18	-	38,9	61,1	-
5	This activity helped me to work in cooperation with my friends.	18	5,6	22,2	55,6	16,7	21	28,6	42,9	23,8	4,8	18	16,7	44,4	38,9	-
6	This activity contributed to me in terms of learning different points of views in different issues.	18	5,6	11,1	44,4	38,9	21	-	38,1	61,9	-	18	-	27,8	72,2	-
7	This activity provided me with the use of learning materials other than text book in the learning of English.	18	-	5,6	38,9	55,6	21	4,8	9,5	57,1	28,6	18	16,7	11,1	55,6	16,7

Task 4 Evaluation form findings (continued)

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
8	This activity did not contribute at all in terms of learning English.	18	77,8	22,2	-	-	21	28,6	47,6	23,8	-	18	33,3	44,4	22,2	-
9	This activity provided me with the reflection over what I had done.	18	22,2	33,3	27,8	16,7	21	28,6	23,8	47,6	-	18	5,6	55,6	38,9	-
10	This activity contributed to me in terms of expressing my feelings and thoughts clearly in English.	18	11,1	22,2	33,3	33,3	21	14,3	23,8	47,6	14,3	18	5,6	44,4	50	-
11	This activity provided me with the use of English websites and some technological tools that the native speakers of English use in real life.	18	-	11,1	22,2	66,7	21	-	-	66,7	33,3	18	-	16,7	61,1	22,2
12	This activity provided the engagement with the activity much longer than a few hours' time slot.	18	-	38,9	33,3	27,8	21	9,5	57,1	19	14,3	18	11,1	61,1	27,8	-
13	This activity had nothing to do with the things that I or any native speakers do in real life.	18	66,7	22,2	5,6	5,6	21	33,3	47,6	14,3	4,8	18	33,3	44,4	22,2	-
14	This activity contributed to me a lot in terms of learning English.	18	5,6	16,7	61,1	16,7	21	4,8	42,9	52,4	-	18	-	44,4	55,6	-
15	In this activity, our instructor was like a guide rather than a lecturer.	18	-	11,1	33,3	55,6	21	4,8	23,8	52,4	19	18	5,6	33,3	55,6	5,6
	Valid N (listwise)	18					21					18				

Task 5 Evaluation form findings

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
1	This activity contributed to me in terms of getting the knowledge that I can associate with the real life and use in real life.	23	-	8,7	65,2	26,1	18	5,6	22,2	66,7	5,6	20	-	-	46,7	53,3
2	This activity contributed to me in terms of enhancing my critical thinking skills.	23	-	34,8	39,1	26,1	18	5,6	61,1	27,8	5,6	20	-	6,7	86,7	6,7
3	This activity helped me to use a variety of sources.	23	-	13	69,6	17,4	18	11,1	5,6	72,2	11,1	20	-	-	80	20
4	This activity encouraged me to share the information that I obtained by using different sources with my friends and some experts.	23	-	8,7	47,8	43,5	18	5,6	11,1	44,4	38,9	20	-	6,7	86,7	6,7
5	This activity helped me to work in cooperation with my friends.	23	21,7	17,4	30,4	30,4	18	22,2	50	22,2	5,6	20	6,7	86,7	6,7	-
6	This activity contributed to me in terms of learning different points of views in different issues.	23	8,7	26,1	39,1	26,1	18	5,6	55,6	33,3	5,6	20	-	33,3	66,7	-
7	This activity provided me with the use of learning materials other than text book in the learning of English.	23	-	8,7	52,2	39,1	18	-	16,7	66,7	16,7	20	-	-	66,7	33,3

Task 5 Evaluation form findings (continued)

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
8	This activity did not contribute at all in terms of learning English.	23	65,2	21,7	13	-	18	22,2	38,9	22,2	16,7	20	53,3	40	6,7	-
9	This activity provided me with the reflection over what I had done.	23	13	13	69,6	4,3	18	27,8	61,1	11,1	-	20	-	66,7	33,3	-
10	This activity contributed to me in terms of expressing my feelings and thoughts clearly in English.	23	8,7	39,1	34,8	17,4	18	5,6	16,7	66,7	11,1	20	-	20	80	-
11	This activity provided me with the use of English websites and some technological tools that the native speakers of English use in real life.	23	4,3	-	60,9	34,8	18	5,6	5,6	72,2	16,7	20	-	-	40	60
12	This activity provided the engagement with the activity much longer than a few hours' time slot.	23	4,3	26,1	47,8	21,7	18	16,7	55,6	16,7	11,1	20	6,7	66,7	20	6,7
13	This activity had nothing to do with the things that I or any native speakers do in real life.	23	47,8	39,1	8,7	4,3	18	16,7	55,6	27,8	-	20	66,7	33,3	-	-
14	This activity contributed to me a lot in terms of learning English.	23	-	13	78,3	8,7	18	-	50	44,4	5,6	20	-	13,3	86,7	-
15	In this activity, our instructor was like a guide rather than a lecturer.	23	17,4	39,1	39,1	4,3	18	11,1	16,7	55,6	16,7	20	-	-	73,3	26,7
	Valid N (listwise)	23					18					20				

304

Task 6 Evaluation Form Findings

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
1	This activity contributed to me in terms of getting the knowledge that I can associate with the real life and use in real life.	20	-	15	45	40	20	5	10	65	20	17	-	17,6	76,5	5,9
2	This activity contributed to me in terms of enhancing my critical thinking skills.	20	15	20	45	20	20	25	40	35	-	17	-	58,8	41,2	-
3	This activity helped me to use a variety of sources.	20	10	10	40	40	20	5	40	50	5	17	-	23,5	76,5	-
4	This activity encouraged me to share the information that I obtained by using different sources with my friends and some experts.	20	-	30	35	35	20	-	25	70	5	17	-	23,5	76,5	-
5	This activity helped me to work in cooperation with my friends.	20	15	10	40	35	20	30	45	20	5	17	23,5	41,2	29,4	5,9
6	This activity contributed to me in terms of learning different points of views in different issues.	20	5	20	65	10	20	20	40	35	5	17	-	41,2	58,8	-
7	This activity provided me with the use of learning materials other than text book in the learning of English.	20	5	10	45	40	20	-	5	70	25	17	5,9	23,5	64,7	5,9

Task 6 Evaluation Form Findings (continued)

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
8	This activity did not contribute at all in terms of learning English.	20	65	30	5	-	20	15	60	25	-	17	17,6	70,6	11,8	-
9	This activity provided me with the reflection over what I had done.	20	10	20	60	10	20	30	45	20	5	17	-	52,9	47,1	-
10	This activity contributed to me in terms of expressing my feelings and thoughts clearly in English.	20	10	10	55	25	20	5	20	70	5	17	5,9	29,4	47,1	17,6
11	This activity provided me with the use of English websites and some technological tools that the native speakers of English use in real life.	20	5	5	50	40	20	5	-	60	35	17	-	5,9	70,6	23,5
12	This activity provided the engagement with the activity much longer than a few hours' time slot.	20	10	25	55	10	20	15	55	15	15	17	5,9	47,1	47,1	-
13	This activity had nothing to do with the things that I or any native speakers do in real life.	20	45	25	15	15	20	25	40	30	5	17	29,4	64,7	5,9	-
14	This activity contributed to me a lot in terms of learning English.	20	5	10	70	15	20	-	50	40	10	17	-	58,8	41,2	-
15	In this activity, our instructor was like a guide rather than a lecturer.	20	-	10	40	50	20	20	15	55	10	17	5,9	17,6	52,9	23,5
	Valid N (listwise)	20					20					17				

Task 7 Evaluation form findings

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
1	This activity contributed to me in terms of getting the knowledge that I can associate with the real life and use in real life.	20	-	-	70	30	17	-	-	64,7	35,3	16	-	12,5	62,5	25
2	This activity contributed to me in terms of enhancing my critical thinking skills.	20	-	30	50	20	17	-	35,3	58,8	5,9	16	-	37,5	56,3	6,3
3	This activity helped me to use a variety of sources.	20	-	10	70	20	17	5,9	5,9	76,5	11,8	16	-	6,3	75	18,8
4	This activity encouraged me to share the information that I obtained by using different sources with my friends and some experts.	20	-	20	40	40	17	-	5,9	64,7	29,4	16	-	25	62,5	12,5
5	This activity helped me to work in cooperation with my friends.	20	10	15	45	30	17	17,6	52,9	23,5	5,9	16	6,3	68,8	18,8	6,3
6	This activity contributed to me in terms of learning different points of views in different issues.	20	10	10	65	15	17	17,6	29,4	47,1	5,9	16	-	50	43,8	6,3
7	This activity provided me with the use of learning materials other than text book in the learning of English.	20	-	25	40	35	17	5,9	-	64,7	29,4	16	-	12,5	50	37,5

Task 7 Evaluation form findings (continued)

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
8	This activity did not contribute at all in terms of learning English.	20	65	25	10	-	17	23,5	58,8	11,8	5,9	16	31,3	50	18,8	-
9	This activity provided me with the reflection over what I had done.	20	-	15	80	5	17	5,9	52,9	35,3	5,9	16	-	62,5	37,5	-
10	This activity contributed to me in terms of expressing my feelings and thoughts clearly in English.	20	5	10	65	20	17	-	17,6	64,7	17,6	16	-	31,3	68,8	-
11	This activity provided me with the use of English websites and some technological tools that the native speakers of English use in real life.	20	-	5	50	45	17	-	5,9	52,9	41,2	16	-	-	37,5	62,5
12	This activity provided the engagement with the activity much longer than a few hours' time slot.	20	10	15	55	20	17	11,8	52,9	17,6	17,6	16	-	37,5	50	12,5
13	This activity had nothing to do with the things that I or any native speakers do in real life.	20	35	50	10	5	17	35,3	52,9	5,9	5,9	16	37,5	50	12,5	-
14	This activity contributed to me a lot in terms of learning English.	20	-	5	75	20	17	5,9	35,3	52,9	5,9	16	-	31,3	62,5	6,3
15	In this activity, our instructor was like a guide rather than a lecturer.	20	-	5	45	50	17	17,6	5,9	52,9	23,5	16	-	18,8	50	31,3
	Valid N (listwise)	20					17					16				

Task 8 Evaluation form findings

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
1	This activity contributed to me in terms of getting the knowledge that I can associate with the real life and use in real life.	6	-	-	33,3	66,7	13	-	-	61,5	38,5	13	-	15,4	30,8	53,8
2	This activity contributed to me in terms of enhancing my critical thinking skills.	6	-	16,7	33,3	50	13	23,1	7,7	46,2	23,1	13	7,7	30,8	38,5	23,1
3	This activity helped me to use a variety of sources.	6	-	33,3	66,7	-	13	15,4	46,2	30,8	7,7	13	7,7	38,5	38,5	15,4
4	This activity encouraged me to share the information that I obtained by using different sources with my friends and some experts.	6	-	16,7	50	33,3	13	7,7	15,4	46,2	30,8	13	15,4	15,4	46,2	23,1
5	This activity helped me to work in cooperation with my friends.	6	16,7	16,7	66,7	-	13	-	-	46,2	53,8	13	-	15,4	46,2	38,5
6	This activity contributed to me in terms of learning different points of views in different issues.	6	-	33,3	33,3	33,3	13	-	-	53,8	46,2	13	7,7	23,1	38,5	30,8
7	This activity provided me with the use of learning materials other than text book in the learning of English.	6	-	-	66,7	33,3	13	7,7	15,4	76,9	-	13	-	7,7	53,8	38,5

Task 8 Evaluation form findings (continued)

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
8	This activity did not contribute at all in terms of learning English.	6	83,3	16,7	-	-	13	92,3	7,7	-	-	13	69,2	23,1	7,7	-
9	This activity provided me with the reflection over what I had done.	6	-	16,7	33,3	50	13	15,4	38,5	30,8	15,4	13	23,1	69,2	7,7	-
10	This activity contributed to me in terms of expressing my feelings and thoughts clearly in English.	6	-	16,7	33,3	50	13	-	-	38,5	61,5	13	-	7,7	46,2	46,2
11	This activity provided me with the use of English websites and some technological tools that the native speakers of English use in real life.	6	16,7	-	33,3	50	13	15,4	23,1	30,8	30,8	13	-	69,2	23,1	7,7
12	This activity provided the engagement with the activity much longer than a few hours' time slot.	6	16,7	16,7	16,7	50	13	23,1	7,7	15,4	53,8	13	15,4	38,5	15,4	30,8
13	This activity had nothing to do with the things that I or any native speakers do in real life.	6	100	-	-	-	13	92,3	7,7	-	-	13	69,2	23,1	7,7	-
14	This activity contributed to me a lot in terms of learning English.	6	-	16,7	50	33,3	13	-	-	30,8	69,2	13	-	-	53,8	46,2
15	In this activity, our instructor was like a guide rather than a lecturer.	6	-	-	33,3	66,7	13	7,7	-	38,5	53,8	13	-	7,7	38,5	53,8
	Valid N (listwise)	6					13					13				

Task 9 Evaluation form findings

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
1	This activity contributed to me in terms of getting the knowledge that I can associate with the real life and use in real life.	13	-	15,4	69,2	15,4	18	-	27,8	61,1	11,1	12	-	25	75	-
2	This activity contributed to me in terms of enhancing my critical thinking skills.	13	-	23,1	46,2	30,8	18	-	44,4	50	5,6	12	-	83,3	16,7	-
3	This activity helped me to use a variety of sources.	13	-	7,7	69,2	23,1	18	5,6	11,1	50	33,3	12	-	8,3	75	16,7
4	This activity encouraged me to share the information that I obtained by using different sources with my friends and some experts.	13	-	15,4	76,9	7,7	18	5,6	5,6	50	38,9	12	-	8,3	75	16,7
5	This activity helped me to work in cooperation with my friends.	13	-	15,4	30,8	53,8	18	-	-	38,9	61,1	12	-	8,3	75	16,7
6	This activity contributed to me in terms of learning different points of views in different issues.	13	-	15,4	61,5	23,1	18	-	44,4	38,9	16,7	12	-	-	50	50
7	This activity provided me with the use of learning materials other than text book in the learning of English.	13	-	-	53,8	46,2	18	-	16,7	50	33,3	12	-	8,3	66,7	25

311

Task 9 Evaluation form findings (continued)

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
8	This activity did not contribute at all in terms of learning English.	13	69,2	23,1	7,7	-	18	16,7	77,8	5,6	-	12	33,3	33,3	33,3	-
9	This activity provided me with the reflection over what I had done.	13	7,7	7,7	61,5	23,1	18	11,1	50	33,3	5,6	12	-	100	-	-
10	This activity contributed to me in terms of expressing my feelings and thoughts clearly in English.	13	-	30,8	46,2	23,1	18	5,6	27,8	50	16,7	12	8,3	33,3	58,3	-
11	This activity provided me with the use of English websites and some technological tools that the native speakers of English use in real life.	13	-	15,4	53,8	30,8	18	-	33,3	33,3	33,3	12	-	-	58,3	41,7
12	This activity provided the engagement with the activity much longer than a few hours' time slot.	13	-	38,5	38,5	23,1	18	11,1	33,3	33,3	22,2	12	16,7	75	8,3	-
13	This activity had nothing to do with the things that I or any native speakers do in real life.	13	46,2	46,2	7,7	-	18	27,8	50	16,7	5,6	12	50	16,7	33,3	-
14	This activity contributed to me a lot in terms of learning English.	13	-	7,7	76,9	15,4	18	5,6	50	38,9	5,6	12	8,3	41,7	50	-
15	In this activity, our instructor was like a guide rather than a lecturer.	13	-	-	38,5	61,5	18	-	27,8	33,3	38,9	12	-	-	25	75
	Valid N (listwise)	13					18					12				

Task 10 Evaluation form findings

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
1	This activity contributed to me in terms of getting the knowledge that I can associate with the real life and use in real life.	8	-	-	37,5	62,5	19	-	5,3	63,2	31,6	10	-	10	80	10
2	This activity contributed to me in terms of enhancing my critical thinking skills.	8	-	-	87,5	12,5	19	5,3	63,2	26,3	5,3	10	-	50	50	-
3	This activity helped me to use a variety of sources.	8	-	25	25	50	19	-	15,8	57,9	26,3	10	-	10	60	30
4	This activity encouraged me to share the information that I obtained by using different sources with my friends and some experts.	8	-	12,5	62,5	25	19	5,3	10,5	42,1	42,1	10	-	-	50	50
5	This activity helped me to work in cooperation with my friends.	8	-	12,5	37,5	50	19	-	-	63,2	36,8	10	-	-	70	30
6	This activity contributed to me in terms of learning different points of views in different issues.	8	-	-	87,5	12,5	19	5,3	36,8	36,8	21,1	10	-	20	80	-
7	This activity provided me with the use of learning materials other than text book in the learning of English.	8	-	12,5	50	37,5	19	-	5,3	63,2	31,6	10	-	10	50	40

Task 10 Evaluation form findings (continued)

	The questions in the form	LEVEL A					LEVEL AF2					LEVEL AF4				
		N	SD	D	A	SA	N	SD	D	A	SA	N	SD	D	A	SA
8	This activity did not contribute at all in terms of learning English.	8	75	25	-	-	19	21,1	57,9	21,1	-	10	80	10	10	-
9	This activity provided me with the reflection over what I had done.	8	-	37,5	37,5	25	18	22,2	38,9	33,3	5,6	10	-	60	40	-
10	This activity contributed to me in terms of expressing my feelings and thoughts clearly in English.	8	-	12,5	25	62,5	19	-	10,5	73,7	15,8	10	-	10	80	10
11	This activity provided me with the use of English websites and some technological tools that the native speakers of English use in real life.	8	-	12,5	25	62,5	19	-	21,1	42,1	36,8	10	-	10	40	50
12	This activity provided the engagement with the activity much longer than a few hours' time slot.	8	-	37,5	37,5	25	19	15,8	26,3	31,6	26,3	10	-	40	60	-
13	This activity had nothing to do with the things that I or any native speakers do in real life.	8	50	25	25	-	19	21,1	63,2	10,5	5,3	10	70	30	-	-
14	This activity contributed to me a lot in terms of learning English.	8	-	-	62,5	37,5	19	5,3	31,6	52,6	10,5	10	-	-	100	-
15	In this activity, our instructor was like a guide rather than a lecturer.	8	-	-	37,5	62,5	19	5,3	5,3	57,9	31,6	10	-	-	50	50
	Valid N (listwise)	8					19					10				

**APPENDIX O- EXCERPTS FROM PARTICIPANTS' COMMENTS
(TURKISH)**

'Bana göre İngilizce konuşmayı, bol bol speaking yaparak geliştirebiliriz derslerde. Örneğin; Hocalar bizi belirli sayıda bir grup yapıp bize biraz bir süre verip kendi aramızda az sürecek bir skeç yaptırabilirler. Herhangi bir konu verip bizlere sunum yapmamızı isteyebilirler. Yabancı hocalarla bize konuşma saati ayarlayabilirler.'

(A level Participant 21, Pre-survey)

'İngilizce oyunlara daha çok zaman ayrıl malı. Bu şekilde bizlerde eğlenerek konuşma becerimizi geliştirebiliriz.'

(AF4 Level Participant 19, Pre-survey)

'Bol bol dinleme etkinliği yapılması gerektiğini düşünüyorum. Bu yüzden, sınıfta talkshow veya dizi izleyebiliriz, daha sonra da yorumlar yapabiliriz.'

(A level Participant 17, Pre-survey)

'İngilizceme katkı sağladı. İngilizcemi daha çok geliştirdi. Ana dili İngilizce olan insanların nasıl konuştuğunu duydum.'

(A level Participant 2, Task Evaluation Form 1)

'Çünkü film altyazılı izleyince kelimeleri görebiliyoruz. Kelime dağarcığımız gelişiyor. Sürekli İngilizce duymamız kulağımızı İngilizceye alıştırır ve bunu sonradan skeç yapıp sergilememiz konuşmamızı geliştirir.'

(A level Participant 20, Task Evaluation Form 1)

'Grupla çalışırken birbirimizi daha iyi tanımamız eksik yönlerimizi fark edip tamamlamaya çalışmamız.'

(A level Participant 13, Task Evaluation Form 1)

'İş birliği yaptık, günlük dili kullanarak arkadaşlarımızla İngilizce diyalog kurduk. Arkadaşlarımla zaman geçirmeyi ve eğlenceli videolar çekmeyi sevdim.. Yeni kelimeler de öğrendim.'

(A level Participant 26, Task Evaluation Form 1)

'Dizileri izlerken daha dikkatli dinlemeliyiz. Her bölümde bilmediğimiz kelimeleri bulup onları öğrenmeliyiz.'

(A level Participant 14, Task Evaluation Form 1)

'Arkadaşlarımla konuşabileceğim bir aktiviteydi. İzlenen videolar üzerine yapılan yorumlar sayesinde birlikte bir etkinlik yapmış olduk.'

(A level Participant 18, Task Evaluation Form 2)

'Dinleme ve telffuzları düzeltmeme yardımcı oldu. çünkü sürekli İngilizce konuşan insanları dimlemek ingilizeyi geliştirir.'

(A level Participant 12, Task Evaluation Form 2)

'Alt yazı olmadan konuşmayı anlamaya çalışmak. Alt yazı olmadan anlayabilmek benim için çok mutlu edici bir şey. Böylece listening imi geliştirdiğimi öğrenmiş oldum.'

(AF2 level Participant 8, Task Evaluation Form 2)

'İngilizce özet çıkarma ve duygu ve düşüncelerimi İngilizce olarak aktarma. faydalı ve eğlenceli bir site. Dinlediğimiz bir konunun özetini çıkarmak da İngilizce öğrenimi açısından çok verimli.'

(AF4 Level Participant 2, Task Evaluation Form 2)

'Video izlemeyi seviyorum ve öğrendiğim dili gerçek hayatta kullanabilmem ve bunu istediğim bir şey için yapmam güzeldi.'

(AF4 Level Participant 18 Task Evaluation Form 2)

'Günlük konuşma dilini kullanması ve o ülkenin aksanıyla dinlemek oldukça yararlı oldu. Buda kendimi geliştirmeme katkı sağladı.'

(AF2 Level Participant 13, Task Evaluation Form 2)

'Videoları ararken o insanları kültürleri sevdikleri ve bunun gibi daha birçok şeyle karşılaşıyoruz . bu yüzden günlük hayatta daha yakından bakmamıza neden oluyor.'

(A Level Participant 7, Task Evaluation Form 2)

'Videodaki insanlar çok hızlı konuşuyorlardı. Çok hızlı konuştukları ve aksanları farklı olduğu için tabi ki anlamakta biraz zorlandım defalarca dinlemek zorunda kaldım.'

(AF2 Level Participant 8, Task Evaluation Form 2)

'Güzel bir tercih oldu ve ileri ki yıllarda işime yarayacağına eminim.'

(AF2 Level Participant 18, Task Evaluation Form 3)

316

'Yeni bir şeyler yaratmak eğlenceliydi. Yapmak istediğimizi her şeyi yapabiliriz. Tamamen kendi zevkimize göre hazırladık bu yüzden eğlenerek yaptık ve bence bu yüzden daha öğretici.'

(A Level Participant 18, Task Evaluation Form 3)

'Zaman kazandırması. Kolaylık sağlaması. Kartona yapsam saatlerce sürebilecek bir işi kısa bir sürede yaptık. İstediğimiz her formda taskların olması işimizi kolaylaştırdı.'

(A Level Participant 4, Task Evaluation Form 3)

'Bu aktivite benim eleştirel düşünerek farklı bir dili daha etkin bir biçimde kullanmama olanak sağladı.'

(A Level Participant 13, Task Evaluation Form 3)

'Daha fazla kelime öğrenmem, aksanımı geliştirmem açısından katkıda bulundu. Bilmediğimiz kelimeleri öğrenmek, konuşurken kendimizi daha iyi ifade etmemize yardımcı olur. Ayrıca ana dili İngilizce olan birisi ile konuşurken aksanımızın o kişiye benzer olması da bize avantaj sağlar.'

(A Level Participant 3, Task Evaluation Form 4)

'Haberleri İngilizce okuyup ve anlamak hoşuma gitti. Gün içinde belirli saat aracılığıyla haberleri takip ediyorum. Bu etkinlik dünya gündemini farklı dillerle de öğrenebildiğimi gösterdi.'

(A Level Participant 23, Task Evaluation Form 4)

'İzlemediğimiz filmi izleyip yorumlamak. Başka bir arkadaşımın yaptığı yorumu okuyup bilmediğimiz bir filmi izlemek yararlı olabilir.'

(A Level Participant 23, Task Evaluation Form 5)

'İnternetten alışverişi sevmeyen biri olarak İngilizce alışveriş siteleri hakkında bilgi sahibi oldum. Eğer İngilizce bir siteden alışveriş yaparsam zorlanacağımı sanmıyorum.'

(A Level Participant 27, Task Evaluation Form 6)

'Kitap hayatın ta kendisidir. Kitapla ilgili ne olsa faydalıdır. Evinde küçük bir kütüphanesi olan ve kitap okumayı ihtiyaç olarak gören benim için gayet faydalıydı. Almayı düşündüğüm kitaplar hakkında İngilizce bilgi sahibi oldum.'

(A Level Participant 27, Task Evaluation Form 7)

317

'Yabancı birisi ile iletişim kurmak.. İngilizce adına bir şeyler yapabilmek, yabancı biriyle konuşabilmek İngilizcemin geliştiğini görmek bana güven verdi.'

<div align="center">(A Level Participant 12, Task Evaluation Form 8)</div>

'Eğlendim. İngilizce öğrenimine katkı sağladı. Arkadaşlarımla beraber bir iş yapmak… Arkadaşlarımla birlikte olduğum için sıkılmadım ve bence daha da faydalı oldu.'

<div align="center">(A Level Participant 1, Task Evaluation Form 9)</div>

'Gezi olayının gerçek hayatta olmasından dolayı çok işime yaradı Bilmediğim yerler hakkında İngilizce araştırma yapabilmemi sağladı.'

<div align="center">(A Level Participant 24, Task Evaluation Form 10)</div>

'Günlük hayatta da planlar yapıyoruz. Burada plan yaparken hangi kelimeleri nasıl kullandığımı öğrendim. Konuşmamda da işime yarayacaktır.'

<div align="center">(AF2 Level Participant 8, Task Evaluation Form 10)</div>

'Özellikle yapılan aktivitelerde yazmak gereken bir şey olduğunda doğru gramer yapısını bulmaya çalışmamız ve buralarda farklı kelimeler kullanmamız hem gramer hem de kelime bilgimizin gelişmesi açısından önemliydi.'

<div align="center">(A level Participant 19, Post-survey)</div>

'İngilizce haber verme etkinliği gerekli buluyorum. Hem İngilizcemizi geliştirebiliyoruz hem de güncel olaylardan haberdar oluyoruz.'

<div align="center">(A level Participant 11, Post-survey)</div>

'Önemli çünkü bence dili gerçek yaşam ile bağdaştırmazsak öğrenmemizin bir anlamı olmaz. Gerçek yaşamdan olan aktiviteleri yapmak daha öğretici bir de işe yarayan şeyleri öğrenmek daha faydalı.'

<div align="center">(A level Participant 18, Post-survey)</div>

'Edmodo sayesinde yabancı sitelerden alışveriş yapabilirim. Haber sitelerini takip edebilirim. İngilizce videolar izleyip yorumlar yapabilirim. Önemli buluyorum. Edmodo sayesinde daha önce çekinerek yapamadığım şeyleri şimdi rahatlıkla yapabiliyorum. Örneğin İngiltere'den ayakkabı siparişi verdim.'

<div align="center">(AF4 level Participant 20, Post-survey)</div>

'Öğrenci daha özgür bırakılabilir. Mesela kurguyu öğrenciye bırakabilirsiniz. Ben daha özgürce rahat ve zevkle çalışırdım. Ben bu etkinliğin kurgusunu Samsun veya Amasra ya gelen gruba rehberlik etmek olarak belirledim. Bu sayede çok detaylı bir plan yapabilirdim.'

(A level Participant 23, Post-survey)

'Acil ya da zor durumların dahil olduğu aktiviteler olabilir. Mesela birisine yol tarif etmek, yaralı birine bu tarz vs yardımcı olmak bu tarz kurgular kullanıla bilinir. Böyle durumlar daha güncel oluğu için bizi daha çok geliştirebilir.'

(A level Participant 12, Post-survey)

'Amacımız İngilizce öğrenmek burada, evet bu şekilde biz İngilizceyi dediğim gibi gerçek hayatta kullanarak bunları hayatımızla bütünleştirerek daha kolay öğreniriz. Yani, kalıcı öğreniriz mesela eğer İngilizceyi TOEFL ITP tarzı öğrensek test usulü öğrensek, öğrenmiş olsak testte başarılı olabiliriz belki TOEFL ı da geçebiliriz ama tatil köyüne mesela gittiğimizde bir İngiliz ile karşılaştığımızda konuşmada sıkıntı yaşayabiliriz. Onunla konuşamayabiliriz. Ama bu tasklarla daha kolay konuşabiliriz yani bu şekilde daha iyi öğreniriz.'

(Interview, Participant 5)

'Bence bunlar ıı daha çok hani ödev olarak verilen diğer ödevlerden daha yararlı buluyorum ben, çünkü sonuçta gerçek hayatla bağdaştırdığı zaman daha rahat hani bu benim ileriki yaşantımda karşıma çıkabilir deyip daha çok verim alabilir ve ileride de bunu kullanabileceği için de daha olumlu bakıyorum ve daha öğretici buluyorum.'

(Interview, Participant 20)

'Çok faydalı buluyorum, çünkü normalde Türkçe olarak bile izlemediğimiz birçok şeyi, İngilizce olarak gerek dilimiz anlamında gerekse onların hani yaşantısını öğrenmemiz anlamında çok faydası var. Yani sadece dil olarak da değil. Yani bir dil öğrenirken, biz onların her şeyini öğreniyoruz. Tek gramer öğrenmeyiz ya da tek ne bileyim doğru düzgün yazmayı öğrenmeyiz kültürlerini öğreniriz. Yemek çeşitlerini öğreniriz, daha yakından, daha faydalı olur bizim için daha güzel olur.'

(Interview, Participant 17)

'Kesinlikle bence sağlar, ıı bu tarz ödev gibi algılamıyorum zaten onları da ben, uygulamalar diyebilirim. Bu uygulamalar hani insanı daha çok motive ediyor. İşte ne bileyim insan, o anın içindeymiş gibi düşündüğü için daha çok motive oluyor ve daha rahat ve ödev gibi düşünmeyip daha bir uygulama gibi yapıyor. Böyle, bu şekilde yapması da bunu bir ödev olmaktan çıkartıp hani kendisine yarar sağlayabileceği bir aktivite oluyor.'

(Interview, Participant 20)

'Sürekli olan bir aktivite olabilirdi. Bir sürü aktiviteler yaptık çeşitli aktiviteler. İşte Edmodo da o yüzden en yararlı bulduğum aktivite idi çünkü bir süreklilik vardı ve bir birliktelilik vardı işin içinde.'

<div align="right">(Interview, Participant 4)</div>

'Bence.. speaking sınavları oluyoruz. Aslında speaking sınavının olduğu hafta birazcık practice yapıyoruz ondan önce ve ondan sonra hiçbir şey yapmıyoruz. Hani speaking in önemini artırırsak ve speakingin önemi artırırsak speakingi artırmak için de öğrencilerin de bu tarz yollara başvuracağını düşünüyorum.'

<div align="right">(Interview, Participant 1)</div>

'Ted Talks gibi konuşmalı dinlemeli aktiviteleri günlük hayatta kullanabileceğimiz aktiviteleri artırarak Edmodo tasklarının faydalarını da artırabiliriz.'

<div align="right">(Interview, Participant 9)</div>

'Hani öğrencilere mesela dikkat çeken ödevler verilirse daha iyi olur. Mesela Ted Talks BBC. Ya da böyle hani yurt dışındaki nasıl desem olaylarla ilgili falan böyle ödevler verilirse falan hani onların böyle bir şeyini araştırma gibi olur ondan sonra listening tarzı ödevler olur.'

<div align="right">(Interview, Participant 19)</div>

'Yani sonuçta eğlenceli bir şeyler yaptık. Gerçekte kullanabileceğimiz şeyleri yaptık. Bizim için faydalı. Eğlendim, yaparken öğrendim de.'

<div align="right">(Interview, Participant 10)</div>

'Edmodoyu kullanmayı dusunuyorum çünkü bir şey paylaştığımızda başka bir arkadaşımız ya da öğretmenimiz ona yorum yapıyor bize belki oradan değişik bir şey öğreniyoruz gerek gramer yapısı gerek kelime olabilir. Sonuçta dilin kullanımını öğreniyoruz ve fikirlerimizi ifade etmeyi öğreniyoruz bence bu çok güzel bir şey.'

<div align="right">(Interview, Participant 3)</div>

'Ben en çok röportajı yararlı buldum, ses kaydını çünkü o birebirdi çünkü o daha aktif olarak ve o an hani tek başınasın, daha doğaçlama gelişiyordu. Bir kurgusu yoktu. Hani ne bileyim diğerlerini yaparken yazıyorduk şunu mu yanlış yaptık bunu mu yanlış yaptık diye düşünebiliyorduk, ama bu röportajda düşünüyorsun ve o an söylemen gerekiyor işte hemen cevap vermen gerekiyor ya da ne bileyim hani anlamazsan onu anlamadığını dile getirmen gerekiyordu o biraz benim için daha yararlı oldu.'

<div align="right">(Interview, Participant 20)</div>

'Çünkü, hem arkadaşlarımızla etkileşim içindeydik, birbirimiz ile İngilizce konuşuyorduk. Hani yabancı insanlarla konuşuyor gibiydik bu yüzden dil gelişimine katkıda bulundu. Hem de bir sürü yabancı video izleme olanağı bulduk.'

<div align="right">(Interview, Participant 16)</div>

APPENDIX P- COMPARISON OF PRE-SURVEY AND POST-SURVEY RESULTS

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
Independent Samples Test										
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1. I can understand an authentic talk in English in a talk show easily.	Equal variances assumed	.000	.999	-3.578	123	.000	-.35217	.09843	-.54701	-.15732
	Equal variances not assumed			-3.605	121.968	.000	-.35217	.09769	-.54555	-.15879
2. I can comment on a current subject that I hear in a talk show in English.	Equal variances assumed	3.091	.081	-5.205	123	.000	-.50490	.09700	-.69691	-.31289
	Equal variances not assumed			-5.197	118.430	.000	-.50490	.09716	-.69730	-.31251
3. I can comprehend a real speech on a TV series in English easily.	Equal variances assumed	14.727	.000	-2.617	123	.010	-.23400	.08942	-.41100	-.05701
	Equal variances not assumed			-2.654	122.963	.009	-.23400	.08816	-.40852	-.05949

COMPARISON OF PRE-SURVEY AND POST-SURVEY RESULTS (continued)

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
Independent Samples Test										
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
1. I can create my own similar dialogues in English for a TV series	Equal variances assumed	.047	.829	-2.540	123	.012	-.31373	.12353	-.55824	-.06921
	Equal variances not assumed			-2.538	118.971	.012	-.31373	.12359	-.55845	-.06900
2. I can present and defend my argument in English.	Equal variances assumed	6.961	.009	-2.924	123	.004	-.33075	.11311	-.55466	-.10685
	Equal variances not assumed			-2.970	123.000	.004	-.33075	.11137	-.55120	-.11031
3. I can collaborate in English with my friends to create a product	Equal variances assumed	33.872	.000	-5.402	123	.000	-.52322	.09686	-.71495	-.33149
	Equal variances not assumed			-5.450	116.067	.000	-.57972	.10638	-.79042	-.36903

COMPARISON OF PRE-SURVEY AND POST-SURVEY RESULTS (continued)

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper
4. I can explore issues from different points of view by searching in English.	Equal variances assumed	3.164	.078	-5.482	123	.000	-.57972	.10575	-.78904	-.37040
	Equal variances not assumed			-5.450	116.067	.000	-.57972	.10638	-.79042	-.36903
5. I can understand online news in English easily.	Equal variances assumed	.047	.829	-4.582	123	.000	-.52761	.11515	-.75553	-.29968
	Equal variances not assumed			-4.521	111.107	.000	-.52761	.11671	-.75886	-.29635
6. I can think critically on a real issue in English.	Equal variances assumed	.165	.685	-4.202	123	.000	-.47833	.11385	-.70368	-.25298
	Equal variances not assumed			-4.204	119.530	.000	-.47833	.11377	-.70359	-.25307

Independent Samples Test

COMPARISON OF PRE-SURVEY AND POST-SURVEY RESULTS (continued)

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
7. I can articulate about current issues happening all around the world in English	Equal variances assumed	23.218	.000	-4.149	123	.000	-.47085	.11349	-.69550	-.24620	
	Equal variances not assumed			-4.036	100.048	.000	-.47085	.11666	-.70230	-.23940	
8. I can use different sources in English to get information.	Equal variances assumed	1.075	.302	-5.770	123	.000	-.63235	.10959	-.84929	-.41542	
	Equal variances not assumed			-5.657	106.401	.000	-.63235	.11177	-.85394	-.41076	
9. I can scan in an English movie website and find the necessary information	Equal variances assumed	15.338	.000	-3.542	123	.001	-.31579	.08915	-.49227	-.13931	
	Equal variances not assumed			-3.531	117.712	.001	-.31579	.08942	-.49288	-.13870	

Independent Samples Test

COMPARISON OF PRE-SURVEY AND POST-SURVEY RESULTS (continued)

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper
10. I can think critically and share my ideas in English in a network before choosing a movie.	Equal variances assumed	8.358	.005	-5.169	123	.000	-.61197	.11839	-.84632	-.37762
	Equal variances not assumed			-5.211	122.094	.000	-.61197	.11743	-.84444	-.37950
11. I can easily use a shopping website in English to get some presents	Equal variances assumed	7.857	.006	-1.379	123	.170	-.14267	.10348	-.34751	.06216
	Equal variances not assumed			-1.355	108.421	.178	-.14267	.10526	-.35131	.06597
12. I can use some online bookshop websites in English to get some books	Equal variances assumed	6.916	.010	-1.696	123	.092	-.18963	.11182	-.41096	.03170
	Equal variances not assumed			-1.675	111.866	.097	-.18963	.11321	-.41394	.03468

Independent Samples Test

COMPARISON OF PRE-SURVEY AND POST-SURVEY RESULTS (continued)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Independent Samples Test										
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
13. I can interact with a native speaker of English on any topic I like.	Equal variances assumed	2.766	.099	-2.874	123	.005	-.31140	.10836	-.52590	-.09691
	Equal variances not assumed			-2.855	115.712	.005	-.31140	.10907	-.52744	-.09537
14. I can communicate with a foreigner in English without any help in a natural environment.	Equal variances assumed	.312	.577	-.886	123	.378	-.09598	.10836	-.31047	.11852
	Equal variances not assumed			-.886	119.354	.377	-.09598	.10833	-.31048	.11852
15. I can prepare a presentation in English	Equal variances assumed	10.711	.001	-5.860	123	.000	-.69969	.11940	-.93603	-.46335
	Equal variances not assumed			-5.937	122.891	.000	-.69969	.11785	-.93297	-.46641

COMPARISON OF PRE-SURVEY AND POST-SURVEY RESULTS (continued)

		Levene's Test for Equality of Variances		t-test for Equality of Means							
Independent Samples Test											
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
16. I can talk about current problems happening in my real life in English	Equal variances assumed	.001	.970	-4.285	123	.000	-.48065	.11217	-.70268	-.25862	
	Equal variances not assumed			-4.259	116.016	.000	-.48065	.11285	-.70416	-.25714	
17. I can plan a trip in English in real life.	Equal variances assumed	5.330	.023	-3.515	123	.001	-.40893	.11633	-.63920	-.17866	
	Equal variances not assumed			-3.521	120.006	.001	-.40893	.11612	-.63884	-.17901	

APPENDIX R- TOOLS AND WEBSITES USED IN THESIS

Social network:

Edmodo (https://www.edmodo.com)

Edmodo is a network that provides learners and teachers with the contexts in which they can share, communicate and learn. Teachers can apply quizzes assignments and collaborate with other teachers in this network.

Task 2: TV talk shows

Ted Talks (https://www.ted.com/)
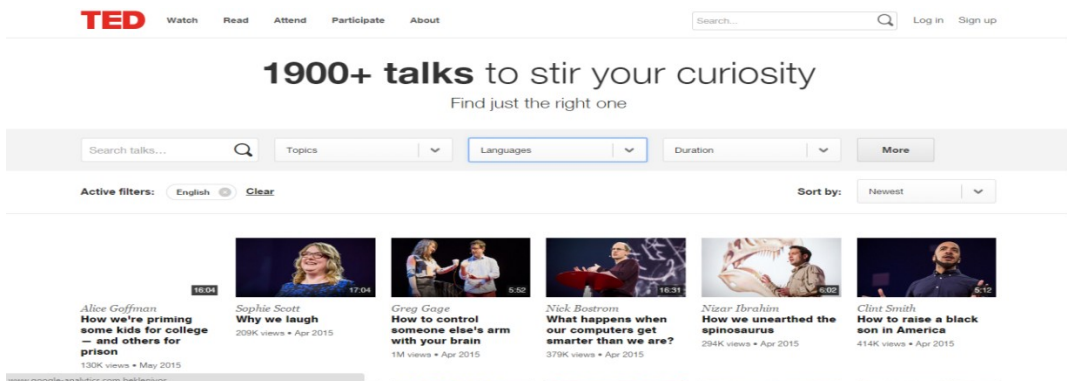
TED (Technology, Entertainment, and Design) is world-wide conferences managed by private non-profit organization. "Ideas worth spreading" was their slogan and TED was established in 1984. Early focus was on technology and design, but it has since broadened its scope and involves speeches on many scientific, cultural and academic topics now.

The Real (http://thereal.com/episodes/)
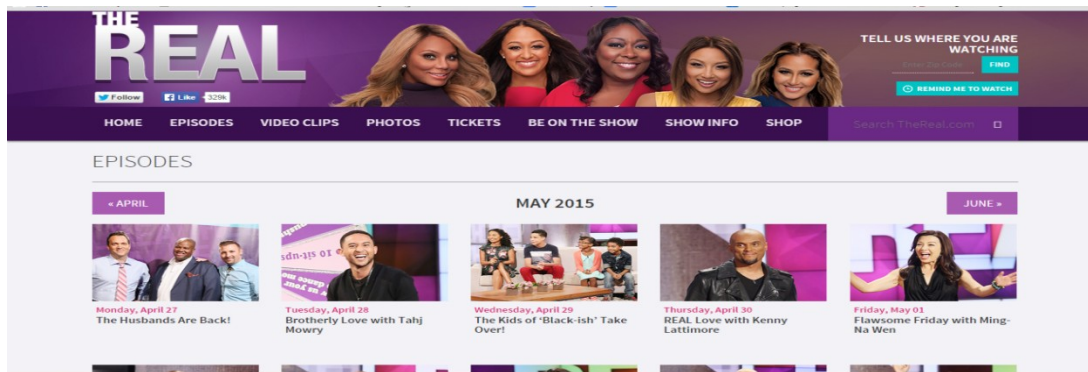
The Real is an American talk show program. It was shown in such cities as New York, Los Angeles and Washington D.C.

Task 3: Poster preparation tool (http://edu.glogster.com/signup)
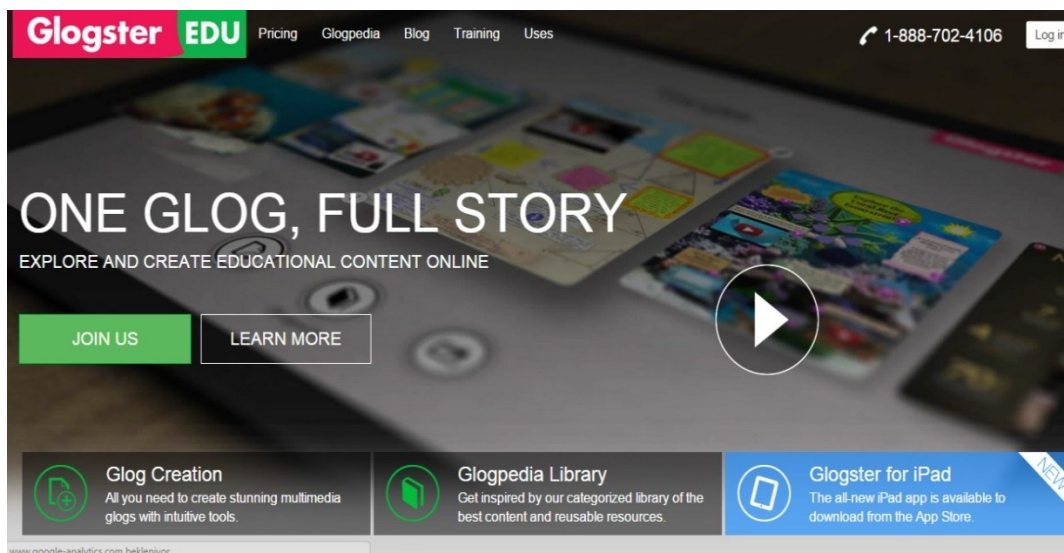
Glogster is a context for interactive learning. It enables users to make use of diffferent media to create multimedia posters and students and educators can reach many sources shared worldwide. Glogster supports interactivity and collaboration apart from enhancing digital literacy.

Task 4: Online news websites

BBC (http://www.bbc.co.uk/news/)
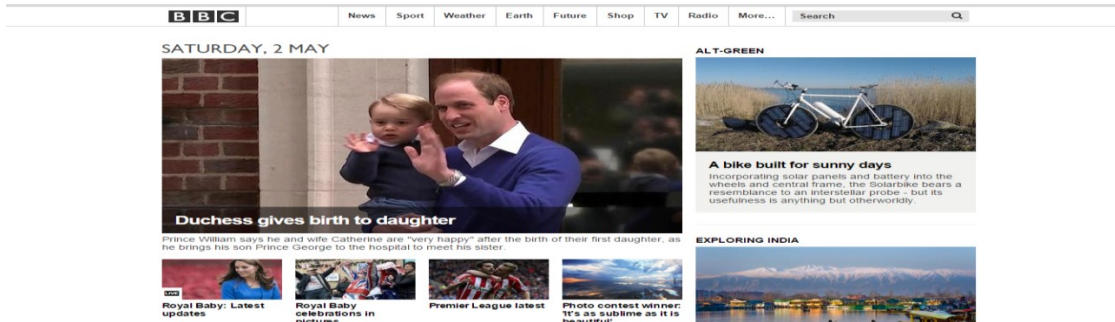
The British Broadcasting Corporation (BBC) is the UK's public-service broadcaster and the oldest national broadcasting company in the world.

Boston.com (http://www.boston.com/bigpicture/)
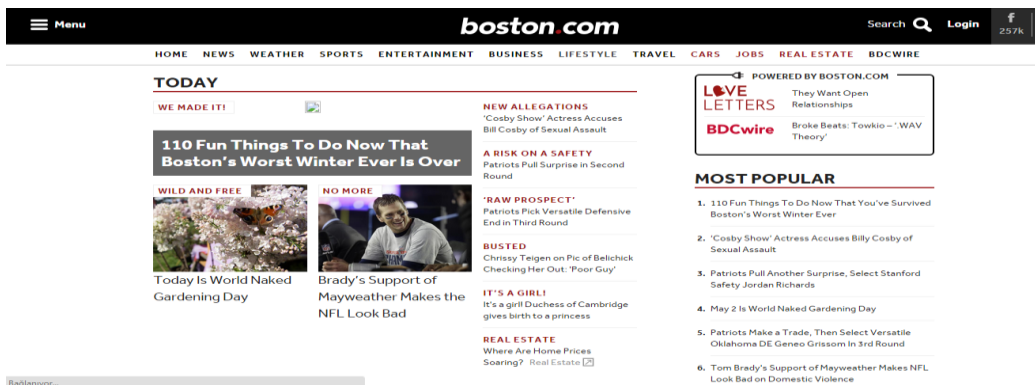
Boston.com was one of the first news websites on the public web. It was established by Boston Globe Electronic Publishing Inc.

The New York Times (http://www.nytimes.com/)

The New York Times (NYT) is an American newspaper published daily and it was established and published in New York City by The New York Times Company.

Task 5: Movie website

IMDB (http://www.imdb.com/)
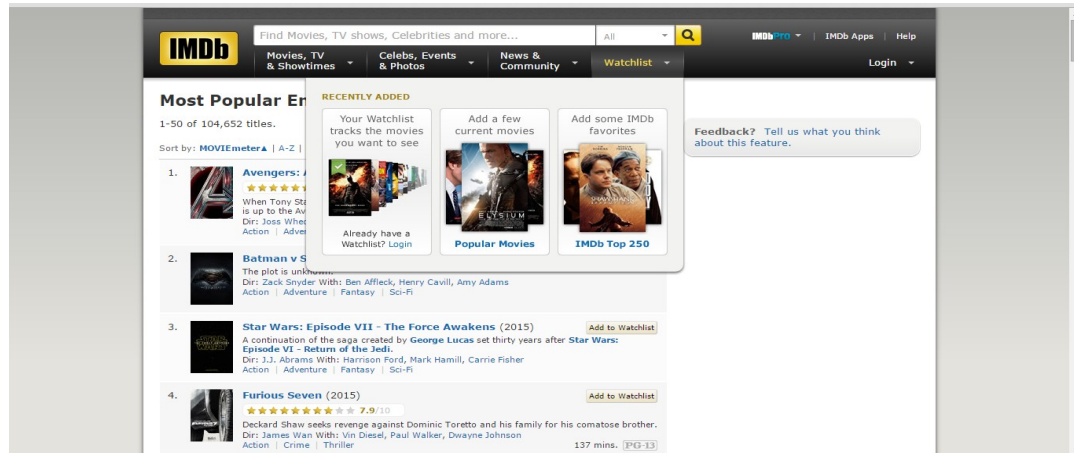
IMDb (The Internet Movie Database) is an online platform. It includes a variety of sources about films, television programs, and video games. Actors and actresses can share their pictures and people can asses the movies in that platform.

Task 6: Online shopping websites

J.Crew (http://www.jcrew.com/index.jsp)
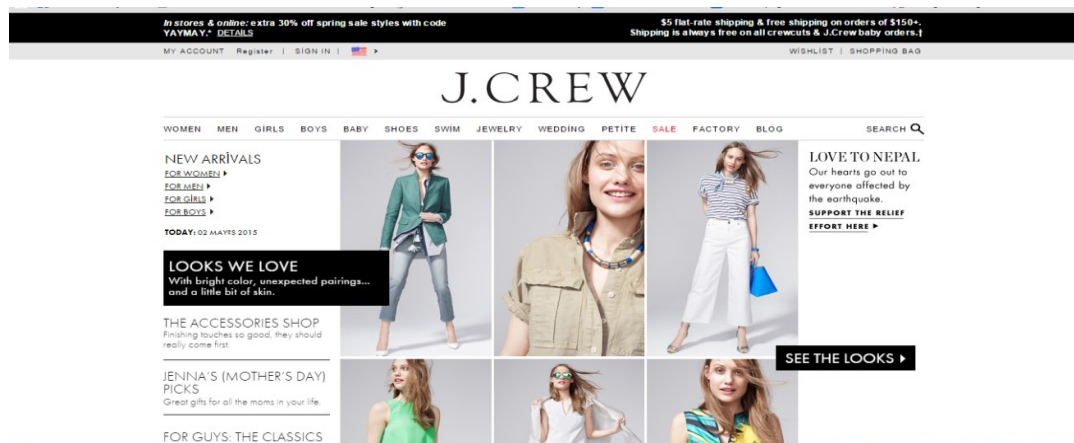
J. Crew Group, Inc. is an American retailer. The company presents a variety of women's, men's and children's clothes, shoes and accessories.

Harvey Nichols
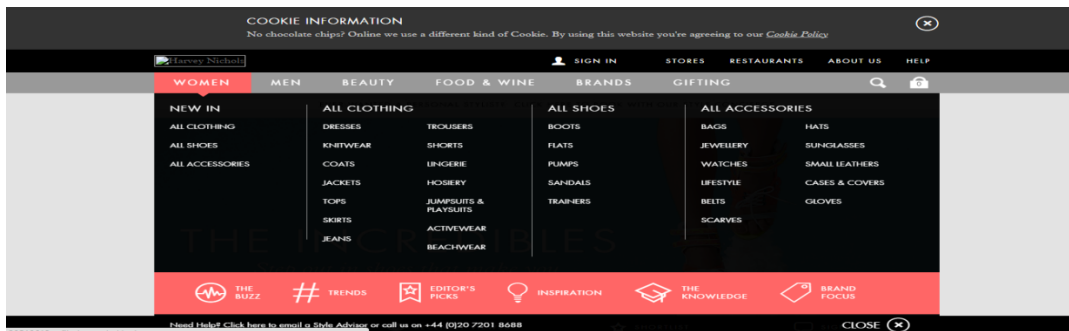
It is an English department store in London and it was founded in 1831. It sells a lot of products such as clothes for women and men, fashion accessories, beauty products, wine and food.

Task 7: Book shopping websites

Amazon (http://www.amazon.com/ **)**

Amazon.com, Inc. is an American electronic commerce company. It has its headquarters in Seattle, Washington. It started as an online bookstore, but soon enhanced and started to sell DVDs, CDs, software, video games, electronics, furniture, toys and jewelry.

Task 9: Survey tool

SurveyMonkey (https://www.surveymonkey.com/ **)**
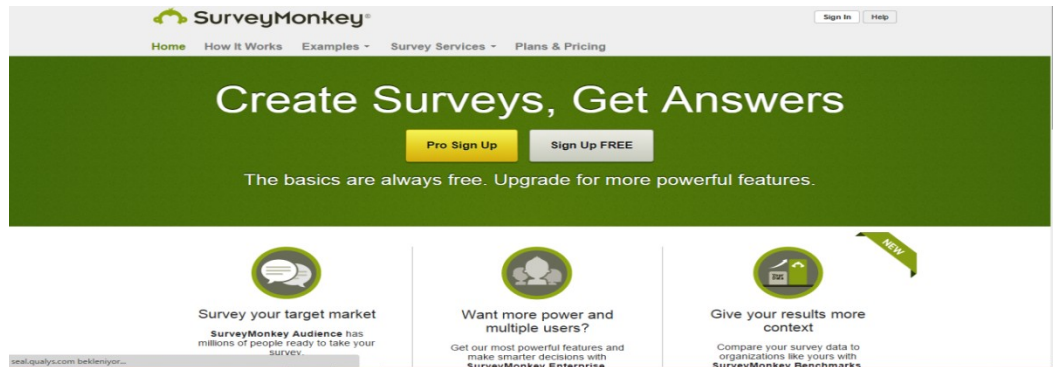
SurveyMonkey is an online survey software company. The website provides a platform that people can create their own surveys and share them in different contexts.

APPENDIX S- TURKISH SUMMARY

Bu çalışmada, özel bir üniversitede İngilizceyi yabancı dil olarak öğrenen hazırlık sınıfı öğrencilerinin teknolojik araçları kullanarak tamamlamış oldukları otantik aktiviteler üzerine tutum ve görüşlerini ortaya çıkarmak ve bu aktivitelerin öğrencilerinin yabancı dili otantik durumlarda kullanmalarına ne derecede pozitif ya da negatif bir etkisi olduğunu araştırmak amaçlanmıştır.

Dilin zamanla gelişip değişmesi gibi dil öğretim yaklaşım ve metotları da sürekli değişim göstermektedir. Aslında bütün metotlar ve öğretim teknikleri temelinde tek bir şeyi amaç edilmişlerdir. Bu da öğrencilerin öğrenmekte oldukları dili iletişim amaçlı kullanabilmelerini sağlamaktır. Fakat, genel itibari ile Türkiye'deki dil eğitimine baktığımızda, öğrencilerimizin sınavlardan önce tüm dil bilgisi kurallarını ve hedef kelimeleri öğrenip ve hatta yazılı sınavlarında da oldukça üstün başarı sergilemelerine rağmen bu edinmiş oldukları bilgilerini gerçek hayatta karşılaşılabilecek durumlarda kullanamıyor olmaları en büyük problemlerden biri olabilir. Bunun nedeni de uygulanan sınıf içi aktivitelerin gerçek hayatla bir bağlantısı olmamasından ve bunun da öğrencilerin yaratıcılığını ve derin düşünme yeteneklerini sınırlandırıyor olmasından kaynaklanıyor olabilir.

 İngilizceyi ikinci dil öğrenen öğrencileri düşündüğümüzde, onlar sınıftan dışarı çıktıklarında yaşadıkları ortam dolayısı ile dile yine dile maruz kalacak ve bu dili yaşam koşullarından dolayı ister istemeden kullanacaklardır. Hâlbuki İngilizceyi yabancı dil olarak öğrenen Türkiye'deki öğrencilerinse böyle bir olanağı yoktur. Bu yüzden de birçok okulda yabancı hocalar işe alınmakta ve bazı okullarda da yurt dışından öğrenciler değişim programları ile getirilerek öğrencilerin İngilizceyi ana dil olarak konuşan kimselerle iletişim kurması sağlanmaya çalışılmaktadır. Ancak bu tüm okullar için mümkün değildir. Ana dili İngilizce olmayan hocalar ise otantik yani anadili İngilizce olan kimseler tarafından yine anadili İngilizce olan kimseler için üretilmiş, herhangi bir şekilde öğrenim ve öğretim amacıyla üretilmemiş hem yazılı hem de sözlü materyaller kullanmaktadırlar. Fakat bu da gerçek yaşamla

ilişkilendirme anlamında yüzeysel bir otantiklik sağlamaktadır. Nedeni ise sadece materyalin otantik olması ve aktivitelerin gerçek yaşamla bağlantı kurmuyor olması olabilir. Örneğin, öğrencilere otantik olan bir makaleyi okumalarını ve onunla ilgili soruları cevaplandırmayı istiyoruz. Aktivitenin amacında ise hiçbir otantik durum gözlemek mümkün değil. Çünkü gerçek hayatta biz bir gazete yazısını bilgilenmek amaçlı okuruz ya da bir alışveriş sitesini içerisindeki bilmediğimiz kelimeleri çıkarıp onlarla ilgili çoktan seçmeli soruları yanıtlamak için değil de alışveriş yapmak için kullanırız. Yani okuduğumuz ya da dinlemiş olduğumuz metinleri bizler herhangi başka bir görevi ya da aktiviteyi yerine getirmek için kullanırız. Bu yüzden de dil öğrenimi için hazırlanan aktiviteleri hazırlanırken bu gibi iletişim odaklı amaçlar göz önünde bulundurularak hazırlamak gerekir.

Aslında sadece otantik materyalleri sınıfta kullanarak bir otantik öğrenme ortamı oluşturmak mümkün değildir. Öğrencilerin bilgi ve donanımları sergileyebileceği arkadaşları ile paylaşabileceği otantik öğrenme ortamlarını oluşturmak için öncelikle aktivite ve görev tasarımında aktivitenin otantik bir amaca bağlanması yani gerçek hayatla ilgili durumlar verilmesi önemlidir. Sadece aktivitenin amacının değil öğrenme ortamının da otantik olması açısından Herrington and Oliver (2000)'nin farklı alanlarda yaptıkları çalışmaları ile ortaya koymuş oldukları otantik öğrenme ortamında bulunması gereken özellikler dikkate alınarak alan genişletile bilinir ve öğrencilerin artık dili otantik öğrenme koşullarında kullanmalarına olanak sağlana bilinir.

Ayrıca, literatüre bakıldığında, otantik metinler otantik bir veri sağlaması, sadece dili değil dili konuşan insanların kültürlerini de temsil etmesi, dil becerilerini geliştirmesi, güncel olması, gerçek yaşam ile ilişkili olduğu için öğrencileri motive etmesi dolayısı ile takdir edilse de zor karmaşık bir dili olması, öğrencilerde hayal kırıklığı oluşturması ve güncel olduğu için kullanımlarının uzun süreli olmaması ve öğretmen için hazırlık gerektirmesi gibi nedenlerden dolayı da eleştirilmiştir. Bunları da dikkate alarak otantik aktivitelerin uygulanmasında öğrenciler için oluşabilecek olumsuz durumları ortadan kaldırmak ve her şeyin dijital olduğu ve neslin teknolojiden uzak kalamadığı günümüzde öğrencilerin dil öğrenmelerini geliştirmek

amacıyla aktiviteler hem çevrimiçi hem çevrimdışı araçlarla desteklenebilir. Ancak bu çevrimiçi ve çevrim dışı teknolojik araçlar otantikliği garantilememektedir. Fakat teknoloji kullanımı ve otantiklik arasındaki ilişki bu çalışma ile de gözlene bilinir.

Sonuç olarak, otantik yazılı ve sözlü metinlerin dil öğreniminde kullanılması üzerine birçok araştırma yapılmasına rağmen aktivite ve görevlerin otantikliği üzerine çalışmalara çok rastlanmamaktadır. Özellikle Türkiye'de otantik aktivitelerin dil eğitiminde kullanılmasının öğrencilerin dil öğrenimi üzerine etkilerinde çalışma bulunmamaktadır. Bu nedenle bu çalışma, sonraki çalışmalar için de öncü olabilir. Ayrıca sadece dil öğreniminde otantik aktivite üzerine değil de teknolojik olanaklar kullanılarak oluşturulmuş otantik öğrenme ortamlarının uygulanabilirliği ve verimliği üzerine bu çalışma, bu tarz otantik aktivite ve teknoloji destekli bir öğrenme ortamı gerçekleştirmeyi planlayan öğretmen, materyal ve program geliştiriciler için önemli bir kaynak sağlayabilir.

Bu çalışmaya toplamda üç sınıftan 68 adet hazırlık öğrencisi katılmıştır. Öğrencilerin İngilizce seviyeleri orta seviyededir. İlk dönem öğrencilerinin İngilizce seviyeleri ikinci dönem öğrencilerinde oranla daha düşük seviyededir. Öğrencilerin yaşları ise çoğunlukla 18-19 dur. Öğrencilerin tümü evde ya da okulda bir şekilde internet kullanabilmektedir. Çalışmada kullanılan metot göz önünde bulundurulduğunda, hem nicel hem de nitel araçları kullanan paralel yakınsak karma yöntem uygulanmıştır. Bu yöntemde nicel ve nitel verilerek aynı anda fakat farklı araştırma araçları ile toplanmaktadır. Çalışmadaki nicel veriler ön anket, aktivite değerlendirme formu ve çalışma sonrası anketten elde edilmiştir. Nitel veriler ise yarı yapılandırılmış mülakatlar ve anketlerin açık uçlu sorularından elde edilmiştir. Nicel veri analizi Paired Sampled T-test ve One-way ANOVA testlerini içeren SPSS IBM 20 aracılığıyla gerçekleşmiştir. Nitel veri analizi içinse sürekli karşılaştırma metodu ile kod, kategori ve temalar kümelere ayrılarak ve veride görülme sıklıkları el ile hesaplanarak yapılmıştır. Bunlar çalışmada tablolar ile verilmiş ve öğrencilerden alınan alıntılar ile birlikte örnek gösterilerek açıklanmıştır.

Öğrenciler dönem boyunca 10 adet otantik aktivite tamamlamıştır. İlk aktivite öğrencilerin İngilizce popüler dizilerden birini seçmeleri onu izlemeleri ve daha sonrasında da arkadaşları ile grup çalışması yaparak bir oyun sergilemeleri istenmiştir. Bunun için öğrenciler aynı karakterleri kullanarak günümüze ya da daha geçmiş bir zamana uyarlayabilme, kurgusunu geliştirebilme ve yeni bir bölüm çekebilme özgürlüğüne sahiptiler. Örnek olarak okulda okuma ve yazma derslerinde takip edilen dizilerden biri için sınıf içerisinde izlenilen dizi adına konuşma aktivitesi yapılmış dizi izlenirken öğrencilere diziyi takip edip edemediklerine yönelik hoca tarafından belirli sorular sorularak rehberlik edilmiştir. Daha sonrasında bir sınıf senaryoları sınıf içinde yazmayı tercih ederken diğer iki sınıf senaryolarını hazırlayıp bir sonraki hafta derslerin son on dakikasında sunmuşlardır.

İkinci aktivite ise öğrencilerin verilen bazı örneklerdeki gibi İngilizce TV programlarından birini seçip izlemeleri Edmodo'da arkadaşları ile paylaşmaları ve video üzerine düşüncelerini ve yorumlarını yazmaları söylendi. Bu aktivitede öğrenciler birbirlerinin videolarını izleyerek yorum yapabildi. Özellikle öğrencilerin ilgisini çekebilmesi açısından kendi alanları ile ilgili videoları tercih edebilecekleri dile getirildi.

Üçüncü aktivitede ise öğrencilere gerçek yaşamla bağlantılı olarak okulun tanıtımını yapmak üzere bir poster hazırlamaları istendi. Bu posteri hazırlarken de Glogster adlı poster hazırlama programından faydalanabilecekleri söylendi ve hatta öğretmen tarafından sınıfta dersin son 5 dakikasında Glogster sitesi ve nasıl kayıt olabileceklerine dair küçük bir tanıtım yapıldı. Aynı zamanda öğrencilerin kayıt olduğu Edmodo ortamında program ve siteyi nasıl kullanabileceklerini gösteren bir tanıtım videosu öğretmen tarafından paylaşıldı.

Dördüncü aktivitede ise öğrencilere verilen örnek sitelerdeki gibi İngilizceyi anadil olarak kullanan kimseler tarafından yine onlar için hazırlanmış web sitelerinden haber okumaları ya da izlemeleri söylenmiş ve öğrencilerin seçtikleri haberi özetleyip kendi fikirlerini beyan ederek Edmodo'da paylaşmaları istenmiştir. Öğrenciler başka arkadaşlarının paylaşmış olduğu haberlere yorum yapmışlar ve

ertesi gün okulda dersin ilk beş dakikasında izlemiş oldukları haberler üzerine deneyimlerini sözlü olarak paylaşmışlardır.

Beşinci aktivitede ise öğrencilere iki farklı durum verilmiştir. Birincisi IMDB web sitesinden izlemedikleri bir filmi seçip onun hakkında gerekli bilgileri ve beklentilerini paylaşarak daha sonrasında arkadaşları ile izleyebilecekleri bir filmi seçmeleri istenmiştir. İkinci durumda ise daha önce izlemiş oldukları ve çok beğendikleri bir filmi paylaşarak onun üzerine yorum ve düşüncelerini arkadaşları ile Edmodo'da paylaşmaları beklenmiştir.

Altıncı aktivitede ise öğrencilere gerçek yaşamla bağlantılı olarak bir senaryo verilmiş ve bu senaryoya göre öğrencilerin aileleri için alışveriş yapmaları söylenmiştir. Alınacak hediyelerin linklerini paylaşmaları ve neden bu hediyeleri seçmiş oluklarını bir paylaşımda bulunmaları beklenmiştir. Öğrenciler aynı zamanda alışveriş temalı ünitede benzer durumda yurt dışından dönerken hediye almaları gerekse ailelerine ne gibi hediyeler alacakları üzerine bir ikili konuşma aktivitesi de gerçekleştirmiş daha sonrasında bu aktivite ödev olarak verilmiştir.

Yedinci aktivitede ise öğrenciler sınıf içerisinde ikili bir konuşma çalışması gerçekleştirerek birbirlerine okumaktan hoşlandıkları kitap türlerinden bahsetmişlerdir. Bu sınıf içi aktiviteden sonra Aktivite 7, eve ödev olarak verilmiş öğrencilerden sıra arkadaşları için bir kitap alışverişinde bulunmaları ve seçtikleri kitapları Edmodo ortamında paylaşmaları ve neden arkadaşlarına bu kitapları tercih ettiklerini açıklamaları istenmiştir.

Sekizinci aktivite ise program dışı bir aktivite olmuş ve öğrencilerden okula gelen yabancı öğrenci ve öğretmenler ile bir on beş yirmi dakikalık mülakat gerçekleştirmeleri istenmiştir. Öğrenciler öncelikle konu seçmiş ve bu konu üzerine yazdıkları soruları öğretmenlerine göstererek geri dönüt almış ve partnerleri ile aktiviteyi gerçekleştirmişlerdir. Öğrencilere en başında bu mülakatı yaparken Skype kullanmaları istense de öğrenciler Skype kullanmak yerine konuşmalarını ses kaydına almayı tercih etmişlerdir. Öğrencilerin birçoğu ses kayıtlarını hocaya mail yoluyla gönderirken bazıları ise direk Edmodo'da paylaşmıştır.

Dokuzuncu aktivitede de öğrenciler sınıf içerisinde gruplara ayrılarak bir çalışma kâğıdı verilmiştir. Aktivite açıklamasında, okulları ile ilgili geröek yaşamdan seçebilecekleri konular verilmiş, öğrencilerin bu gibi benzeri konular üzerine konuşarak içerisinden birini seçip onunla ilgili bir araştırma yapmaları ve anket uygulamaları istenmiştir. Öğrenciler soruları sınıf içerisinde hazırlamış ancak SurveyMonkey'e geçirme ve anketi uygulamayı ödev olarak tamamlamışlardır. Hazırlamış oldukları anketleri Edmodo'da paylaşarak arkadaşlarının katılımını sağlamıştır. Tüm gruplar olmasa da gönüllü grupların bir kısmı anket sonuçlarını sınıfta sözlü bir şekilde arkadaşları ile paylaşmıştır.

Onuncu aktivitede kitapta bir sınıfta tatil konusu üzerine diğerinde bir sınıfta da gezilip görülecek yerler üzerine olan kitabın senaryo kısmındaki aktivite genişletilerek öğrencilerin grup içerisinde çalışmaları söylenmiştir. Kendilerine yurt dışında bir burs imkânı oldukları ve orada iki ay kalacakları ve bu durumda gidebilecekleri yerler için bir tatil planı yapmaları istenmiştir. Örnek olarak da birkaç ülke verilmiştir. Öğrencilerin kimi bu tatil planlarını sunum haline getirirken kimileri yalnızca aktivite kâğıdına paragraflar şeklinde yazmıştır. Yazılı metinler ve sunum dosyaları Edmodo'da paylaşılmış ayrıca sınıfta da tatil planları sözlü olarak paylaşılmıştır.

Araştırmanın sonuçlarına ilişkin olarak, araştırma soruları dikkate alındığında, on otantik aktivite uygulanmadan önce öğrencilerin İngilizceyi verilen otantik durumlarda kullanabilme yetilerinin oldukça düşük olduğu ortaya çıkmıştır. Öğrenciler yalnızca çevrimiçi alışveriş, kitap ve sinema filmi gibi web sitelerde uygulanabilecek otantik aktivitelerde yeterliliklerini bildirmişlerdir. Diğer durumlarda ise öğrencilerin kendilerini değerlendirme notları oldukça düşüktür. Ancak öğrencilerin teknolojik araçlar konusundaki değerlendirmelerine bakıldığında, Edmodo, Glogster, SurveyMonkey gibi araçların dışında, öğrencilerin birçok web siteyi ve programı bildikleri görülmektedir. Öğrencilere anadili İngilizce olan kimseler ile İngilizce olarak iletişim kurabilmelerini sağlamak için sınıf içerisinde ne gibi öğrenme ve öğretme aktivitelerinin olması gerektiği sorulduğunda, öğrenciler öncelikle sık sık yabancı öğrenciler ya da kimseler ile okul dışında da iletişim

kurulması gerektiğini ifade etmişlerdir. Bu durum okulda kısmen de olsa mümkündür; çünkü çalışmanın yapılmış olduğu üniversitede, yurtdışından belirli sayıda öğrenciler birkaç aylığına okula gelmektedir ve haftada bir kez öğrencilerin derslerine gelerek onlarla iletişim kurmaktadır. Aynı zamanda bu yabancı öğrenciler öğrenci yurtlarında kaldıkları için öğrenciler okul dışında ada onlarla isterlerse zaman geçirebilmektedirler; fakat ön anket sonuçlarında öğrenciler bu iletişimin dışında sınıf içerisinde de konuşma aktivitelerinin artırılması, bol bol İngilizce oyunlara yer verilmesi, grup çalışmaları ile dersin desteklenmesi gerektiğini de ayrıca vurgulamışlardır. Derslerde kullanılması önerilen teknolojik araçlar içerisinde de en başta bilgisayar ve internet kullanımı yer almaktadır. Bunların dışında çeşitli sosyal ağlar, film ve TV dizileri de öğrenciler tarafından dil sınıflarında kullanılması önerilen teknolojik araçlardır.

Öğretim teknolojisi ile desteklenmiş olan on otantik aktivite sonucunda öğrencilerin bu aktiviteleri değerlendirmelerine bakıldığında, üç farklı sınıfa uygulanan aktivite değerlendirme form nicel sonuçları, bazı aktivitelerin bazı özelliklerinde öğrencilerin hem fikir olmadıklarını göstermiştir. Fakat üç sınıfın da hem fikir olduğu bazı konular bulunmaktadır.

Öğrencilerin takdir ettiği özellikler dikkate alındığında, Aktivite 1, 2, 3, 4, 5, 6, 7, 8 ve 10' un gerçek hayatta kullanabilecekleri bilgileri öğrenmeye katkı sağladığı düşünülmektedir ki bu da otantik öğrenme ortamlarının en önemli özelliklerinden biridir. Ayrıca, üç sınıftaki öğrenciler, Aktivite 3, 5, 7, 9 ve 10'un öğrencilerin birçok farklı kaynak kullanmasına ve edindikleri bilgileri arkadaşları ve uzman kimseler ile paylaşmalarına olanak sağladığını düşünmektedirler. Aktivite 1, 8, 9 ve 10'un da öğrencilerin işbirliği içerisinde çalışmalarını sağladığını dile getirmişlerdir. Aktivite 8' in ise tüm sınıflarda farklı bakış açıları sağladığına inanılan aktivite olduğu ortaya çıkmıştır. Her aktivite için öğrenciler aktivitenin İngilizce öğrenmeye hiçbir katkısı yoktur ifadesini reddetmişlerdir. Ayrıca tüm aktivitelerin İngilizce öğreniminde kitap dışında farklı öğrenme materyalleri kullanımını sağladığını belirtmişlerdir. Aktivite 8 ve 10 için öğrenciler, bu aktivitelerde kendi düşüncelerini açık bir şekilde İngilizce olarak ifade ettiklerini dile getirmişlerdir. Aktivite 2, 4, 5, 6, 7, 9 ve 10'un İngilizceyi

ana dili olarak konuşan insanların kullanmış olduğu web site ve teknolojik aletleri kullanmalarını sağladığını dile getirmişlerdir. 1, 2, 5, 7, 9 ve 10. aktivitelerde öğretmenin bir öğreticiden çok rehber gibi rol aldığı öğrenciler tarafından kabul görmüştür. Üç sınıfın genel tutumu dikkate alındığında, nicel veriler Aktivite 8'in İngilizce öğrenimine en çok katkı sağlayan aktivite oluğunu göstermiştir.

Aynı şekilde aktivite değerlendirme formlarının nicel sonuçları değerlendirildiğinde, aktivitelerin sahip olmadıkları özellikler genel olarak şu şekilde belirtmiştir. 1, 8, 9 ve 10. aktivitelerin öğrencilerin yaptıkları üzerine tekrar düşünme olanağı sağlamadığı, bunun yanında Aktivite 7'nin de işbirliği ile yapılan bir çalışma olmadığı ortaya çıkmıştır. Nicel veriler ayrıca, Aktivite 2 ve 5'in hem işbirliği hem de aktivite üzerine düşünme özelliklerinin bulunmadığı göstermiştir. Bunun dışında Aktivite 3'ün öğrencilerin eleştirel düşünme yetilerini geliştirmediği, farklı bakış açıları sağlamadığı ve dil öğrenimine çok katkısı olmadığı ortaya çıkmıştır. Aktivite 4'ün de birkaç saatlik bir dilimden daha fazla sürede gerçekleşmediği ve 6. aktivitenin de aynı şekilde olduğu ve ayrıca öğrencilerin yaptıkları üzerine düşünme olanağı tanımadığı ve eleştirel düşünme yeteneklerini çok da geliştirmediği dile getirilmiştir.

Uygulama sonrası anket sonuçları ele alındığında ise öncelikle uygulama öncesi ve sonrası sonuçlar karılaştırılmıştır. İstatistiksel sonuçlara göre, öğrencilerin on adet otantik aktivite tamamlamaları sonucunda, yabancı dili gerçek ya da gerçeğe çok yakın bir koşulda gerçek bir amaç için kullanabilme yetileri artmıştır ve bu istatistiksel verilere göre önemli bir artıştır. Yirmi adet verilen durumdan on sekiz tanesinde bu artış önemli bir artıştır. Önemli bir fark gözlenmeyen aktivitenin bir tanesi alışveriş aktivitesidir ki bu aktivitenin uygulama öncesinde de öğrenciler tarafından yapılabildiği gözlemlenmiştir. Diğer aktivite ise öğrencilerin doğal bir ortamda kimseden yardım almadan yabancılarla konuşma yetileridir. Bunda çok önemli bir fark gözlenmemiştir. Bunun nedeni de öğrencilerin aktivitelerin birçoğunu ikili ve grup çalışması içerisinde tamamlamalarından dolayı tek başlarına yardım almadan anadili İngilizce olan kimseler ile iletişim kurma konusunda tedirgin olmaları olabilir. Teknolojik yeterlikler karşılaştırıldığında öğrencilerin uygulama

öncesi ve sonrasında bir program hariç tümü için pozitif ve önemli bir artış gözlenmektedir. Bu program da Skype'tır. Öğrenciler onu kullanmak yerine ses kaydı almayı tercih etmişlerdir bu da Skype kullanımında bir tutum farklılığı oluşturmamıştır.

Yine uygulama sonrası anket sonuçlarına göre öğrencilerin değerlendirmeleri, hemen hemen bütün aktivitelerin İngilizce öğrenenimi için önemli ve gerekli olduğu ortaya çıkarmıştır. Özellikle Aktivite 8, yani İngilizceyi anadili olarak kullanan kimseler ile yapılan mülakat ve Aktivite 4 çevrim içi sitelerden haber izleme ya da okuma aktivitesi öğrenciler tarafından dil öğrenimi için en gerekli bulunan aktiviteler olmuştur. Bunun tam aksine Aktivite 3 yani Glogster kullanarak öğrencilerin poster hazırlama aktiviteleri de İngilizce öğrenimi için gereklilik anlamında en düşük ortalamaya sahip olan aktivite olmuştur. A ve AF2 sınıfı öğrencileri en düşük puanı bu aktiviteye verirken AF4 öğrencileri ise Aktivite 9'un yani SurveyMonkey kullanarak yapılan araştırma aktivitesini dil öğrenimi adına diğerleri kadar önemli ya da gerekli bulmamışlardır.

Aynı zamanda öğrencilerin bu anketin açık uçlu verdikleri sorulara bakıldığında 51 öğrenciden 37 tanesi aktiviteleri dil öğrenimi açısından önemli olduğunu belirtmiş ve bazı nedenlerle açıklamışlardır. Bazı öğrenciler direk aktivitelerin dil öğrenimine katkısından söz ederken, öğrencilerden üç tanesi dili kullanma pratik yapma imkânlarının doğduğundan ve İngilizcelerini geliştirdiğinden bahsetmişlerdir. Bazıları ise özel olarak dinleme, okuma ve yazma gibi belirli dil becerilerini geliştirdiklerini dile getirmişlerdir.

Dil gelişimin yanı sıra 21 öğrenci aktivitelerin dil öğrenimi için gerekliliğini aktivitelerin gerçek yaşam ile yakından ilişkili olmasıyla açıklamışlardır. Bazı öğrenciler direk olarak aktivitelerin gerekli olduğunu çünkü gerçek hayatla birebir bağlantılı olduklarını dile getirirken bazıları ise aktivitelerin günlük yaşama olan katkılarından bahsetmiştir. Öğrencilerden yedi tanesi gerçek yaşama katkısına değinmiş ve farklı alanlardaki kullanımlarına örnekler vermiştir. Özellikle, aktivitelerin günlük yaşam ile ilişkilendirilmesinin öğrencilerin dikkatini çektiğini

dile getirmiştir. Bazılarıysa İngilizceyi günlük yaşama transfer edilmesini sağladığını ve İngilizceyi kullanma olanaklarının olduğunu dile getirmiştir. Kimi öğrenciler ise yurtdışında bulunmadan önce aktivitelerin kendilerini İngilizceyi nasıl kullanmaları gerektiği konusunda hazırladığını dile getirmiştir. Öğrenciler aktivitelerin gerekliliğinin nedenleri arasında dil gelişimine katkısı, gerçek yaşam ile ilişkili olması dışında aynı zamanda başka nedenler de belirtmişlerdir. Örneğin teknolojik araçların aktivitelere dâhil edilmesi onların güncel web siteleri ve programları nasıl kullanmaları gerektiklerini öğrenmelerini sağlamıştır. Aynı zamanda bir öğrenci de kalıcı ve kolay öğrenmenin yanı sıra aktivitelerin eğlenceli olmasından dolayı gerekli olduğunu dile getirmiştir.

Ancak öğrencilerin bir kısmı bazı aktivitelerin dil öğrenimi için gerekli ya da önemli olamadığını belirtmişlerdir. Örneğin bir öğrenci alışveriş yapma aktivitesini herkesin kolayca yapabileceği bir aktivite olduğu için gerekli olmadığını belirtti. İki diğer öğrenci de 9. Aktivitenin bazı arkadaşların anketlere cevap vermemesinden dolayı gerekli olmadığını belirtmişlerdir. AF2 sınıfından da bir öğrenci 2. aktivitenin çok zaman almasından dolayı onu gerekli bulmadığını dile getirmiştir.

Uygulama sonrası ankette öğrencilerden aktivitelerin İngilizce öğrenmeye olan katkıları değerlendirilmeleri istendiğinde, öğrenciler on üzerinden oldukça yüksek ortalamalar vermişlerdir. Fakat en yüksek ortalamada olan Aktivite 8, yani öğrencilerin yabancı öğrenciler ve hocalar ile yaptıkları mülakatlar olmuştur. Bunun yanı sıra Aktivite 4- haber okuma ve izleme aktivitesinin de dil eğitimine katkısının olduğu düşünülmüştür. Dil eğitimine katkısı konusundan en düşük puanı alan aktivite yine poster hazırlama aktivitesi olmuştur.

Öğrencilere aktiviteleri yaparken hissetmiş oldukları eğlenme düzeyleri sorulduğunda, nicel veriler en yüksek ortalamayı alan aktivitelerin Aktivite 8- yabancılarla yapılan mülakat ve Aktivite 5- film sitesi inceleme ve film seçimi olduğunu ortaya çıkarmıştır. En düşük ortalamalar ise Aktivite 6- poster hazırlama ve 9- anket hazırlama aktivitesini içermektedir.

Uygulama sonrası ankette öğrenciler aynı zamanda aktivitelerin geliştirilmesi konusunda bazı önerilerde bulunmuşlardır. Bu önerilerin bir kısmı aktivitelerin uygulanması ile alakalı iken bir kısmı bir kısmı da öğrencilerin daha fazla konuşma aktiviteleri dâhil edilmesi gerektiği yönündeki önerileridir. Aktivitelerin uygulanması ile alakalı olarak bir iki öğrenci aktivite konularını kendilerinin seçmesinin daha iyi olacağını düşünürken, bazı öğrenciler konuların ve aktivitelerin artırılması yönünde önerilerde bulunmuşlardır. Bunun dışında bir öğrenci teknolojik araç kullanmak yerine kâğıt üzerinde çalışılması gerektiğini dile getirirken başka bir öğrenci ise kullanılan teknolojik araçların, web site ve programların artırılmasını önermiştir. İki öğrenci ise aktiviteleri daha çok sıklıkta ve daha ciddiye alınarak yapılabileceğini dile getirmiştir. Üç öğrenci de aktivitelerin daha çeşitli ve daha eğlenceli olabileceklerini dile getirmişlerdir. Konuşma aktiviteleri ile ilgili olarak dört öğrenci konuşma aktivitelerine daha fazla ihtiyaç olduğunu belirterek bunların artırılması gerektiğini vurgulamıştır. Bu anlamda yabancılarla mülakat aktivitesi ve Ted Talks içeren aktiviteyi yerinde bulduklarını belirtilmişlerdir. Aynı zamanda öğrenciler bu konuşma aktivitelerine alternatif olarak yabancı öğrencilerle okul dışında daha fazla zaman geçirmeyi önermişlerdi.

Yarı yapılandırılmış mülakat sonuçları dikkate alındığında, öğrencilerin özellikle vurguladığı bazı konular ortaya çıkmıştır. Bunlar otantik aktivitelerin dil öğrenimi için gerekli ve önemli olması, aktivitelerin yabancı dil öğrenimine katkısı, yabancı dil öğretimindeki ve aktiviteler ile ilgili problemler, öğrencilerin aktivitelerin iyileştirilmesi ve yeni aktiviteler için önerileri, en çok beğenilen aktivite ve teknolojik araçlar ve en az beğenilen aktiviteler ve teknolojik araçlar gibi temel başlıklardır.

Öğrenciler otantik aktivitelerin gerekli ve önemli olmasının öncelikli nedeni olarak İngilizce öğretimine genel katkısı ve dil becerilerine ayrı ayrı katkısından bahsetmişlerdir. Bunun dışında Öğrenciler, aktivitelerin genel kültürünün artırdığı, test siteminden daha başarılı olduğu ve dil becerileri için pratik yapma imkânı sağladığından söz etmişlerdir. Ayrıca, öğrencilerin ihtiyaçları da aktiviteleri gerekli görmelerinin nedenlerinden biridir. Öğrenciler dili öğrenmeleri için onu kullanmaları

gerektiğini ve bunun için yurt dışında bulunmaları gerektiğini böyle bir şey için herkesin imkânı olmadığını bu aktivitelerin de dilin gerçek amaçlar için kullanılmasını sağladığı bu yüzden de gerekli olduğunu belirtmişlerdir.

Mülakat sonuçlarından elde edilen verilere göre ikinci ana başlık da öğrencilerin otantik aktivitelerin onlara birçok yönden katkı sağladığını belirtmeleridir. Bu faydalar dil öğrenmenin yanı sıra gerçek yaşamda karşılaşılan durumlarla ilgili olarak fayda sağlaması, genel kültürün artmasına katkıda bulunması, teknoloji anlamında donanım sağlaması, insanın kişiliğine yönelik katkı sağlaması, motivasyonu artırması, sosyal ve iletişim kurma konusunda faydalarının olmasını içermektedir. Öğrenciler bu genel katkıların dışında bazı belirli aktiviteler ve onların kendilerine sağladığı faydalardan da ayrıca bahsetmişlerdir. Özellikle 2, 8 ve 4. Aktivitelerin kendilerine olan katkılarından söz etmişlerdir. Örneğin Aktivite 2 (Ted Talks izleyip kendilerince yorumlarını Edmodo'da paylaşarak arkadaşlarının paylaşmış olduğu videoları izleyip yorum yaptıkları aktivite) dil öğrenimine faydası, genel kültürü artırması, farklı alt yazı seçeneklerinin olması, dinleme becerilerinin geliştirmesi, uzman kişileri dineme olanağı sağlaması bakımından oldukça takdir edilmiştir.

Üçüncü ana başlık da aktivitelerde ve genel olarak dil öğretimindeki problemleri kapsamaktadır. Bu problemler genel olarak, aktivitelerin verimliliği, öğrencilerin aktiviteleri tamamlarken tutum ve davranışları aynı zamanda aktivitelerin ödev olarak verilmesini kapsamaktadır. Aktivitelerin verimliliği ile ilgili olarak, iki öğrenci bazı aktiviteleri yeterince faydalı bulmadıklarını dile getirirken bir öğrenci TOEFL ITP'ye bir katkısı olmamasından söz etmiştir. Bir öğrenci yazma ve okuma aktivitelerini faydalı bulmazken dinleme ve konuşma aktivitelerini faydalı bulmuştur. Bir öğrenci de bazı aktivitelerin beklenildiği kadar eğlenceli olmamasından söz etmiştir. Öğrencilerin tutumları ile alakalı olan problemlerde, üç öğrenci bazı öğrencilerin grup çalışmalarındaki kayıtsız davranışların aktiviteler için bir problem olacağını ve bir öğrenci de öğrencilerin utangaçlık, halk önünde konuşamama gibi problemlerinin de bazı aktiviteler için problem yaratacağını belirtmiştir.

Öğrencilere aktivitelerin ödev verilmesi ile ilgili olarak belirtilen problem de bir öğrenci tarafından şu şekilde açıklanmıştır. Aktivite 4 yani öğrencilerin haber okuyup izledikleri bir aktivite oldukça zor olduğu için öğrencinin moralinin bozulmasına neden olduğunu söylemiştir. Ayrıca bir öğrenci de aktivitelerin ödev verilmesinin ve hatta bunları ekstra olarak yaptıklarını bilmelerinin, aktivitelerin öğrenciler tarafından ciddiye alınmamasına neden olabileceği belirtmiştir ve neden olarak da öğrenci toplumunun genel itibari ile ödev yapmayı sevmediğini belirtmiştir. Bir öğrenci ise zaten yeterince çok fazla ödevleri olduğu için sadece bu on aktivitenin ödev olarak verilmesinin daha doğru olacağını dile getirmiş ve eğer sadece bu aktiviteler ödev olsa daha verimli ve daha eğlenceli olabileceğini söylemiştir. Okul ve genel dil eğitimi ile ilgili olan problemler için de özellikle iki öğrenci, hazırlık programının çok yoğun olduğunu, bu gibi aktiviteler için sınırlı zaman ayrıldığını, hazırlık programında takip edilen ders programlarının sıkıcı olduğunu ve her hafta benzer şeylerin olduğunu dile getirmiştir. Bu tür otantik aktivitelerin dil öğrenimi açısından daha verimli ve eğlenceli olduğunu ifade etmişlerdir.

Bu genel problemlerin dışında öğrenciler aynı zamanda bazı aktiviteler için de bir iki problem belirtmişlerdir. Bu aktivitelerden bazıları Aktivite 9, 4 ve 3'tür. Aktivite 9 yani öğrencilerin SurveyMonkey kullanarak yapmış oldukları anket çalışması basit sorular ve seçenekler yazmaları basit bir İngilizce kullanmaları ve kelime ve gramer anlamında bir katkısı olmamasından ve konuşma pratiği içermemesinden dolayı problemli bulunmuştur. Aktivite 4- haber okuma ve izleme aktivitesi içinse haber okuma veya izlemenin Türkçe olarak bile sıkıcı bir aktivite olması ve dilinin ağır olması yönünden problemli bulunmuştur. Aktivite 3- poster hazırlama da basit ve sıkıcı olması dolayısı ile beğenilmemiştir.

Öğrenciler tarafından yarı yapılandırılmış mülakatlarda öğrencilerin vermiş olduğu önerilere bakıldığında, SurveyMonkey ve Glogster gibi teknolojik araçların bulunduğu aktivitelerin atılması, aktivitelerin genel olarak sayılarının artırılması, Ted Talks gibi verimli aktivitelerin diğer aktivitelerden önce yapılması, öğrencilere aktiviteleri yaptırmak için ekstra not verme vs. gibi belirli bir güç kullanılması

gerektiği, sınıfta İngilizce oyunlar oynamak yerine bu gibi otantik aktivitelerin yabancı dil derslerine dahil edilmesi, Whatsapp gibi iletişimin devam edeceği teknolojik araçlar seçilmesi, yabacılarla mülakatlar gibi olan doğaçlama otantik aktivitelerin ve konuşma aktivitelerinin artırılması öğrenciler tarafından önerilen önerilerdendir.

Öğrencilere mülakatta aktiviteleri tamamlarken nasıl hissettikleri sorulduğunda daha çok eğlendikleri, mutlu oldukları, pozitif hissettikleri, başarma duygusunu tattıkları, bazı aktivitelerde daha hevesli hissettikleri ve bazılarında ise sıkıldıklarını ifade etmişlerdir. Öğrencilere bu dönemden sonra da devam etmeyi düşündükleri aktivite ve teknolojik araçlar sorulduğunda ise öğrenciler Glogster'ı sunumlarında kullanabileceklerini, IMDB'yi takip etmeye devam edeceklerini, haber okuma ve izleme sitelerine devam edeceklerini, SurveyMonkey'i araştırma anket agulamaları gerekirse kullanacaklarını ve alışveriş ve kitap web sitelerini kullanmaya devam edeceklerini dile getirmişlerdir.

Öğrencilere en çok ve en az sevdikleri aktiviteler ve teknolojik araçlar sorulduğunda en çok sevilen aktivitenin Aktivite 8- yabancı öğrencilerle yapılan mülakat ve Aktivite 2- Ted Talks gibi TV programı izleyip yorumlayıp Edmodo'da paylaşma olduğu gözlenmiştir. En az sevilen aktivitenin ise Aktivite 3- Glogster kullanarak poster hazırlama ve Aktivite 9- SurveyMonkey kullanarak anket çalışması yapma aktivitesi olduğu ortaya çıkmıştır. Öğrenciler ayrıca en çok sevdikleri teknolojik araç olarak Edmodo ve Ted Talks'u belirtirken en az sevdikleri olarak da SurveyMonkey ve Glogster'ı belirtmişlerdir.

Sonuç olarak, çalışma sınıf içi uygulamaları ve alandaki araştırmalar için oldukça faydalı olabilir. Öğretmenler, farklı otantik kaynakları kullanarak ve gerçek yaşamla bağlantı kuran senaryolar vererek aktivite hazırlayabilirler. Poster hazırlama gibi aktiviteler yerine öğrencilerin daha çok kendiliğinden konuşmalarını gerektirecek aktiviteler hazırlayabilirler. Yabancı öğrencilerle yapılan mülakat en çok beğenilen aktivite olmasından dolayı bu gibi aktivitelerin sayısını artırabilirler. Genel anlamda diğer öğretim kurumları düşündüğümüzde eğer bu aktiviteyi uygulayabilecek koşullar mümkün değilse, öğrencilerden yüz yüze yapılan görüşmeler yerine video

konferanslar yapmalarını isteyebilirler. Öğrencilerin araştırması ve yaptıkları üzerine düşünmeleri gerektirecek ve onların genel kültürünü artırabilecek tatil planı hazırlama kendi alanları ile ilgili videoları izleyip üzerine yorumlarını yazmaları gibi aktiviteleri uygulayabilirler. Ayrıca aktivitelerin tasarımında öğrencilerin düşüncelerine ve önerilerine dönem başında başvurarak öğrencilerin katılımını artırabilirler. Sınıf içi uygulamalar için öğrencilerin tamamlamaları gereken diğer ödev yükleri azaltılarak ya da aktivitelerin sayısı düşürülerek aktivitelerin verimliğini artırabilirler. Araştırmacılar ise, benzer çalışmayı farklı kurumlarda gerçekleşebilir ve sadece otantik materyallerin değil otantik aktivitelerin öğrencilerin dil becerilerine ne derece etkisi olduğunu araştırabilirler.

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