

Task-Based Language Teaching and Learning Process Through Web 2.0 Tools

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ABSTRACT

The individuals are in need of learning at least one foreign language as foreign language skills are very important for them. The methods approaches and techniques have been tried in language teaching and learning activities in order to reach goals in the quickest and most reliable way. It is denoted that task-based method is a reliable method in teaching and learning foreign languages. In task-based method, mental learning is transformed into observable behaviors and it is ensured that the learners does not memorize information, but rather they reinforce their mental structures in mind while practically performing the given task. On the other hand in the Web 2.0-based learning environment, it is important to design environments that highlight features such as problem solving, transferring what they have learned to the problem, and using time effectively by creating problem situations that learners can encounter in real life with a task-based method. The web was seen as a large knowledge bank where static structures were used to present information, but today it is seen as an unlimited environment that includes more dynamic and interactive processes. In this regard in order to determine the fourth grade students' perceptions about the use of web 2.0 tools in task-based language learning students of Karabük University of Department of English Language and Literature. An interview was conducted with four learners who planned to be teachers of English in the future. At the end of the interview their responses classified and evaluated. They took part in interviews voluntarily.

Keywords: Task-based method, web 2.0 tools, education, foreign language

INTRODUCTION

The requirement to learn a foreign language is ever-changing and it does not remain constant(Sarman, 2022) . In this regard the people in the world are in need of learning at least one foreign language. A method in language teaching is a concept that by means of it educators can achieve their goals in the quickest and most reliable way. Although many learning and teaching methods have been presented until now, practically there is not only one comprehensive adequate and ideal method for learning languages.

According to Görgülü (2022) in general task-based method which suggests student - centered model, has been gaining popularity in recent years. It is among the teaching methods frequently preferred by teachers. The research outcomes in cognitive psychology and teaching techniques denote that task-based teaching method supports the foreign language learning process.

In task-based teaching activities teachers use practical approaches to real-world problems and the students are included in problem-solving activities. It is a learning method that enables students to learn by developing some solutions. Task-based teaching encourages students to take responsibility, collaborate and think creatively (Krajcik and Blumenfeld, 2006). Task-based teaching can be considered as a framework in the real world. Good communication skills

with specific objectives in order to reach communicative goals are also in the target.

Kargı (2014) points out that the inability to create a useful learning and teaching environment that is most suitable for the targeted situation in foreign language teaching as a reason for the change in language teaching method. He also states that this creates an obstacle to the internalization of the information intended to be taught by language learners. To prevent this issue, it is necessary to reshape the methods, environments and materials preferred in foreign language teaching and to make their content more dynamic.

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How to cite this article: Tosuncuoğlu I. Task-Based Language Teaching and Learning Process Through Web 2.0 Tools, Pegem Journal of Education and Instruction, Vol. 15, No. 2, 2025, 76-82

Source of Support: This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Conflicts of Interest: None.

DOI:10.47750/pegegog.15.02.08

Received: 14.07.2024

Accepted: 12.12.2024

Published: 01.04.2025

WHAT IS "TASK"?

The concept of task has many different definitions. When we ask what a task is, we encounter more than one response and some definitions emerge. According to Richards and Rodgers (2001) looking at its general definition, duty is; making phone calls, writing letters, and crossword puzzles using a foreign language. A task may be anything such as from a crossword to booking for a hotel or etc. It is considered as a process in which tasks such as solving the problems are completed.

Besides a task can be performed free for oneself or for others. Therefore, task examples can include such activities as painting a fence and dressing a child. Put another way, with 'task' what is meant is something that people do in daily life, at work, at play and etc., (Long, 1985). Educator and linguist Nunan (2004) denotes that the educational task is to enable learners to interact, produce, and being active in comprehension activities and it also enables students to communicate in the foreign language by activating the structural knowledge of the language.

The process of increasing the task has a great significance for the success of the task-based learning method. It must help students learn foreign languages and improve their perception of foreign languages, (Prabhu, 1987). The tasks can vary in terms of difficulty levels, but they can be arranged for all the students at different levels. Students need to communicate while performing tasks and these tasks require continuity and that's why tasks need to be done regularly. The realization of tasks between teacher-student communication in a successful and healthy manner is very important to reach relevant objectives. (Ellis, 2006). Each task gives the learners an opportunity of developing of their personal experiences, on the other hand teacher awareness in tasks raises success in foreign language learning activities.

Task Based Learning

Constructivist and socio-cultural approaches denote task-based learning is considered to be the most appropriate learning model for learners when they use interactive (communicative) and constructivist approaches together (Sole & Mardomingo, 2004). Since the tasks created in the task-based method take place in a systematic structure, the tasks must have certain qualities. According to Göçer (2017), a task to be designed;

- meaning should be prioritized in the activity,
- it should be performed on a subject related to daily life,
- the task should be performed as planned,
- Students' performance competencies and application performances should be evaluated.

Task-based learning is not simple learning that is necessary to perform tasks or occurs by doing tasks. In task-based learning, tasks focus on learning, but not on students' learning objectives. Mastery of the task may or may not be a goal.

The Research on Task-Based Environment

In task-based learning, there are tasks of selecting, sequencing, and applying (Foster, 1999). Skehan (1996) denotes that accuracy must be built in a balanced way in the theoretical framework he developed for task-based learning. Until the 1970s, the idea that foreign language teaching and grammar teaching were similar to each other and new searches on language teaching were also effective in the inclusion of the task-based method (Richards, 2002).

Lee (2008) examined a pilot study that used task-based strategy and electronic chats to improve students' communication skills. He underlined that the task-based strategy has focus on the two-way interchange of information on real-life issues. Students took advantages from online task-based processes as they need access to various kinds of functional abilities for learning and collaboration in the language learning activities. It was denoted that online communication has an important impact on the language learning process and suggested that one should be sure that it hinders students' idea generation, especially during learner-teacher interaction. Akbal (2008) states that task-based language teaching has come into notice as an alternative option within the communicative approach in line with the practical studies in the field of foreign language learning and important views related to the psychology of learning.

González (2017) expressed that task-based language training has drawn the attention of researchers and helped the technology and task-based language education mature, taking into account the enriching literature. At the same time, the research examined the contributions of technology and task-based language teaching and summarized the challenges of it in practice and in online environments.

In their study, Zolotarev et al., (2021) designed a role-and task-based environment in order to increase information security awareness among senior undergraduate and information security graduate learners. At the end of the research, the researchers listed the benefits of the designed environment for information security awareness as simulating real life situations, removing psychological barriers in the behaviors of the learners, and providing access to practical situations which are very hard to integrate into different environments.

Task-based Web

Task-based method has been used in foreign language learning for many years. The main focus on it was given in applied linguistics research. Computer-assisted language as intersections of language learning and task-based language methodology has been negotiated in different platforms. It has been claimed that they will have significant benefits for language development.

The importance of online environments in terms of foreign language education has been on the agenda in the literature. The researchers who examine the use online environments- web assisted learning within the framework of the language learning denoted that online learning environments can be used with task-based language learning and a combination of the two fields would have positive learning outcomes (González-Lloret & Ortega, 2014).

In the web-based learning environment, it is important to design environments that highlight features such as problem solving, transferring what they have learned, and using time effectively. In task-based learning, there is a transformation of mental learning into observable behavior. It is ensured that the learner does not memorize the information, but the task-based learning reinforces learner's mental structures while performing the given task practically. It is the result of the transition from teaching through narration to learning by doing. Previously, the web was seen as a large knowledge bank where static structures were used to present information, but today it is seen as an unlimited environment. Online task-based learning environments increase student motivation and gives independence of time and space.

Web 2.0 tools

The issue of web 2.0 emerged for the first time after the years 2000 at a web conference organized by O'Reilly and MediaLive International and attended by prominent companies such as Google, Yahoo and MSN, while discussing the advancements in the field of web (Genç, 2010). In this age, web 2.0 tools have a critical and significant role in preparing individuals for education and future life. These tools support creative and critical thinking skills; It contributes to their being active individuals. It responds to the needs of the new generation of internet age generation. These tools have revealed different ways of learning. Thanks to interactive tools, it is both a learner and a teacher. Since the materials created are shared, beneficiaries can contribute to the development of materials that can be used by everyone. This, in turn, will increase cooperation between people and will be able to take learning beyond the borders. Its use worldwide will open the horizons of learners.

Although most studies have focused on how students understand what they read online (Chun, 2001), a few

researchers have suggested that task design and reading processes should focus on the impact of new environments on learners' structuring of knowledge and understanding of texts, considering new literacy models (Richards, 2000). According to Sole and Mardomingo (2004), in order to achieve this, they emphasized that task-based learning, independence in learning activities and new literacies should be approached from a different perspective.

While students gain different knowledge and skills, they should have active roles in the processes and discover the relevant knowledge themselves (Geçgel et al., 2020). With web 2.0 applications, it is possible to gain skills that are necessary in real life (Karunasena et al., 2012). It may be possible to employ various technologies as a tool to gain or develop thinking skills in online learning. In this sense, it makes use of many different online technological tools in order to distribute teaching and to realize effective communication in online learning environments. These technologies can refer to technologies and tools that can be used to carry out activities and processes related to learning and communication, especially regardless of time and place (Durdu and Onay-Durdu, 2016). Web 2.0 tools and environments are digital technologies of communication that add distinctiveness to user-generated content by allowing it to be written, readable, updatable, fast and cost-free, and have significant effects on social environments and technology (Koçyiğit and Koçyiğit, 2018). By means of web 2.0 applications, information-based and visualized content is effectively produced, disseminated, organized and shared, thus facilitating the flow of information, feelings, thoughts and ideas and ensuring the formation of effective user networks (Constantinides and Fountain, 2008).

In the web 2.0-based learning environment, it is important to design environments that highlight features such as problem solving, transferring what they have learned to the problem, and using time effectively by creating problem situations that learners can encounter in real life with a task-based approach based on constructivism. In task-based learning, there is a transformation of mental learning into observable behavior. It is ensured that the learner does not memorize information but reinforces his mental structures while performing the given task practically. Put differently, it is the result of the transition from teaching through narration to learning by doing.

Classification of Web 2.0 Tools by Usage Areas

Lu et al., (2010), denote that web 2.0 tools are content developers as;

1. Animation and Video Preparation Tools: It is used in the preparation of animation and video

2. Survey Tools: It is used in the preparation of surveys that will enable people to fill them out online by giving a link to the questionnaire prepared on any subject.
3. Storage and File Sharing Tools: It is used for online file sharing.
4. Digital Clipboard Tools: Provides the opportunity to present works in bulk
5. Concept Map and Drawing Tools: These are the tools used in the creation of various mind maps and the preparation of maps with different shapes.
6. Word Cloud Tools: These are the tools used to attract attention by identifying keywords related to the topic.
7. Game Making Tools: These are web 2.0 tools that one is able to integrate into lessons by preparing educational games.
8. Exam Tools: Online are the tools used to prepare tests and quizzes for students
9. Video Conferencing Tools: These are the tools that provide online meetings.

In line with this Syers (2022) indicates that web 2.0 sites and tools comprise wikis and blogs ([PBworks](#) & [WordPress](#)), social networking sites ([Facebook](#) & [Twitter](#)), sites containing images and videos ([Flicker](#) and [YouTube](#)), and applications so as to create web contents for educational, business, and etc., ([Wikipedia](#), [Weebly](#), & [Instagram](#), ...).

Research Questions

In order to determine the fourth grade students' perceptions about the use of web 2.0 tools in task-based language learning students, the following questions were prepared.

1. Have you had any information about Web 2.0 tools before?
2. Did you know about the use of Web 2.0 tools for language learning purposes? If yes, mention please
3. Do you have any idea about task-based language learning? explain
4. What are the probable advantages or disadvantages about The Use Of Web 2.0 Tools In Task-Based Language Learning?

METHOD

Research Design

This research has a qualitative characteristic. An interview was conducted with four undergraduate students and results were analyzed. Qualitative research consists of inquisitive, interpretive methods and strive to comprehend the problem (Guba & Lincoln, 1994; Klenke, 2016). According to Baltacı(2017) it is a natural research and interpretive research as it considers the researcher's subjective views on the issue, and it also examines a subject in depth within certain social environments.

Population and Sample

The participants are English Language and Literature department students of Karabük University. They are fourth grade students. They have had pedagogical formation courses and plan to be teachers of English in the graduation. Two of them females and two of them are males. Their ages range from 22 to 24. They confirmed that they voluntarily took part in interview, they were asked about the research questions in the interviews and their responses were recorded. At the end of the interviews their responses were classified and evaluated.

FINDINGS AND DISCUSSION

The Questions, and responses of the participants were briefly denoted as in the following.

Question 1. Have you had any information about web 2.0 tools before? Majority of the students denoted that they have had a little bit information about it and one student haven't known about anything about web.2.0 tools.

Question 2. Did you know about the use of web 2.0 tools for language learning purposes? If yes, mention please.

Two of the students expressed that some web 2.0 tools like Duolingo, Lyrics Training and Voscreen are used for this purpose. For example, with the "Duolingo Classroom" application, all students in the class can go online. The other 2 students expressed that they do not have any ideas about web 2.0 tools but they say that it can be employed for language learning activities.

Question 3. Do you have any idea about task-based language learning? Explain.

All of the students remember this method as it was taught in the Teaching Skills Course at the Second grade. And two of them added that this method focuses on real-life situations. The other students expressed that they do not remember about it in detail.

Question 4. What are the probable advantages or disadvantages about the use of web 2.0 tools in task-based language learning?

According to majority of participants it is a disadvantage that *the use of web 2.0 tools in task-based language learning* limits face-to-face interaction. Technical, personal, infrastructure or network related problems may occur. Web 2.0 tools are easy to employ but it takes time to learn. And not all the students can have suitable devices (telephones, tablets and etc.) and they may not have internet access. Some students can misuse the internet, for example they can play game and etc. And one of the participants added that *the use of web 2.0 tools in task-based language learning* can be a bit boring compared to classical education if the learner is not proficient in technology. Sometimes it can be difficult for learners to access to internet and they cannot have suitable devices (telephones, tablets and etc.).

Practically all of the participants think that the use of web 2.0 tools in task-based language learning may enable students to speak more fluently and develops creativity, it also helps interaction, communication and collaboration so permanent learning occurs. There are also some disadvantages of trying to use web 2.0 tools during the learning and teaching processes.

CONCLUSION

The principal basis of task-based language activity is that people learn target language by performing various tasks. With the tasks performed, the person is exposed to the target language, and as a consequence, the person learns the target language by doing and experiencing. Particularly the most significant feature of the method is that these tasks are performed in real life. In web 2.0-based learning environment, it is important to design environments that highlight features such as problem solving, transferring what they have learned to the problem, and using time effectively by creating problem situations that learners can encounter in real life with a task-based approach based on constructivism. Thanks to the tasks selected from real life, the person can the language in his own nature and structure on online platform.

During the interviews it was noticed that the participants did not have enough knowledge about Task based method. As said before task-based method is a kind of learning of a foreign language by means of experiencing. In task-based method students took part in life by performing various tasks and encountered real-life conditions. The tasks are a set of activities in which the target language is used by the student for communicative purposes. However they had positive notions about web 2.0 tools according to interview results. Their ideas are in compatible with Jarrah and Alzubi's study in 2021, they examined the effectuality of web 2.0 tools in English teaching, and English learning it has been found reasonable and effective by learners. It was recommended to

use web 2.0 tools in English language education. And in some more research conducted by Genç & Kırmızıbayrak (2024) and Shen (2018), it was denoted that the usage of web 2.0 tools for the purpose of learning English language enhances opportunities for gathering valuable cognitive insights, and they have positive influences on students.

In the interview, it was mentioned by some participants that *the use of web 2.0 tools in task-based Language Learning* limits face-to-face interaction, learners misuse internet, it can be boring and some technical, personal, infrastructure or network related problems may occur. Although some disadvantages of web 2.0 tools, they are useful. If they are used together with face-to-face education with students, it can create a stronger and more effective learning method and contribute to organizing the learning-teaching process in an active, fun and more creative way. Celebi & Satırlı (2021) denote that the availability of various web tools in many different areas will facilitate the teacher's work in processes such as planning, implementing, enriching and evaluating teaching. To make the training process of web 2.0 tools more effective, permanent learning, facilitating concept of teaching and increasing efficiency (Korucu & Yücel, 2016). Yavuzalp et al., (2015; cited in Tosuncuoğlu & Küçükler, 2019) indicate the advantages of information technologies if they are integrated with teaching activities. Akpınar (2003) denote that the teachers should be proficient in using technological tools. They should be given the opportunities to be proficient in technological tools. Web 2.0 tools are not difficult to use but it takes time to learn using them effectively. The success of teachers who cannot keep up with changing technologies will decrease and this will have a negative impact on students (Akpınar, 2003).

In web-based activities, it is significant to design environments that highlight features such as problem solving, transferring what they have learned, and using time effectively. Students who are exposed to the target language can learn foreign language knowledge effectively by comprehending the structural features of the language. Involving web 2.0 tools in task-based educational activities have many advantages, from contribution to the increase of motivation in learning activities, to independence of time and space for the students. On the other hand, it should be kept in mind that there are also some negative sides of using web 2.0 tools in the teaching and learning processes.

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