



Task or teacher role? Does mediated learning experience work in all tasks in language classes?

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Abstract

This study was a start up from the assumption that language learning and teaching is a mediation act and has sociocultural aspects. Using culture and environment in language teaching and learning entails some procedures and process to look into minutes of residues in learners' cognitive sphere of both native and target language speech acts, conversational maxims in understanding ethos, pathos, and logos. This small-scale study reinforced our assumption that using cultural patterns and environment-specific linguistic materials such as songs, idioms, and witty sayings increased learner awareness and learner autonomy in language learning at its best. In addition, this study asserted and proved to have produced prolific opportunities for learners of a language pertaining to creating interactive language learning and teaching. Study included giving questionnaires and interviews with the participants concerning the tasks assigned to the students; Tasks with songs, idioms, phrases, and oxymoronic phrases for teaching/learning purposes. Participants stated to have asserted themselves to use them in specific cultural context developing a significant degree of awareness for muse and amusement of task- based activities in language learning.

Keywords

English Language Teaching, Mediated Learning Experience, Socio-Cultural Theory, Task, Song

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Details

Primary Language	en
Subjects	Social
Journal Section	Research articles
Authors	Orcid: 0000-0003-0380-1551 Author: Abdullah ERTİT (Primary Author) Institution: ISTANBUL AYDIN UNIVERSITY Country: Turkey
Dates	Application Date : April 16, 2020 Acceptance Date : June 3, 2020 Publication Date : June 25, 2020

Cite

Bibtex	@research article { literacytrek721347, journal = {The Literacy Trek}, issn = {}, eissn = {2602-3768}, address = {}, publisher = {Leyla HARPUTLU}, year = {2020}, volume = {6}, pages = {20 - 39}, doi = {}, title = {Task or teacher role? Does mediated learning experience work in all tasks in language classes?}, key = {cite}, author = {Erfit, Abdullah} }
APA	Erfit, A . (2020). Task or teacher role? Does mediated learning experience work in all tasks in language classes? . The Literacy Trek , 6 (1) , 20-39 . Retrieved from https://dergipark.org.tr/en/pub/literacytrek/issue/55072/721347
MLA	Erfit, A . "Task or teacher role? Does mediated learning experience work in all tasks in language classes?" . The Literacy Trek 6 (2020) : 20-39 < https://dergipark.org.tr/en/pub/literacytrek/issue/55072/721347 >
Chicago	Erfit, A . "Task or teacher role? Does mediated learning experience work in all tasks in language classes?". The Literacy Trek 6 (2020) : 20-39
RIS	TY - JOUR T1 - Task or teacher role? Does mediated learning experience work in all tasks in language classes? AU - Abdullah Erfit Y1 - 2020 PY - 2020 N1 - DO - T2 - The Literacy Trek JF - Journal JO - JOR SP - 20 EP - 39 VL - 6 IS - 1 SN - -2602-3768 M3 - UR - Y2 - 2020 ER -
EndNote	%0 The Literacy Trek Task or teacher role? Does mediated learning experience work in all tasks in language classes? %A Abdullah Erfit %T Task or teacher role? Does mediated learning experience work in all tasks in language classes? %D 2020 %J The Literacy Trek %P -2602-3768 %V 6 %N 1 %R %U
ISNAD	Erfit, Abdullah . "Task or teacher role? Does mediated learning experience work in all tasks in language classes?". The Literacy Trek 6 / 1 (June 2020): 20-39 .
AMA	Erfit A . Task or teacher role? Does mediated learning experience work in all tasks in language classes?. The Literacy Trek. 2020; 6(1): 20-39.
Vancouver	Erfit A . Task or teacher role? Does mediated learning experience work in all tasks in language classes?. The Literacy Trek. 2020; 6(1): 20-39.

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TBL (Task-based learning), or TBLT (Task-based language teaching) is an approach in which learning revolves around the completion of meaningful tasks. In the T. If the teacher just sets a task and let students do it, they might not understand why they are doing what they are doing, feel lack of support and not perceive that they are learning. A TBL lesson plan. TASK: Recommending places in São Paulo to a friend via a What's App audio message. PRE-TASK. In this lesson, learners worked in groups of three during this stage. In order for the task to be completed successfully, it is the teacher's role to break down the task and help learners get organised. In this lesson, the task was delivered in three different phases Task based language learning can be an excellent choice for large classes. A class of 20+ students makes it impossible for students to get enough speaking time if it's a teacher-centred classroom. These tasks might work well as a quick warm-up for your higher-level students before you move into tasks 5-6. As you can see, it's easy to incorporate task-based learning into any lesson and it's a misconception that it needs to be a long-drawn-out project of some kind over multiple classes. Of course, it can also be this, but it doesn't have to be. This is where the trend is going in language learning and anything you can do to reduce student talking time, the better. Errors are a natural part of the learning process in TBL and are seen as a learning opportunity. If task-based instruction takes place, language learning is more meaningful and natural. The task is currently considered to be the most effective means of promoting second language acquisition (SLA) in the classroom. All in all, Task-Based Learning moves from fluency to accuracy and fluency again, which demonstrates that although form is important, it is not the central part of the task model. Willis' (1996) three-stage task model does not clearly state the evaluation component. This evaluation is done individually, even if students worked in pairs or groups. Appendix 3 shows an example of a self-assessment form in which students have the possibility to reflect on their own learning process before, during and after a specific task.