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COMPUTER ASSISTED COLLABORATIVE LANGUAGE LEARNING: WITH THE SPECIAL REFERENCE TO TBLL*

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ABSTRACT

This article presents a framework for the design of collaborative tasks in a synchronous online environment and reports the findings based on learner output from quantity and quality aspects such as lexical density and negotiation of meaning in the mode of computer mediated interaction (CMI). The study first focuses on the underlying theories in designing online tasks, and then, presents a number points concerning the interactive nature of CALL. Data about participants' profile and their perceptions about own language competences were collected through a survey questionnaire. For the quantity& quality measures of language output generated through collaborative online task were based on recordings, and screen shots. The use of synchronous interaction recorded by screen-shot software not only facilitated the analysis of interaction but also let the track of participants' actions that they employed to deal with the emerged communication problems. The paper concludes by reporting the findings based on stimulated recall about participants' reflections on their linguistic efforts and final attitudes towards the integration of computer assisted tasks into the language learning and teaching process. Based on these findings, it was seen that on an interactive and collaborative platform which is supported by language tasks, the degree of learner active oral participation is considerably higher than the one in traditional setting. While in traditional classrooms the incidents of learners' oral participations are mostly restricted to two or three times at most and confined to the mode of giving answers to the teachers' questions, in computer assisted interactive learning environment learners take all responsibilities of initiating interaction, asking and responding questions, assigning turn allocations, and finalizing the interaction. While in traditional classrooms the incidents of learners' oral participations are mostly restricted to two or three times at most and confined to the mode of giving answers to the teachers' questions, in computer assisted interactive learning environment learners take all responsibilities of initiating interaction, asking and responding questions, assigning turn allocations, and finalizing the interaction.

Key Words: CALL, Task-based Language Learning, Synchronous Interaction, CMI

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*Bu makale Crosscheck sistemi tarafından taranmış ve bu sistem sonuçlarına göre orijinal bir makale olduğu tespit edilmiştir.

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BİLGİSAYAR DESTEKLİ İŞBİRLİKÇİ DİL ÖĞRENİMİ GÖREVE DAYALI DİL ÖĞRENİMİNE YÖNELİK ÖZEL BİR ATIFLA

ÖZET

Bu makale eşzamanlı çevrimiçi ortamla desteklenen işbirlikçi görevlerin tasarısı için bir taslak ortaya koyar ve bilgisayar aracılı ortamlara dayalı sözcük yoğunluğu ve anlam görüşmesi yönünden öğrenen dil çıktısını miktar ve kalite açısından raporlandırır. Çalışma, öncelikle çevrimiçi görev tasarıları ile ilgili temel teorileri ele alır ve bilgisayar odaklı dil öğrenimin etkileşimli doğası ile ilgili önemli noktaları ortaya koyar. Katılımcıların profilleri ve kendi dil kapasiteleri hakkındaki görüşleri bir anket aracılığıyla toplanırken, işbirlikçi çevrimiçi görevlerle desteklenen dil çıktıları ise ses kayıtlar ve ekran görüntüleri ile belirlenmiştir. Çalışmada eş zamanlı etkileşimi kaydetmek için bir ekran kaydedici yazılımın kullanılması sadece etkileşimin analizini kolaylaştırmamış aynı zamanda katılımcıların etkileşim esnasında ortaya çıkan iletişim sorunları ile başa çıkmak için kullandıkları eylemlerin izlenmesine de olanak tanımıştır. Katılımcıların uyarılmış geri çağırma yöntemi ile elde edilmiş kendi dil performansları ve bilgisayarın dil öğrenim ve öğretim sürecine eklenmesi ile ilgili son değerlendirmelerine dayalı bulgularla birlikte çalışma son bulur. Bu bulgulara dayalı olarak görülmüştür ki, etkileşimci ve işbirlikçi ortamlar dil görevleri ile birlikte öğrencinin sözlü olarak katılımlarında hem katılım süresi hem de kalitesi bakımından geleneksel ortamlara göre daha yüksektir. Geleneksel öğretiminin yürütüldüğü sınıflarda, öğrencilerin sözlü olarak katılımları çoğunlukla en çok iki veya üç girişimle ve sadece öğretmen sorularına cevap verme biçimiyle sınırlı kalırken, bilgisayar destekli etkileşimci bir öğrenme ortamında, etkileşimi başlatma, soru sorma ve cevaplama, etkileşim sırasını belirleme ve etkileşimi sonlandırma gibi tüm sorumluluklar öğrencinin kendisine aittir.

Anahtar Kelimeler: Bilgisayara Destekli Dil Öğrenimi, Eş zamanlı Ektileşim, Bilgisayar Destekli Ektileşim

INTRODUCTION

Over the last decade, information technologies including a wide range of mediums have been integrated into language learning. In the area of computer-assisted language learning (CALL), a large majority of studies has been done in skill area (Abrams 2001&2003;Aycan 2013), vocabulary teaching (Allum 2004; Fuentes 2001), grammar teaching (Blake 2000; Delmonte 2003), and material development (Chapelle 1998). In terms of providing opportunities for collaboration and communication, synchronous and asynchronous modes of computer-mediated interaction (CMI) were emphasized to have the potential of providing high degree of learner participation and language production. However, based on the studies done in the field of CMI, what seems to have been neglected is that designing CALL tasks of interest of both teachers and learners. Thus, the main focus of this study is to carry out a research review on the theories about CALL tasks, design one computer assisted task, and to analyze the learning outcomes from the quantity and quality perspectives of learner output and the possible attitude change.

THE THEORETICAL BASIS OF TBLT

For the use of authentic language and being engaged in meaningful communication, it is essential for teachers to form language tasks that may facilitate the intake of new words (Gass, 1997) and encourage learners to take part in an effort to solve a non-linguistic problem with less anxiety. Based on Long's definition (1985: 89), a task can be described as:

"a piece of work undertaken for oneself or for others, freely or for some rewards. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test…"

As one of leading proponent of TBLL, Jane Willis deals language tasks under three main parts as pre-task, the task cycle, and the language focus. With the teacher's presentation of the task through use of examples, visuals or other multimedia facilities, the task starts. During the task performance, teachers take on the role of facilitator and observer while learners are working on the assigned task. Not to deemphasize the language focus completely, teachers provides the learners with the key vocabulary and grammar points that they will apply while working on the task. According to Nunan (2004), a well designed task will promise to strengthen the below key principles:

- Need-analysis shapes the selection of the content
- Learners are expected to learn to communicate in the target language
- Learners are exposed to authentic texts
- Learners' personal experiences are integrated into the course to enhance their personal empowerment

In terms of providing simulations of the outside world through real-world tasks and motivating the learners to use the target language to attain the goals of these tasks, TBLL can be compatible with CALL for meeting the requirements of new generation language teaching& learning. Being in a digital age, chat rooms and engines not only offer opportunities to the learners to engage in live conversation with their peers and even with the native speakers, they also allow for 'negotiation of meaning and form-focused interaction' (Pellettieri 2000; Memiş&Erdem 2013). Simulations, animations, language games, WebQuests, online dictionaries, blogs, wikis, and concordances provide the learners with virtual world and real-world like learning opportunities which thereby computationally optimize target like language learning process. In order to enhance meaningful learning, cooperation among the learners, and bridge the gap between language use in class and language use outside world, task appropriateness needs to be sustained before being made available for the learners' usage. In this sense, Chapelle's (1998; 2001) framework can be made use of while designing or selecting the task.

Table 1: Criteria for Task Appropriateness (Chapelle 2001:55)

Language Learning Potential	The degree of opportunity present for beneficial focus on form
Learner Fit	The amount of opportunity for engagement with language under appropriate conditions given learner characteristics
Meaning Focus	The extent to which learners' attention is directed

	toward the meaning of the language.
Authenticity	The degree of correspondence between the CALL activity and target language activities of interest to learners out of classroom
Positive Impact	The positive effects of the CALL activity on those who participate in it
Practicality	The adequacy of resources to support the use of CALL activity

As presented in Table 1, before being assigned, task needs to be subjected to empirical evaluation that will put forward its degree of eligibility for the learner exploitation. To pass this eligibility test, tasks not only need to allow the learners to practise the target language both paying attention to its form and meaning, but also they should take the learners' needs and learning styles into consideration with user-friendly application and facilities.

Interaction and Negotiation In Language Teaching

According to Nunan (1996:42), turning blind eye to the realities of language teaching would make 'the current wedge between the researcher and practitioner a gulf'. Therefore, in order not to face this threat linguists and researchers need to focus their attention on the nature of language classrooms and their participants; namely, teachers and students, who are 'the managers of learning' nevertheless both 'for good or ill' (Allwright 1984: 156). This, on the other hand, does not necessarily mean that there should not be any innovative attempts to be taken to change uncommunicative nature of language teaching.

When the interaction, as a natural outcome of social phenomenon of language classrooms, is seen as the learning itself, it would be easier to give credence to why there exists and needs to be a substantial body of research on it (see, for example, Long 1983, 1996; van Lier 1988; Prabhu 1992; Hall 1995; Pica 1994; Willis 1996; Foster 1998). According to Tsui (1995:17, 2001:121), input which can be also defined as *modified input* or *comprehensible input* (Krashen 1982; 1985; 2003) because of teachers' use of modification devices such as 'speaking slowly, using exaggerated intonation, giving prominence to key words, using simpler syntax and set of vocabulary' to make it more comprehensible for the learners. *Output*, on the other hand, refers to 'the language produced by learners' through *interaction* which is the interrelationship between input and output. Based on Vygostkian interaction theory, which defines interaction as a social collaboration and process, the relation between the language input, learner input, and their ongoing cycle can be illustrated as follow:

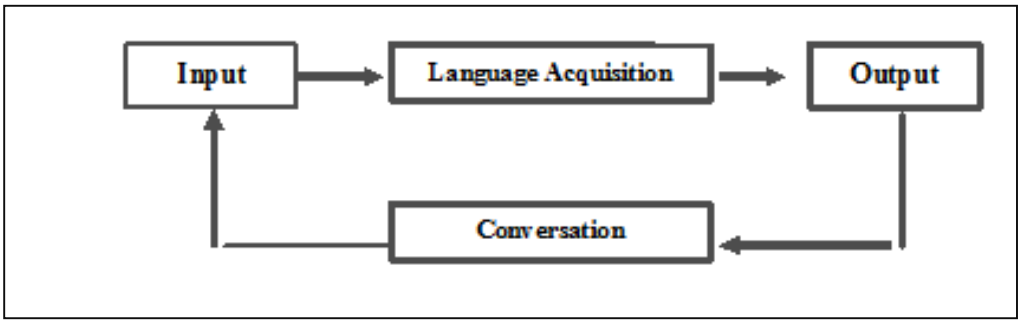


Figure 1: The Interaction Cycle (Krashen 1982:61)

As stated by Second Language scholars (e.g., Swain 1985; 1995; Pica, Holliday, Lewis and Morgenthaler 1989) who advocate the need for production to learn, and thereby acquisition, learner output, as a complementary aspect of comprehension (comprehensible input), can allow learners to test their hypotheses related to their target language store. Additionally, learner output can also generate new input and platform for meaningful interaction and longer learner participation if it is manipulated between the interlocutors effectively. In this respect, Krashen, as a developer of Input Hypothesis, also argues that learner output can play the role of 'further source' for comprehensible input by encouraging more input from the participants of conversation or speech. In the words of Steven Krashen (1982:60): "The more you talk, the more people will talk to you. Actual speaking on the part of the language acquirer will thus affect the quantity of the input people direct at you".

A very common feature of authentic communication, 'negotiation of meaning', can be defined as a process to reach agreement and a desirable feature of communication through 'modifying and restructuring the interaction' (Pica 1987; Allwright 2000). In terms of an example for negotiation of meaning, the following extract which was taken from the conversation between 6 pre-intermediate adult learners from Brazil, Japan, Korea and Russia, can be noted as an example for negotiation of meaning. The teaching objective set by teacher is to provide oral fluency practice:

L4: the good news is my sister who live in Korea send eh . . .

T: SENT=

L4: =sent sent credit card to me=

T: =ooh very good news . . .

L4: but bad news [is]

T: [the bad] news is . . .

L4: I don't know password . . .

LL: /password/password/ (2)

L1: pin number=

T: =pin number . . .

L4: what?=

T: =pin number pin number=

LL: =/ahh pin number/pen number/=

T: =pin PIN not pen pin=

LL: =/pin/pin number/p-i-n/=

L1: =I always forgot my pin number

L: =ah pin number=

T: = I don't know my pin number

L5: ((2)) she can phone you on mobile phone=

…..

(Walsh 2000 *cited* in Walsh 2002:9)

Being indicated in this extract, L4 doesn't remember the word 'pin number' and uses 'password' instead. Teacher and the other students correct her/him by providing the word through negotiating the meaning by asking for information like 'what', modifying or correcting their answers like 'pin not pen'. Overall, without undervaluing the place of display questions in the language learning, it can be concluded that referential questions may lead to increase in learners' motivation and more investment in their language output. By seeking clarification and checking for confirmation, language teachers can optimize learners' language both in quality and quantity.

In the light of principles of Second Language Teaching, in order to be effective and more productive; namely, communication-oriented, computer mediated interaction (CMI) needs to bridge the gap between the language teaching methodologies and computer technologies. Language teaching and interaction based on the forms of CMI, expressly, e-mail, video, audio or text chat need to provide opportunity to follow discourse features and pragmatic rules such as turn-allocations while enabling social networking. Additionally, via synchronous communication (online chat & video conferencing) with their peers, students will not be subject to social limitations mostly occurred in language classrooms because of unequal role relationships and status between the students and their teachers. Research on CMI modalities and their effects on oral production of learners put forward that CMI promise high degree of structural accuracy, lexical density and variety as well as improved attitude towards computer information technologies (Abrams 2001; Darhower 2000).

METHODOLOGY

The learning situation cannot be thought separately from its cultural context due to its decisive effect on 'what is to be learned' and 'how it is to be learned' in the classrooms (Nunan, 1992:53; Carter& Nunan, 2001; Tomlinson, 2005). Additionally, Tudor states that language teaching carried out in the classrooms needs to be considered also as a 'local fact' (1996: 210). Therefore, before making any judgements or drawing conclusions related to any phenomena or behaviour like communication and aspects like attitude, the status quo of English as a Foreign Language in Turkish context should be taken into consideration. The present study was carried out in the English Language Teaching Department of the Faculty of Education at a state university in Turkey. Participants agreed to attend the study had previously been taught English in their high schools.

Participants

The recruitment of the target population was carried out via informed consent written in Turkish. Participants were informed as fully as possible about the research aim both in oral and written form. They were ensured that they could withdraw from the study at any time. In order to meet the ethical requirements, the privacy of participants was protected, fair administration was emphasised, and participants' advantage on positive outcomes of the study was provided. To mask the identities of the participants, participants were stated with their initials. During the recruitment stage, 10 student teachers were asked to participate in a pilot study. Based on this study, 77 undergraduate students (58 girls, 19 boys) completed a questionnaire, which was divided into two main research dimensions as self-perceived language abilities, utilization of information technologies. For the task stage, randomly chosen 8 participants were divided into four groups of two. Each student had the opportunity of accessing one computer. All screen moves done by the participants were recorded in real time with Camtasia screen shot software. Finally, students were asked to participate in a group reflection session in pairs in order to attain a general portrait of participants' final attitudes towards CALL integrated into TBLL.

Design & Procedure of the Study

The purpose of this study is three fold: 1) to identify participants' initial perceptions about CALL, CMI, and task-based approach to the foreign language teaching; 2) to find out how CMI may affect learner output concerning the aspects of quantity, lexical density, and negotiation of meaning; and 3) to look at the participants' final attitudes about performing a task in a computer supported collaborative learning environment.

Task Procedure

As a research method, at the first stage, two Likert scale questionnaires (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) were conducted with 77 student teachers to explore prospective language teachers' perceptions of own technology competency and their attitudes towards CALL. In the second stage, in order to get quantitative and qualitative data related to the linguistic and non-linguistic aspect of language learning assisted with computer, participants were asked to complete a language task in which they were expected to work in pairs and prepare an imaginary book cover through interacting via Webcam chat.

Table 2: Framework for the Task Design

'Preparing an Imaginative Book Cover'

Task Procedure	***Setting/Materials***	***Teacher Role***	***Mode of Interaction***
Brainstorming ; raising ideas and doing online search regarding: Name of the Book Author Type of Novel Cover Image Plot Recording the Negotiated Information Writing a Novel Synopsis	Microsoft Word Online Dictionary Google Images Camtasia Studio 7 (for the Screenshots)	Monitor Facilitator Feedback Provider	Synchronous CMI (Computer Mediated Interaction)

The object intended to be attained with the task designed above is to motivate the learners to study the target language both spoken and written through activities that promote meaningful linguistic, communicative, and socio-cultural experiences. From the interactional perspective, while learners are working on the task, preparing a book cover, they are observed to see how they can manage the process through dealing with the communication breakdowns with the use of communication strategies.

In order to monitor pupils' each step, a screen video capture software; Camtasia Studio 7 (TechSmith) was used. In this way, students' all work on the computer and interaction with their partners were recorded and turned into polished video by Camtasia Studio. Because of the ethical considerations, webcam pictures of the participants were masked.



Screenshot 1: Screenshots of the Software Camtasia Studio

Additionally, in order to put forward the amount, modes, and communicativeness of the subjects' participation, all screen and audio recordings were analyzed both using qualitative and quantitative approaches. Then, interaction recordings were transcribed to be based on conversational analysis which allowed for the study of how they initiate, maintain, close interaction, deal with communication breakdowns, and to what extent they negotiate for meaning. As a last stage for the methodology, participants were interviewed through simulated recall; that is to say, they were asked to elaborate on the critical key points related to the recordings and the task process in terms of working on the computer assisted interaction-promoted task

Data Analysis

As stated by Mackey& Gass (2005:78) and Merriam (2002), thinking about data right after its collection increases the likelihood of the 'accuracy of interpretation' and minimizes 'recall interference' since it is recalled from short term memory. Therefore, the data analysis of this study was carried out right after data collection. The computer program SPSS was used to analyze the questionnaire data. In this way, frequency distribution between the items and cross-tabulation between the variables were provided; and results were displayed through matrices and contingency tables. For the analysis of the recorded data reached through the Camtasia screen and audio recorder, the researchers used some numerical descriptions while drawing the inferences related to the percentage of learner talk time and its modes. As the question of how the use of tasks and CMI may affect the participants' interaction process is one of the overriding focuses of this study, the interaction transcripts were also analyzed. For the interpretation of the recorded data, Holliday's three-stage model (*description*, *making sense*, and *argument)* was exploited (2007). Data were transcribed to find out the representative data sets in the description stage. In the second stage, ideas related to the selected data were clarified and placed in appropriate schemes. In the final stage, the findings were shared with the teacher participants to get their participant validation; the process which is also known as 'member checking' (Cowie, 2009: 176; Lincon & Guba, 1985; Rallis & Rossman, 2009: 266).

RESULTS& DISCUSSION

Self evaluation of Language Skills and Computer Use

In general, 77 undergraduate students (58 females and 19 males) completed a questionnaire, which focused on three main research dimensions: self-perceived language abilities, utilization of information technologies, and learner attitudes towards CALL. As can be seen in Table 3, 56% of students defined themselves as having inadequate knowledge of grammar while 70% and 73% thought they had low skill levels in *Writing* and *Listening* respectively. On the other hand, participants chose the options of *Agree* or *Strongly Agree* in Likert-scale that they need to improve themselves more in *Reading* (80%), *Vocabulary* (91%), and *Speaking* Skills (92%) to attain high English proficiency.

Table 3: Self-Assessment of Foreign Language Aptitude

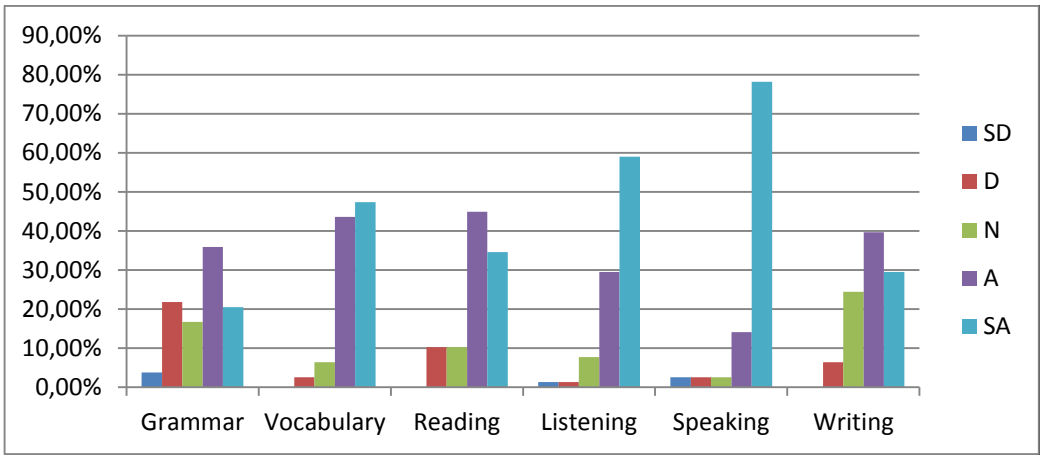
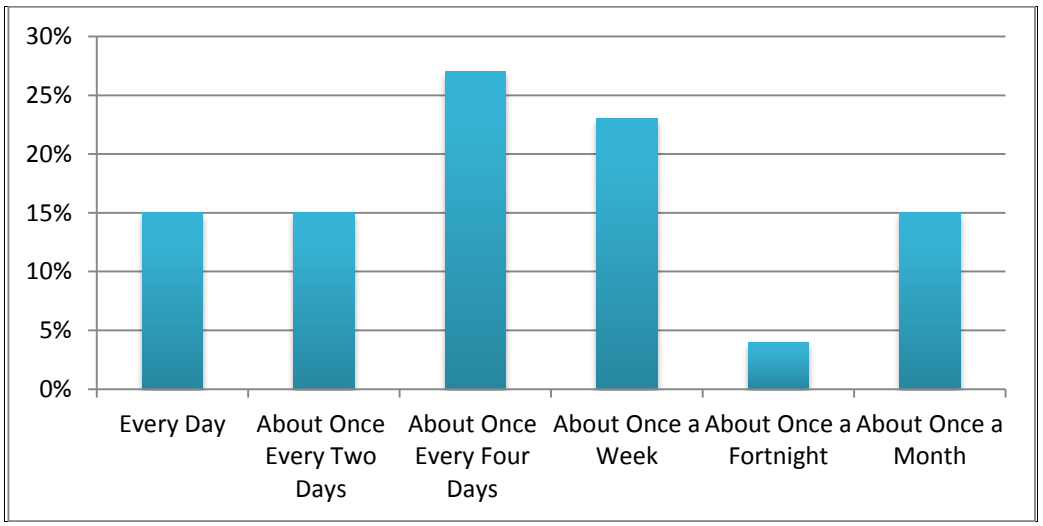


Table 4: Frequency of Using Computers



Analysis of the findings regarding computer use puts forward that participants have limited computer access. The distribution of computer use among participants varies from everyday (15%)

to once a month (15%), which shows that for the participants of the study, informational technologies still have an aspect of novelty.

Analysis of Learner Output: From Quantitative& Qualitative Perspectives

The results from the interactional data and recordings collected during the task application in CALL environment indicate that each group engages in a productive endeavour to reach an intended outcome with their tasks, namely, book covers. After the novelty of being audio-video recorded with screen recording software, Camtasia wore off, students were observed to engage keenly in interaction and computer design to complete their task. Based on the analysis of audio-recordings, each pair was recorded to have recording distribution as below. As indicated in the Table 5, the average interaction time was longer than the time spent for other activities in the lesson. Through working on the task, which was deliberately designed to promote collaboration between the pairs and provide opportunities for meaningful 'pushed output' (Swain& Lapkin 1995), students produced output which almost corresponds to 56,93% of the allotted time, which is almost two times of the one recorded in traditional teaching settings.

Table 5: Quantity of Learner Output in Actual Interaction

(Durations are calculated at specific periods of time of total interaction)

Groups	Total Amount of Recording (In seconds rounded)	Actual Interaction Time (In seconds rounded)	Others (L1, pauses, (typing, searching, editing etc.)
Pair A	2340	1178	1162
Pair B	2261	1260	1001
Pair C	2848	1446	1402
Pair D	3143	2229	914
Average	2648	1528	1119

Lexical Density of the Output

In order to examine the lexical variety the participants' interaction, the words were classified under two types as function and content (lexical) words (Williamson, 2009).

Table 6 : Word Categories

Content (Lexical)Words	***Function Words:***
Nouns (e.g. Mary, boy)	Determiners (e.g. the, this, our)
Verbs (e.g. read, buy, accept)	Pronouns (e.g. I, you, herself)
Adjectives (e.g. big, slow, difficult)	Prepositions (e.g. on, back, at)
Adverbs (e.g. very, easily, quickly)	Conjunctions (e.g. and, because, if)
	Numerals (e.g. one, second)
	Auxiliary verbs (e.g. am, have, can)

For example, the following extract was from the conversation of Pair A. First, each word in the conversation was examined and its category was determined. Table 7 shows the categories of words in this conversation.

Pair A

K: Title? Do you have opinion? Do you have opinion about the title?

A: Maybe we … love and…

K: Maybe some mys…secret or (S couldn't remember the exact word 'mysterious' so checked the dictionary to find the word)…mysterious. They are beautiful. (S is looking at the sample book covers)

A: I think we found, we found different topic.

K: Yes, I think so.

A: So, maybe you're right. Maybe we find mystery, mysterious things.

Table7: The categories of words in the conversation

Rank	Word	rank	Word	rank	Word
1	title*	**2**	decide*	**3**	police*
4	do+ did**	**5**	what**	**6**	prison*
7	you**	**8**	murder*	**9**	years*
4	have*	**11**	am**	**12**	see*
10	opinion*	**14**	writing*	**15**	her**
13	about**	**17**	there**	**18**	all*
16	the**	**20**	a**	**21**	that**
19	maybe*	**23**	he**	**24**	committed*

***Lexical (Content) Words**
****Function Words**

With the classification of the words as function and content words, lexical words were counted for each pair, despite of repetitions both in word groups, participants showed more tendency to use content words. Based Considering the limitations in the act of speaking are taken into consideration like having limited time to think about your next utterances, working with the computer, communication breakdowns, and language ego for adult learners, it may be appropriate to say that the lexical density was quite high. Additionally, in terms of vocabulary competence, participants were recorded to make greater efforts to search for new words, produce, and recall newly learnt words.

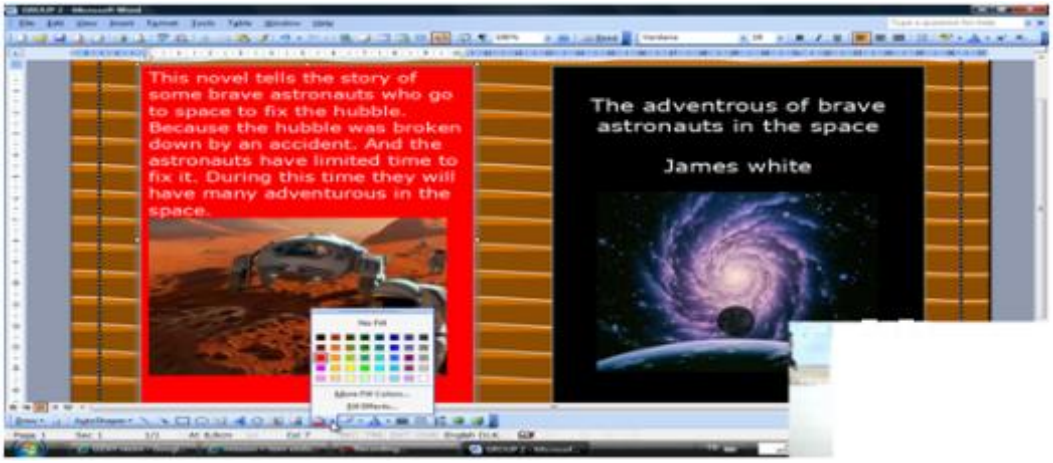
Working with the computer

When they were working with computer applications, pairs were observed to have a major shift from their traditional receptive student role to an active and responsible one. Interacting through computer also allowed the students to engage in scaffolding to accomplish the assigned task through using different modes including text and image (Hampel, 2006).



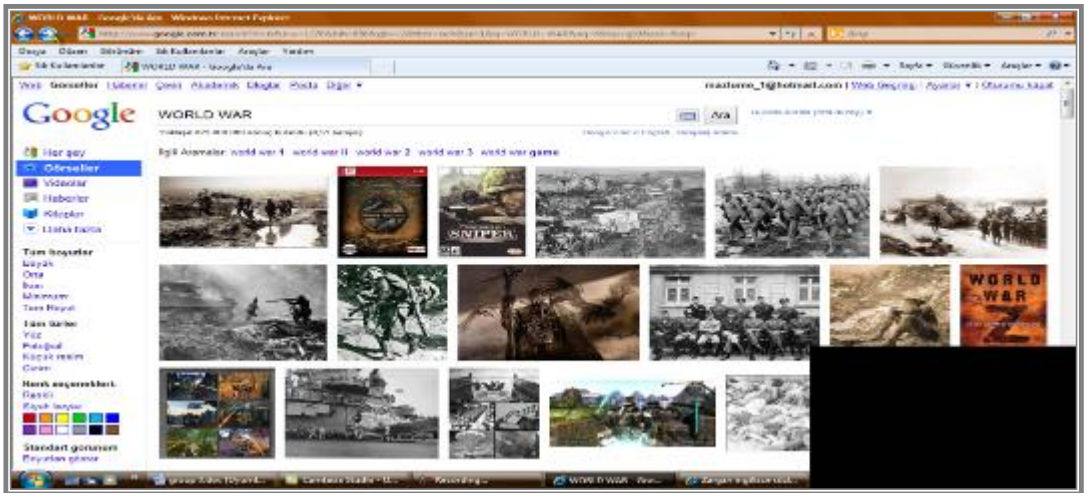
Screenshot 2: Recording Process

While working on the task, all the steps taken by the learners were recorded with the screen recorder.



Screenshot 3: Screenshot of Background Colour Selection

In terms of non-linguistic moves, participants were recorded to use computer applications such as choosing the background colour.



Screenshot 4:Search for Cover Images

For the visual design of the task, learners were noted to negotiate to find an appropriate image for their task through utilizing Google Images.

Interactional Analysis- Negotiation of Meaning

Collaboration in synchronous environment allowed the pairs to notice their linguistic gap and motivated them to engage in negotiation to make meanings understood (Pellettieri, 2000; Chapelle, 2001), which is almost non-exist in traditional classrooms. Following extracts are some examples of this negotiation process:

Excerpt 1: (Negotiation for Choosing a Cover Image) Pair A

A: What we choose about the image.

K: I didn't choose anything. We look the image. *(Ss search the Google Images to choose image for their cover page)*Maybe we can write the man in a woman dress. Maybe we can find something. *(Ss are discussing about what to write on Google Images to choose their image.)*

A: I think we can have cover image. *(S has found one image)* Mirror, there is a mirror on cover and there two men.

K: There are two men?

A: Yes. They are familiar with each other. But they are different people. *(S is trying to explain the photo that she thinks suitable for their cover page)*

K: What did you write?

A: In Turkish 'cinayet' [murder]. There is a film cover.

K: Yes, I saw it. *(S searched the word on Google Images and got the photo for their cover)*

A: What do you think about it? Do you think it's a good cover?

K: Maybe. But…

A: Do you have any different idea?

Analysis: Students have already decided to write a crime novel which they call as 'The End of a Murderer'. At this point of interaction, they are negotiating to choose the most suitable image for their book cover.

Excerpt 2: (Negotiation for the Plot o the Book) Pair B

O: Fix the Hubble, OK. Now write [This novel tells the story of some brave astronauts…]

Ş: Some?

O: Brave. They should be brave to go to space. […who go to space to fix the Hubble. Because the Hubble was broken down by an accident] *(S has difficulty in the pronunciation of the word 'accident')*

Ş: Because the Hubble?

O: Broken down by an accident.

Ş: Pardon? (S couldn't understand the pronunciation of the word 'accident')

O: By an accident.

Ş: Accident *(S correct his friend's pronunciation).*

O: And the astronauts have many……Err…

Ş: Have limited time to fix it.

O: Yes, very good.

Analysis: Students are discussing about the plot of their novel. It's kind of process writing that the sentences are formed through the students' negotiation. During the negotiation, one student has trouble in pronouncing the word 'accident' which causes a few seconds communication gap. Through his friend's correction of this mispronunciation, the problem is solved.

Excerpt 3: (Negotiation for the Title of the Book) Pair D

F: Type of novel?

Ç: OK.

F: If you like it can be a crime novel.

Ç: Maybe, what about its name? Let's brainstorm… 'The Cruel Man', can it be?

F: Sorry, what?

Ç: 'The Cruel Man' or 'The Cruel Killer'.

F: Maybe, we can think about something with war?

Ç: War.

F: World war. You know we have so many XXX. World War I is suitable. You know we have Ottoman Empire then *(Ss are negotiating to find a suitable topic for their novel)*

Ç: OK. The title will be only 'World War I'. I think you know, we should find some…an attractive title….the readers will be interested in it…first sight. What do you think? Then, let's start…. we can change it later. [World War I] (S writes the title on the cover page) Did you write it?

Analysis: Students decide to start their task by choosing the type of novel. While one student suggests working on a crime, her friend offers to write about war. After brief negotiation, students choose to write about Ottoman Empire in World War I.

During the task stage, while producing their utterances, pairs were noted to have structural modifications in order to make their output more comprehensible. According to Swain (1985; 1995) who developed Comprehensible Output Hypothesis, the act of modifying output with the encounter of communication gap starts with 'noticing' by raising the students' consciousness about the deficiencies that they have in their language store. Through collaborative modification, they restructure their target language. In this way, learners can prevent a potential fossilization, which if not treated, will hinder their attainment of target like competence. The interactional transcripts below are some examples of participants' output modification:

Excerpt 4: (Output Modification-Lexical Alteration) Pair A

K: Maybe some mys…secret or *(S couldn't remember the exact word 'mysterious' so checked the dictionary to find the word)* mysterious. They are beautiful. *(S is looking at the sample book covers)*

A: I think we found, we found different topic.

K: Yes, I think so.

A: So, maybe you're right. Maybe we find mystery, mysterious things.

K: For example?

Analysis: Students are discussing about the topic that they are going to shape their book cover and plot accordingly. One of the students tells her partner to write a mystery novel. When she wants to use the word 'mysterious', she isn't able to articulate it as she doesn't remember the exact word. Instead, learner prefers to substitute the word 'mysterious' with the one 'secret'.

Stimulated Recall &Group Reflection

In order to encourage participants to employ their reflection on the study and their final attitudes towards the learning environment enhanced with TBLL and CALL, group reflection was used. In this way, pairs not only got the chance of expressing their perceptions and opinions but also having a flowing discussion with their partners. In the first part of the interview, participants were asked to talk about their initial anxieties related to using computer and engaging in computer mediated interaction. Regarding their initial attitudes, participants stated the following:

*"*At the beginning I was very anxious. Because I thought I might not be able to achieve a desired outcome of our task and have an effective interaction" *(Interview Extract-Pair A-)*

*"*I felt a bit excited when I learned that our task was going to be done through computers. Normally, I feel confident about my English skills, but the requirement of using computers to do our task gave both of us uneasiness. However, after starting to work, we felt better and enjoyed the task"*(Interview Extract-Pair C-)*

In terms of the impact of computer in foreign language teaching-learning, as prospective teachers of English, all participants meet at one point that computers have a significant role in foreign language education. In this respect, they point out that through providing a platform for interactive as well as autonomous language learning, CALL also facilitates the teaching process.

"I believe that computer technologies have an important role in language education. Especially during the pronunciation of some words or listening to other people, we have some trouble. However, with the help of information technologies like pronunciation programmes, online dictionaries, or chat rooms, now these problems can be easily solved." *(Interview Extract-Pair A-)*

"Instead of doing the lesson using monotonous teaching strategies, using computer facilities language teachers may make their lesson more colourful. For instance, exploitation of videos, movies, and PowerPoint presentations can help language teachers bring a new perspective to their lesson. They can also give students research assignments in order to motivate them to use online sources." *(Interview Extract-Pair B-)*

Some participants also mentioned that working with computers encouraged them to talk and empowered them to be more active and responsible for their learning.

"This study wouldn't be effective at all, if it was asked to be performed in face- to-face mode. Oral participation wouldn't go beyond word level since nobody would like to participate and interact, except those who are confident." *(Interview Extract-Pair B-)*

As can be seen in this study, computer experiences may also play an effective role on students' final attitudes. That is, almost all participants indicated that they enjoyed the task and came to realize that the initial anxieties that they had at the beginning were all pointless. Besides

learning investments, it can be concluded that the integration of informational technologies into teaching has a positive effect on learner motivation.

CONCLUSION

With nearly 56,93% average of learner output, present study put forward high learner participation in synchronous CALL environment in contrast with the one in teacher-fronted classroom. While in traditional classrooms TTT (Teacher Talk Time) makes up almost 70%, LTT (Learner Talk Time) constitutes less than 30% of classroom interaction (Chaudron 1988; Cook 2001). However, in task-based and computer enhanced language teaching as shown in this study gives the dominant role and right of talk to the agents of learning process; namely, learners. Weaving theory and practice together, task-based language learning and CALL not only empower the learners to be more autonomous learner but also let them control the language and construct meaningful interaction, a condition for acquisition (Ellis, 2003: 319).

Participants of the study engaged in negotiation to be able to complete the task. As a paramount aspect of authentic communication, at some points of their interaction they participate in the process of 'modifying and restructuring' their interaction to deal with the communication breakdowns (Pica 1987; Allwright 2000). Defined as 'negotiation of meaning', this process mostly consists of a number of moves like 'confirmation checks', 'clarification requests', and 'comprehension checks' which help the speakers to maintain equilibrium (Pica 1987). As a natural outcome of TBLL and CALL, participants were observed to create an ideal collaboration for the appropriate completion of their tasks. Concerning the linguistic aspect, as stated by Toyoda& Harrison (2002), this collaboration and difficulties in interaction between the non-native speakers triggered negation of meaning, and thereby provided both longer and more authentic learner output.

Derived from the findings of this study, as a response to aforementioned research questions, it can be stated that student teachers have a positive attitude toward the role of CALL in language classrooms. This finding is also in parallel with the results of the other research (e.g Ayres 2002; Graff 2003), which put forward that language learners regard highly the use of computer and Internet especially while doing online search or discussion. Based on the interview transcripts, regarding their initial attitudes students mostly articulate their fear of computers, which is also known as cyberphobia. The personal reasons for this fear vary as not growing up with computers, having established beliefs, or preferring simplicity in language learning-teaching process. Additionally, some of the groups state that they are not at all comfortable with the use of information technologies. However, in terms of their final attitudes, participants accept that throughout the study they feel more relaxed and learn to overcome the initial anxieties relating to use of computer. For this radical change, participants put forward that having computer as a mean for their interaction to complete their task which is to come up with the same outcome; product with your partner through working on different digital platforms, helps them to minimize the irrational fear of using computer.

In addition to the aforementioned attitude change, based on the analysis of data related to participants' actual performance, it can also be stated that studying in a multimedia environment motivates students to activate and improve their language skills in reading, listening, speaking, and writing. With the use of online sources and dictionaries learners can reach lexical items, express their ideas, and thereby enhance their interlangauge. In terms of oral communicative competence, using CMI as a medium provides vital opportunities for dyadic collaboration and interaction. In this collaborative process, learners take up the roles of interaction initiator, mediator, facilitator of learning, and feedback provider. Due to the collaborative nature of synchronous CMI and computer assisted task, learners not only articulate their ideas but also engage in negation of meaning. In this respect, interactional analysis shows the evidence for the participants' noticing the gap in their

language output and modifying it to maintain the communication between oneself and their partners.

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For the Visuals:

Google Images: http://www.google.com.tr/imghp?hl=tr&tab=wi

APPENDIX: GROUP TASKS (PAIR A&B) (BOOK COVERS)

There is a murderer. He kills innocent people. He has some problems since his childhood. Day by day public is curious about the murderer. Police find that he was killed in a different way. He was stabbed in a woman dress. Maybe someone take revenge of him.

The End of a Murderer Alexander Breakdown



A CRIME NOVEL

This novel tells the story of some brave astronauts who go to the space to fix the Hubble. Because the Hubble was broken down by an accident and the astronauts have limited time to fix it. During this time they have many adventures in the space.



The Adventures of Brave Astronauts in the Space

James White

