



CLASSROOM INTERACTION VIA SYNCHRONOUS TECHNOLOGY ENHANCED TASKS

Res. Assist. Zeynep Yaprak
Dicle University
The Faculty of Education
Department of Foreign Language
Diyarbakir, TURKEY

Abstract

The issue of adopting of cutting-edge technologies in ELT classroom has expanded rapidly over the last few years. However, increasing oral proficiency still remains as a serious shortcoming in the field of applied linguistics. This study attempts to demonstrate the exploitation of synchronous technologies such as Web messengers (Skype, Messenger, Gtalk etc.) to design interactive tasks can promote language socialization, collaboration, and more meaningful communication in positive affective language learning environments. Put an emphasis on learning to interact through completing a computer assisted task, namely, achieving a shared goal, has not only improved the speaking skills by providing natural interdependence between the learners but also maximized individual accountability with learner-centered approach. In the first part of the present study, participants were asked to complete a questionnaire in order to find out their self-assessment of target language proficiency. Then, randomly chosen sample pairs were assigned to work on a computer assisted task through interacting via messenger. Lastly, for data analysis, transcription, and screen shots Camtasia Studio, screen video capture software, and Atlas.ti were used.

Key Words: Synchronous & Asynchronous Interaction, Collaboration, TBLL (Task-based Language Learning), CALL (Computer Assisted Language Learning).