

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
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Socio-Cultural Theory;
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Introduction

English has been the focus of education systems for more than three decades and tremendous time, effort, and capital laid on the attainment of goals at an

unprecedented level. Intending to be part and partner of scientific and technological developments flourishing across the leading countries, it is still a controversial issue among others that Turkey lends a high profile preference for English in its education system. Turkish policy makers for education spares no effort in implementing means and measures in the field of language teaching/learning through its curricula and syllabi in institutions from primary to high schools including higher education (Paker, 2014). However, the administrative regulations concerning language courses to be taken by students are on a constant change as to whether they be mandatory or as selective courses at faculties and other adjacent institutions of universities. In Turkey, it has been a common application that students take English courses as a prerequisite of the curricula. Currently faculty students have to take at least two semesters at varying credits two or three hours weekly.

Some universities offer a year - long prep - classes in accordance with their established rules and regulations in terms of teaching English for Academic Purposes (EAP) to meet their ends. Success in attaining the prescribed goals crucially deserves maintaining meditative roles (Gibbons, 2003) of teachers for learners along with securing a high – profile learning environment for them to follow and adapt scaffolding steps summoned up as in Zone of Proximal Development (ZPD) by Vygotsky (1978) who strongly advocates Sociocultural Theory (SCT) and its fundamental principles. Feuerstein’s (2012) Mediated Learning Experience (MLE) by the other token is suggestive to allow for the teachers and language teaching instructors immense range of Instrumental Enrichment (IE) for the creation of fruitful and prosperous learning materials and setting applicable for mural and extramural activities. In the light of MLE and its sub-construct IE (Instrumental Enrichment) of Feuerstein (Burden, 1987) and Vygotsky’s SCT, this study tried to explore practicality and applicability of teaching a language through songs, idioms, idiomatic expressions that comprise of witty sayings, maxims, and oxymoronic dialogic excerpts from modern works of leading authors. The assumption prior to the start-up of this study was that languages bear traits of sociological, historical, geographical traits and linguistic framework is shaped upon all these components with the help of which people assign meaning to objects, environment, events, and emotions.

Language learners, thus, develop a deeper understanding of the nature of their own lives through these invaluable means.

Mediated Learning Experience (MLE)

Mediation Theory has recently taken off and gained broader role within sphere of constructivist approach (Cheng & Wang, 2004) which basically focuses on facilitating learners to become autonomous learners, enabling their own learning process and thus leading them to adapt independent thinking and problem solving attitude by indulging themselves in tasks.

Educational mediation is suggestible for two basic processes: Teaching/learning and Assessment. It is also stated that “to mediate is to exercise an ability to create a learning environment taking into consideration the learner’s prior knowledge and experience with all the individual differences within the same group” (Monyai, 2006, p. 360; Nieman & Monyai, 2006, p. 30). In addition, it is acknowledged that the teacher must have adequate knowledge of his/her subject supported by relevant and flexible strategies and aiding materials eligible enough to act as a mediator. The nature of social interaction between parents, teachers, peers, and novices is prerequisite to mediation to take place (Ertit, 2017), which is the expert’s thorough and conscious efforts to create means for the provision of teaching/learning situation through which students develop as self-sufficient thinkers and learners. Moving on from this statement, the ultimate goal of mediation is to promote autonomous learning level.

Sociocultural Theory (SCT)

SCT has its origins in the Russian psychologist Vygotsky (1978) and his colleagues Lantolf (2000). His theory argues that human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities, and concepts. The theory takes its foundation based on "learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about a variety of things" (Vygotsky, 1978, p. 24).

Sociocultural theory makes a point that individual learning matures through adult support and peer to peer interaction. Cultural motives and attitudes contribute to

instruction and learning process. Vygotsky mentions the presence of somewhat “tools of intellectual adaptation” in a culture that leads and eases children to employ their cognitive skills to integrate with the culture they belong. Culture and social interactions are the sources of individual’s mental development. He also rules that learning styles of individuals are largely influenced by social sphere of the child.

According to Vygotsky, children are born with basic biological constraints on their minds. Each culture, however, provides what he referred to as “tools of intellectual adaptation”, which allow children to use their basic mental abilities in a way that is adaptive to the culture in which they live (Vygotsky, 1978, p. 57)

Zone of Proximal Development (ZPD)

ZPD relates to the gap or difference between what the children can learn unaided and what they can learn with the support of an adult or a more capable peer: This is Vygotsky’s most widely-known concept; This idea of assisting the children is known as scaffolding. Furthermore, Bruner (1989) used the term ‘laddering’ to refer to the process when teachers set tasks at a level just beyond that which the learners are currently capable of, teaching the principles that will enable them to make the next step unassisted (Bornstein & Bruner, 1989).

Wood (1980, p. 11) pointed that “without help in organizing their attention and activity, children, as being novices in life, may be overwhelmed by ambiguity”. Mediation and ZPD are the important concepts in social interactionist theories, and Feuerstein and Vygotsky are two prominent figures in the social interactionist movement. Studies of early childhood development (Bornstein & Bruner, 1989) have shown that within the social context of the family, the actions of children are widely influenced by the parents. From the social constructivist theory, it is explained that children develop at their own pace through interaction with their immediate environment, and that significant adults interact with children and thus contribute to their rapid progress developing intellectual and social skills (Beard, Gloag, & Jones, 2015).

Scaffolding

Scaffolding is a concept that derives from cognitive psychology and L1 research. It states that in a social interaction, a knowledgeable participant can create supportive conditions by means of speech and conditions in which the student (novice) can participate in and extend current skills and knowledge to a high level of competence. In an educational context, however, scaffolding is an instructional structure whereby the teacher models the desired learning strategy or task then gradually shifts responsibility to the students.’’ (Turuk, 2008, p .244-262).

Bruner & Ross (1976) coined the term scaffolding to describe teachers’ assistance given to the learners by providing comprehensible input and moving the learner into the zone of proximal development. The role of tutoring in problem solving was particularly influenced by the work of Vygotsky, who argued that learners learn best in a social environment where they construct meaning through interaction with others. Vygotsky’s claim (1978) that learners can learn more in the presence of a knowledgeable other person became the template for Bruner’s scaffolding model. Given the students were treated with tasks based on songs, proverbs, idioms, and phrases which are currently used both in target and their native language in their immediate environment and classroom situation, this study aimed at finding answers to the following research questions:

1. Are the students really interested in songs, idioms, phrases and develop a rising awareness through tasks?
2. How do students react to the inclusion of tasks in their language classes and lyrics as content?
3. The perceptions of both language instructors and language students as to the degree of success and fun they achieved in teaching/learning language through tasks?
4. Do both instructors and students release significant clues through interviews they have been through mediation acts which facilitate their teaching and learning?

Method

The essential goal of this study is to find out and assess both students' and teachers' opinions about strengths and weaknesses of using songs-based tasks for interaction in classroom situation. It was designed as a descriptive study making use of qualitative research approach. In the study, 20 students from two different departments were engaged in a class project called 'I learn through songs'. Naturalistic observations, participants' answers to the questionnaire, and teacher-student interviews were used to collect the data. Prior to handing over the questionnaire to students, three-week songs-based task project was designed for the language class.

With the analysis of the data collected from students, their motives and perceptions of MLE and SCT of learning were elicited from the feedback of the participants to make assessment on the findings.

Participants to the study

Selected participants of the study were comprised of the students from the Faculty of Education; 20 participants from 2 different departments as Science Teaching Department (ScTD) and Teaching Turkish Department (TuTD) were selected on voluntary basis for the random sampling.

In addition to the student participants, four lecturers' reflections were collected based on their observations on the strengths and weaknesses of assigning songs-based tasks to students in language classes. Regarding the effective mediator roles of teachers, interviews were held with them to see the extent of success level for classroom interaction.

Data Collection

The collection of data for the research, a semi structured interview and questionnaire developed and tailored by the researcher following the supervisor-opinion as regards to the questions related to applicability of task procedures. Finding out students' perceptions on/about task they did in the class in particular was also the researcher's concern. The questionnaire handed over to students was designed to probe into their motives and elicit their task satisfaction with the songs-based content.

Besides, the same questions were directed to four language teachers to receive their responds on their part. Bearing in mind the following headlines relevant to the concerns of this study, both the students' and teachers' responses were assessed for alternative task implementations in language classes.

- 1) The teacher provides clear directions for student on a task with songs.
- 2) The teacher clarifies the purpose of the task to students.
- 3) The contents of the songs keep students on task.
- 4) The students and teacher manage to assess and clarify outcomes of the task with songs.
- 5) The students consider songs and contents as an authentic source practical and applicable for language classrooms.
- 6) The content of the songs and tasks reduces or increases the level of curiosity among the participants to the study (the impact of task procedures and process on the participants' interest in song-based tasks).
- 7) The students' express feelings of contentment with songs-based tasks as tools of language learning. They maintain student satisfaction and teacher self-efficacy.
- 8) The activities based on songs create a momentum in students' learning process.

Results

Twenty students participated in this study; eleven of them were males (55%), and nine were female students (45%). Their ages ranged from eighteen to twenty-one and the highest percentage belonged to the age group of 18 (50%). Ten students from the department of Science Teaching Department coded as ScTD and 10 from teaching Turkish department coded as TuTD were involved in the study during data collection. Besides interviews were held with four teachers teaching English.

Table 1. Distribution of the participants

Gender coding	Age	Department	Total
11 Male, 9 Female	18-21	ScTD and TuTD	20 Sts

This study mainly focused on the mediator role of the English language teacher in classroom situation and the impact of the task content on students and the way how the students perceived and reflected the teacher’s mediator role after receiving a 3-week MLE. With this purpose in mind, all through the study the prime research question was: What are university students’ perceptions of task-based classroom activities and the impact of their teacher’s role as a mediator with the songs- based tasks?

Through the interview, the students were expected to characterize tasks, in particular, to teaching and learning process, their motivation: whether they find the tasks challenging enough to meet their needs and expectations to better communicate

Table.2. Gender-Age Distribution in Numbers between Two Departments

Departments	Gender		Age-Range Distribution			
	Male	Female	18	19	20	21
ScTD (Science Teaching Department)	6	4	5	3	2	-
TuTD(Turkish Teaching Department)	5	5	6	1	2	1
Total Number of Students(20)	11	9	11	4	4	1

with their classmates, as well as whether they find their teacher’s role as a mediator contribute to their goal achievement in communicative skills through tasks.

Students’ perceptions of the process of teaching and learning based MLE through tasks including songs

In view of teaching and learning process, the students were exposed to tasks, and the perceptions of the participants were positive as to the effectiveness and efficiency of the MLE introduced by Feuerstein. The responses of the participants indicated that they favoured mediated learning based on tasks and activities more challenging when compared to traditional text-based teaching methods. They stated that they had to deal with the language not only in the class but also outside the school because they found lyrics of the songs engaging. They expressed their reflections to rectify the case that they were contented to involve themselves in activity-based tasks

rather than traditional text-based lecture-type learning. They preferred to be in close touch with ‘real language’ not only in books but also in tasks including songs with vivid expressions on sorrows, joys, love, and disappointments.

Considering teaching and learning process through tasks, the participant coded as ST1 expressed his contentment with his current achievement in using and practicing his basic English at ease illuminating his experience:

“I took to English lessons very much. I would rather all English teachers during my education life preferred this style. To be honest, at first, it looked somewhat bizarre to me to listen to songs in English as classroom activity. But towards the end of the first lesson with the song I felt I could learn something in English and give automatic responses with the vocabulary I heard. Sounding of the phrases and tunes appealed to me. I can now express myself with the vocabulary I learnt through the task. I could even learn English grammar through rehearsing songs. Now I learnt I have to pay more attention to whole phrases with musical sounding.”

Reinforcing the overall statement of ST1, ST17 reiterated that the way the course content was presented and teacher’s support for cooperation among classmates produced positive effects: *‘I could join in the tasks, free from anxiety’*. He attributed his success to realizing internal factors: *‘With the help of the teacher, I can succeed in communicating with friends with the language thanks to the task activities.’*

Concerning the task process, S16 made a point: *“however teacher taught us English for a while, for the most part in class, we [students] formed several number of groups and worked on the language together with our classmates. Task activities looked somewhat nonsense to me at first because I never experienced this kind of learning/teaching in English before. I started to like it now and I freely participated in class debates, presentation on the tasks. I could never, in my life, imagine myself singing a song before people though I knew I was gifted to sing well. Now, I believe the way we do tasks with friends is fruitful to me. Even in the school corridor I happened to voice tune.”*

Another participant, ST14, asserted that she had to handle the tasks. She could overcome the difficulty because the tasks were interesting for her, being the member of the group made her work on the tasks that she was responsible. In this context, ST14 stated: *“The tasks were far from being boring to me, and I had to study after school because we shared some parts of the tasks. Otherwise, my group would fail*

and this I could never accept. After all, Teacher and friends in the class do not make too much fuss over grammar.”

The participants released that they regarded mediated learning as an effective instruction in teaching English because of the nature of the tasks gain them a sense of belonging to an active and friendly atmosphere, and this fostered their self-regulation and final accomplishment. Due to taking the responsibility in their learning, the level of hesitation and fear of taking part in the activities decreased. A noteworthy remark came from ST 9. He stated that: *‘As I notice that lyrics of the songs also tell much about the life and people around me. It fosters my energy to go through songs with the same theme in Turkish. I also began to think that every song in English has its Turkish versions. This style is wonderful; I like it. Human feelings are similar in cultures’*

Students’ perceptions of the effect of mediated learning experience on their motivation

During the interviews, the participants underlined the motivating effect of the MLE on their learning. Regarding the tasks, they were engaged, participants for the most part stated that the process appealed to them and their novice experience gradually increased due to their efforts and the teacher’s role as mediator. About this issue, ST7 expressed:

“The teacher told us our efforts are invaluable and that whether our works are satisfactory or not at the initial stage, it would not count as problem yet, so I think the teacher believes we will do better soon. This is encouraging. His attitude assures our future success. No teacher told us something like this before. I like the way he treats us.”

Similarly, S17 stated he was willing to communicate in the classroom since most of her friends also wanted to interact with each other indicating the motivational effect of the teaching and learning process in general. Based on motivation aspect, S17 stated: *“I freely participated in class debates, presentations etc., because my classmates tried to sing in English. We even translated songs into Turkish, I remember my friend saying ‘Köylü kızı Zeynep’ for the Turkish equivalent of ‘Country Girl’. I know now what it means ‘Evil Eyes’ in Turkish; ‘it is Kem Gözler’ and happily as if he wanted to assure his memory he went on to say the whole phrase in English: ‘Evil eyes search through the night for lonely girls like me. Never before did*

the teachers ask the class to speak about what we wished to express. At first, we did not want, but we can say something in English now, even we sing songs confidently.”

Students’ Perceptions of Their Teacher’s Role as a Mediator.

The participants stated that the teacher was quite tolerant to learner mistakes and was supportive in every challenge they met in completing the tasks requiring problem-solving activities. For some tasks and activities were designed above students’ level of English, the students needed teacher’s assistance to challenge the problem; however, the participants voiced their view that the teacher addressed in a helpful way by accommodating them with constructive feedback.

Referring to the change of their understanding on learning English, ST3 from his specific stance: *“Before this, I hated English lessons and English teachers as well. Well, they were very boring and teachers did not even call by our names. We were as creatures like E.T. This time our teacher was very friendly and asked us about our needs, our preferences in learning. The most interesting thing was that he asked us to find out what kind learner we were. He mentioned learner identity: I had not noticed it previously. Now, I love English lessons. Songs are just for me! I even started to memorize new songs. They are fine exercise for my learning. There are times I cannot make up meanings but I learn it sometime later anyway. I have friends to ask and they are helpful.”*

Similarly, ST20 emphasized that: *“Our teacher never wagged his finger, he was always around to help us in our group tasks and it was fine to ask him for any help. We were happy because the tasks required cooperation among friends and we had to learn things. The teacher just showed us the road. Song words took me back to the days my grandmother told a story. Now she is dead, I will remember her and the song I learnt in English class together. There is story in the song.”*

Concerning the way the teacher approached the students, ST2 expressed that: *“At first, it looked bizarre to me to study songs in an English classes. I thought it would just take a few minutes to listen to the song and follow video recording on the projected screen but to my surprise it turned out to cover a whole session with tasks on it. I was just expecting the teacher reciting grammar rules and assign us stupid worksheet to work with at home. When the teacher grouped and handed us the tasks*

in class, like a trainer for a football club, I was surprised because we were going to work on our own. However, I happened to realize that we could learn from ourselves, too and the teacher just helped us in case we needed. He said he was a co-worker in the class. That was great!”

ST10: “The teacher was provocative for the positive part, giving us at times just a witty clue or uttering something strange in the class and we tried to understand what he meant. Later, we began to tolerate the stress for he had good reasons to bring out tasks. We learnt sometimes silly things out of witty things, witty things out of the silly. Now I have a liking for English and I do not even care more about making mistakes as I did before. That is interesting because during my previous education period, no teacher gave such assistance to overcome our anxiety problems. I focused on the phrases to communicate.”

Participants agreed that the teacher’s interest in assisting the students in their learning, dealing with the tasks and activities increased student motivation as mentioned in the preceding responds and they participated in the tasks and wanted to communicate in English at the highest level possible. In this respect, **ST19** stated: “*The teacher never hesitated to spare his support. He encouraged me all the time. I was at times reluctant to participate in group works at first, it seemed childish to me to round and round the same phrases but later classmates in the group assigned me a part as a singer, the teacher came and talked to me and said I could sing a song in Turkish instead. It was a song ‘Bana da söyle, bana da söyle , ben de bileyim.’ It was fun and it was kind of self-confidence. Then on I joined my friends in most of the tasks. They talked about “lonely girls and mother’s sweet goodnight kiss of love and I could talk about it with my classmates in English. It was about the song”*

Talking about the benefits of task-based process, the participants developed awareness for the teacher’s role as a mediator, self-assessment. The critical aspect that the data yielded was they took right steps toward being autonomous learners. The participants in the study valued peer assessment as a positive aspect of the teacher as a mediator. As they felt lower anxiety level, positive feedback from both parties, students and the teacher, came out. With respect to assessment and the feedback, **ST6** expressed that: “*After we made presentations about the song ‘Everything in this world is a lie but death’, my friends in my group helped me on how*

to playback in the form of pantomime. We were like actors and singers: The teacher also told me how I could make things better. I had no exam anxiety anymore.”

Referring back to the previous English teachers’ practices in the class, ST8 solemnly expressed his criticism that: “*It was all about exams, grammar, and vocabulary. We did no activity with songs, not a single time I appeared before the class. My teacher and classmates, though a few, were very quick to pick up my mistakes and dissuasive. However, there were few students who were bright in English and the teacher used to ignore us. So, it was not fun learning English in such a class.*”

Regarding being an autonomous learner, ST1 reflected: “*It was only after my teacher asked me to discover my own learning strategy [style], I searched for it and I read something about how to be a good learner. Now, I try to read something every day and even study for the coming courses, for not only English but other courses as well.*”

She also added that “*at times I always suspected something was wrong the way I tried to learn, my teacher luckily told about his own way of learning. I learnt from his brief talk one day that I had to do reading every day, watch films, and even listen to songs with subtitles. I noticed some songs have real stories in their lyrics. The first time our teacher brought a song to the class titled ‘So Mama Say a Prayer to Me’. I began to think people had similar stories regardless of their nationality, colour, race, country, language. They feel the same things but express through different languages. I asked the teacher how to search for songs and their lyrics. He told the way, and now I benefit from internet effectively.*”

It is not prophesying that the basis for autonomous learning can be achieved by observing the traits stated in preceding lines. One more thing to note is that some students strongly have asserted that their participation level significantly developed simply because of the teacher’s guidance on how to overcome hurdles in times of classroom interaction, how to start a discussion and build up a meaningful stance when they were to make clarifications on themes and topics they had to defend. Referring to some good examples that the teacher displayed during classroom interaction, the students underlined the importance of teacher’s skill as to how

cleverly he put them in proper groups with gentle touches on their preferences; The inference is that the students enjoyed and reacted positively working in groups and did not reject peer to peer assistance. Regarding headlines of task characteristics for in-class activities, the teacher views are as follows;

T1 stated his sincere belief in MLE as an accredited approach in teaching/learning activities for it allowed every artefact and real objects in our daily lives, contribute to students' accomplishments and maintain the principles of MLE. T1 briefed his experience with the students that teaching through songs, to some extent, eased task perception of the students which accords with the findings of (Chastain, 1975; Kleinman, 1977) in that students feel free from the Test Anxiety Scale (TAS) and the Manifest Anxiety Scale (MAS) which proves to be partly the influencer of the students' participation. T2 stressed on the importance of his classroom observation when he completed his instructions to the class. He explained:

'Literally speaking, songs when carefully designed for the class in terms of time and content can be real fine for achieving teaching/learning goals. If not properly chosen, tasks with songs might lead to waste of time and effort. Teachers should be very meticulous when putting a piece of song into a teaching material. Song lyrics should have the characteristics that will support and reinforce students' learning. As long as they are concise and precise, the tasks with songs will help students make out the philosophy, cultural depiction of a particular social sphere through language. Song based tasks need to be treated in classroom situation with special care and skill of the teacher if they are meant to be instrumental for teaching purposes. On the other hand, language and the concepts displayed in the songs should comply with the students' intellectual level. They should be neither too simple nor too complex for understanding.'

T3 pointed at the problem of setting time limit for sessions with the tasks. Regarding this; *'At times, however a fantastic aura student might get out of the songs within tasks, it usually creates a problem in attaining desired interactional achievement among the students. They may feel comfortable with the interaction in the class with mates as they manage surface level conversations but they generally fail to observe the follow-up processes on their own. At this stage, very few students discern teachers' meditative aim.'* He also added:

“Songs and tasks should have parallel practical applications for teaching purposes. Every stage and presentation contour should be the product of a pre-arranged work. Otherwise, he argued that tasks with songs in the class might not maintain success in terms of the desired level of classroom interaction.”

T4 has apparently a reserved approach to the tasks which contain songs. He explains his stance:

“I do not believe a language teacher can rely on a single song lyrics for teaching purposes all through the lesson. Students are for the most part either enticed by the melody regardless of linguistic features inscribed in songs. Their interest in non-linguistic acts spoil the lesson. For this reason, I find it reasonable to let them study any songs they like on their own as extramural activities. Teacher should not fall for the tricks of a few bright phrases repeated in the songs. You cannot create a high-profile teaching material out of songs. Let songs be songs. You cannot provide bright attribution for them. One may mean a lot to me and nothing to someone else. So, why should teachers capture each and every student in the class just for the sake of a stupid song and activity attached to it?”

Discussion

Given the limitations such as narrow sampling of participants this study bear implications of significant students and teachers’ attitude towards the task-based teaching/learning, This study came out with a number of conclusions: Initially, task-based language learning, when the principles of MLE and SCT are observed in due course, students have a general tendency to take up tasks in the class. The teachers and students enjoyed task-based activities in that they felt secure against the affective factors in classes. They were no longer shy about their grammar mistakes, mispronunciation, and the like. The results indicated that most students considered themselves ‘privileged’ to have the opportunity to learn English through songs. Some participants confirmed their belief that they learnt a lot about vocabulary on love, loneliness, happiness, fate, friendship, etc. through the idioms or idiomatic phrases even in both Turkish and English. Participants also remarked their awareness that they had learned vocabulary that rendered information on geography, history and sociology. Another outcome of this study as stated by Feuerstein (1977), Vygotsky (1978), Lantolf (2000), Uys (2010) was that the participants developed their sense of

belonging to the group or class, which promoted their perceptions of the environment, objects, events and value judgments through tasks.

Inference from the observation of the participants of this study was that lyrics, rhythm of the words and phrases provided for the tasks raised motivation of participants on various grounds. Some are attracted to a single phrase, tune, and melody; the rest found the rhythm, philosophy, and the story in the song as awe-inspiring.

The participants' sense of commitment to learning English using songs also paved the way to promote desire to develop themselves to look into comparable pairs of the songs in their mother tongue. They also released their past anxiety that they could never manage to overcome. The songs assist both the teacher and the students to formulate ideas, present them at a linguistically appropriate level, and support to understand the input (discourse) while sharpening their linguistic skills. Input here is what the teacher is putting in student's ear and eyes whether it be audio, video or in the form of a text. Songs relate stories through their specific discourse and allow for learners of a language to discern a diversity of sources for language learning. Working with the songs (Yüce, 2018) is somehow the deployment of learners' full or partial linguistic repertoire with regard for watchful adherence to socially defined boundaries and named onomastic elements. Last but not the least, through task-based classroom activities the students used language as the instrument to complete the tasks. As Skehan (1996) accrues, if a framework for task-based teaching/learning is used with the systematic approach to grammar/lexis, the outcome can be comprehensive and can be adapted to meet the needs of all learners.

Teachers selecting basic thematic clustering vocabulary (Rahimi, 2014) involved in the lyrics have chance to create visual images in learners' minds to ingrain concepts and constructs. Lyrics enable learners to catch tones of real world English videos taken from sources of wide range of internet links like YouTube etc. with the trailers to documentaries, broadcast news and interviews some of which appear with English subtitles. In-class activities may pave the way for the learners to act out before the class or in-group presentations in the form of pantomimes using soundtracks of given songs which make learning fun. Some personalized questions

inquiring about learners' feelings on experiences of their own may be prompts for a follow up reviews and thus possible interesting answers may come out as class mixer and laughter. Homophones, rhymes, alliterations could also be practical instruments to urge learners discern protruding differences between their native language and target language. The keynote to promote mediation as teacher-to-learners and learners-to-learners is that the process is secured to be fun and meaningful; Learners take up relevant and engaging input only if they find fun in participating in an activity. Today's technology provides varied labels and visual tools with consistent content and context for language learning community. Teachers abiding by Creating Commons (CC) rules and providing attributions feel free to create their own visual images of stories according to the discourse of the songs. By doing so learners of a language adopt attitudes to exchange their skills of sharing their emotions and thoughts about the content. Despite the positive aspects of using songs-based tasks there are teachers pointing at negative impacts of task applications with songs in the class.

Conclusion

Setting out to discover academics and students' reflections on/about the songs-based tasks for classroom interaction in language classes and mediation roles of the teacher during the task implementation process, this study, carried out at the faculty of education, at a state university in Turkey revealed some key considerations in the field of language teaching:

When looked at the general perspectives of teacher's roles and songs-based task applications as a driving force on students' initiatives for their self-learning, findings show that sense of responsibility is on the increase during their learning continuum. Teachers providing different learning tools for their students that appeal to their mindset can foster awareness of their learning styles, and increase classroom interaction. Fostering sense of belonging and thus reaching out to the level of self-motivation, students' perception as to the self-efficacy appears to be more promising.

Putting administrators' and policy-makers' practices aside, language teachers and learners have immense literature and material to exploit the opportunity around their immediate social and physical environment into which they were born and

introduced. Faced with the evidence that many of the learners at Turkish universities have yet to develop their linguistic skills and be able to probe into their own learning styles, discourse resources for their communication purposes. On the other hand, in today's global enclosure, students are well aware of the fact that they have to look into the future (to be exchange students abroad, getting scholarships for postgraduate studies etc.), and they need to have some guidance from their teachers.

At this point, some teachers refer to either Vygotsky or Feuerstein's learning or teaching theories. Sociocultural theory, scaffolding, ZPD and MLE respectively received a wide interest by researchers, (Erarslan, 2019; Rahimi, 2014) language teachers, and educators. These theories provide ample chance for those to observe new studies, new approaches and methods with tremendous inventory of information. There is wide corpus on theory of learning. Despite the sizeable studies and papers with their clever and practical remedies, there are still institutions (Hadassan-Wizo-Canadian Research Institute) and teachers striving for remedies tailored by their own vigilance and efforts. In this respect, bearing in mind the fact that no task or method renders an absolute solution to the problems, findings of any individual study will pave the way to create new horizons with new algorithms.

Notes on the contributor

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