HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

APPLICATION OF THE TASK-BASED LANGUAGE ASSESSMENT
IN THE BLENDED EFL LEARNING ENVIRONMENT

Hayriye SAKARYA AKBULUT

Ph.D. Dissertation

Ankara, 2024

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GÖREV TEMELLİ DİL DEĞERLENDİRMESİNİN HARMANLANMIŞ YABANCI DİL OLARAK İNGİLİZCE ÖĞRENİMİ ORTAMINDA UYGULANMASI

Hayriye SAKARYA AKBULUT

Ph.D. Dissertation

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **HAYRİYE SAKARYA AKBULUT** and entitled "APPLICATION OF THE TASK-BASED LANGUAGE ASSESSMENT IN THE BLENDED EFL LEARNING ENVIRONMENT" has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this dissertation has been approved by the aforementioned examining committee members on 24/09/2024 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../........

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

The present study aims to examine how Task-based Language Assessment (TBLA) should be administered in the blended EFL learning environment. To achieve this, an 8-week TBLA procedure was conducted in the blended learning environment in the English Preparatory Program at a state university in Central Anatolia, Turkey. 54 students and 8 instructors participated in the study. One listening and speaking or one reading and writing task was conducted in the online or face-to-face environment each week, and the students' performances were assessed via rubrics to see whether the EFL students' language skills-based and overall performances in online and face-to-face TBLA environments differed. At the end of each task, one-minute papers were employed to learn about the students' perceptions and performances and the instructors' perceptions and practices during the online and face-to-face TBLA procedures. When the whole procedure was completed, an adapted version of the Students' Perceptions of Assessment Questionnaire (SPAQ) was administered to discover whether the students' perceptions towards TBLA in the blended learning environment differed in terms of gender and level of proficiency. What is more, semi-structured interviews were conducted with 15 students and 8 instructors to get a deeper understanding of their perceptions, performances, and practices. The quantitative data from the rubrics and the questionnaire were analysed using both descriptive and inferential statistics through Statistical Package for the Social Sciences (SPSS) 22, and the qualitative data obtained from the semi-structured interviews and one-minute papers were analysed through inductive content analysis.

Key words: task-based language assessment, blended learning, perceptions, language skills, performances, practices

Öz

Bu çalışma, Görev Temelli Dil Değerlendirmesi'nin harmanlanmış yabancı dil olarak İngilizce öğrenimi ortamında nasıl uygulanması gerektiğini incelemeyi amaçlamaktadır. Bunu başarmak için, Türkiye'nin İç Anadolu Bölgesi'nde yer alan bir devlet üniversitesinin İngilizce Hazırlık Programı'ndaki harmanlanmış öğrenme ortamında 8 haftalık bir Görev Temelli Dil Değerlendirme prosedürü yürütülmüştür. Çalışmaya 54 öğrenci ve 8 öğretim görevlisi katılmıştır. Her hafta çevrimiçi veya yüz yüze ortamda bir dinleme ve konuşma veya bir okuma ve yazma görevi yürütülmüş ve öğrencilerin performansları, dil becerilerine dayalı ve genel performanslarının çevrimiçi ve yüz yüze Görev Temelli Dil Değerlendirme ortamlarında farklılaşıp farklılaşmadığını görmek için rubrikler aracılığıyla değerlendirilmiştir. Her görevin sonunda, çevrimiçi ve yüz yüze Görev Temelli Dil Değerlendirme prosedürleri sırasında öğrencilerin algıları ve performansları ile öğretim görevlilerinin algıları ve uygulamaları hakkında bilgi edinmek için bir dakika kağıtları kullanılmıştır. Bütün prosedür tamamlandığında, öğrencilerin harmanlanmış öğrenme ortamında Görev Temelli Dil Değerlendirmesi'ne yönelik algılarının cinsiyet ve yeterlilik düzeyi açısından farklılık gösterip göstermediğini keşfetmek için Öğrencilerin Değerlendirme Algıları Anketi'nin uyarlanmış bir versiyonu uygulanmıştır. Ayrıca algıları, performansları ve uygulamaları hakkında daha derin bir anlayış elde etmek için 15 öğrenci ve 8 öğretim görevlisiyle yarı yapılandırılmış görüşmeler yapılmıştır. Rubriklerden ve anketten elde edilen nicel veriler, Sosyal Bilimler için İstatistik Paketi (SPSS) 22 aracılığıyla hem betimsel hem de çıkarımsal istatistikler kullanılarak ve yarı yapılandırılmış görüşmelerden ve bir dakika kağıtlarından elde edilen nitel veriler tümevarımsal içerik analizi yoluyla analiz edilmiştir.

Anahtar sözcükler: görev temelli dil değerlendirmesi, harmanlanmış öğrenim, algılar, dil becerileri, performanslar, uygulamalar

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Dedicated to my nine-year-old son, İ. Göktuğ and eleven-month-old daughter, Gökçe Neva

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Chapter 1

Introduction

Statement of the Problem

The COVID-19 pandemic period has affected the whole world in different aspects, and education is not an exception. The Turkish Ministry of Health declared the first case of COVID-19 on March 10, 2020, and along with many precautions, educational institutions were closed on March 13 to prevent the spread of the virus (Bozkurt et al., 2020). There has been a sudden compulsory transition from face-to-face to online education, so what is familiar to us has turned into a riddle wrapped in an enigma. Universities were required to improve their online teaching platforms if they had already had one. If not, they were forced to provide technological means to sustain their education during the partial or total lockdown periods. This has changed the nature of teaching and assessment. This one-hundred-percent online learning environment has been beneficial for several reasons, but it cannot be denied that it has also posed some difficulties to teachers and students, especially in terms of assessment. Along with many trials, errors, and vagueness, a large number of assessment procedures have been cancelled or interrupted which will not only affect education in the short term but also have long-term consequences for all the stakeholders as it may deepen inequality (Burgess & Sievertsen, 2020).

Full-time online assessment during the pandemic has raised issues like plagiarism, cheating, the difficulty of identifying students' identities, lack of effective interaction, insufficient feedback, increasing teacher workload, more tendency towards multiple-choice tests or written assignments, and technical concerns (Abduh, 2021; Afacan-Adanır et al., 2020; Öztürk-Karataş & Tuncer, 2020). In terms of skills, speaking skills have been proved to be more affected as there has been a shift in the medium of communication from speaking to writing (Öztürk-Karataş & Tuncer, 2020), and this affects communicative teaching methods including task-based language teaching procedures (Skehan, 1998)

because carrying out interactive tasks online may be more difficult (Atmojo & Nugroho, 2020). However, Ziegler (2016) suggested that integrating task-based language teaching (TBLT) and online learning technologies can yield an effective instructional framework as "technology provides a natural and authentic venue for the realization of the methodological principles of TBLT" (Lai & Li, 2011, p. 499). Exploring the integration of technology and TBLT can enhance the procedures of TBLT and provide us with adequate information about how to use technology for second language education (Lai & Li, 2011).

Aim and Significance of the Study

The present study mainly aims to examine how Task-based Language Assessment (TBLA) should be administered in the blended EFL learning environment. It also seeks to understand whether the EFL students' language skills-based and overall performances in online and face-to-face TBLA environments and their perceptions towards TBLA in the blended learning environment differ. Another point to be investigated is whether there is a significant difference among the perceptions of the EFL instructors towards TBLA in the blended learning environment and whether the instructors and the students have similar or different perceptions towards it. Last but not least, it tries to ascertain the factors affecting the students' language skills-based performances and the instructors' practices in online and face-to-face TBLA environments and the factors affecting the perceptions of the EFL students and instructors towards TBLA in the blended EFL learning environment.

Online components are being included in a large number of face-to-face courses where traditional in-class activities are not replaced but supported with online ones (Ituma, 2011). However, how students react to this form of 'blended e-learning' is not thoroughly understood (Kemp & Grieve, 2014). Although there is a considerable number of studies focusing on distance learning and student perceptions of online instruction, research on online EFL classes that supplement regular classes is less common (Wright, 2017), and studies related to assessment in classes in the Turkish context are limited (Hatipoğlu

2017). Moreover, more research in modern classroom settings with a variety of teaching formats is required to elucidate their innovative implementations (Pardo-Ballester, 2019).

After the COVID-19 pandemic period, the 'new normal' era began around the world, and teaching and learning practices were carried out under certain conditions. Since then, blended learning has been viewed as a solution to meet teachers' and students' needs (Wahyuningsih & Afandi 2023). The development of online learning at the tertiary level has recently made blended learning popular since it integrates the advantages of traditional classroom teaching and online learning (Meng & Feng, 2019). Tran and Ma (2021) asserted that recent studies have addressed the transformation from in-class to online formative assessment in different subject fields, but the field of language education has been disregarded. They also added that the current literature lacks studies about the implementation of online formative assessment for blended language learning environments. That is why this study is significant as it may uncover the effectiveness of applying TBLA procedures in an environment combining online and face-to-face instructions to develop different language skills in a balanced way.

Comparing online and face-to-face skills-based TBLA may provide insights to develop better curriculum and assessment methods for preparatory schools at universities to sustain quality education under any conditions. In blended learning environments, several studies have been conducted on EFL students, whereas there have been few studies investigating teachers' roles (Larsen, 2012). Farkhani et al. (2022) also emphasized that more research is needed to investigate how instructors perceive the management of online classes in the EFL context. What is more, Rachman et al. (2021) asserted that there is a lack of studies focusing on the effects of implementing blended learning on both students' and instructors' perspectives, especially in the field of English language education. Therefore, this study differs from the others as it focuses on TBLA from the point of both instructors and students in the blended learning environment.

Last but not least, according to Tao et al. (2024), the current literature on blended second language teaching ignores the impact of important control variables such as individual differences, so this decreases the explanatory power and generalizability of their results. Therefore, they cannot thoroughly describe the effect of blended teaching on learners with different proficiency levels although this is closely related to the fairness and applicability of blended teaching in EFL classes. That is why this study is also of great value as it aims to examine the application of TBLA procedures in the blended learning environment in terms of students' level of proficiency.

Research Questions

The main research question of the study is *"How should Task-based Language Assessment (TBLA) be administered in the blended EFL learning environment?"*

Considering this main research question, the sub-research questions that will be addressed in this study are listed below:

1. Are there any significant differences among the EFL students' language skills-based performances in online and face-to-face TBLA environments?

2. Do the EFL students' overall performances differ in online and face-to-face TBLA environments?

3. What are the factors that affect the EFL students' language skills-based performance in online and face-to-face TBLA environments and their perceptions towards TBLA in the blended learning environment?

4. Are there any significant differences in the perceptions of the EFL students towards TBLA in the blended learning environment in terms of gender and level of proficiency?

5. What are the factors that affect the EFL instructors' practices in online and face-to-face TBLA environments and their perceptions towards TBLA in the blended learning environment?

6. Are there any significant differences in the perceptions of the EFL instructors towards TBLA in the blended learning environment?

7. Do the instructors and the students have similar or different perceptions towards TBLA in the blended learning environment?

Assumptions

In this study, it is assumed that:

1. The data collection instruments in this study were reliable and valid enough.

2. The number of instructors and students who participated in this study was enough to collect reliable data.

3. The tasks conducted in both learning environments were in line with the purpose of the study.

4. The students' performances could be evaluated through the tasks that were employed in the blended learning environment in this study.

5. The instructors applied the tasks voluntarily and efficiently following the instructions provided by the researcher and answered the questions in the one-minute papers truthfully.

6. The students participated in this research voluntarily and answered the questions in the questionnaire and one-minute papers honestly since they had signed a consent form at the beginning of the study.

7. The participants answered the questions in semi-structured interviews sincerely and faithfully.

Limitations

Before the possible findings can be generalized, it is crucial to acknowledge that this study has certain limitations.

As it was carried out at a state university in Turkey with a limited number of participants, it may not reflect all the students and the instructors at different preparatory schools, so further studies with a larger number of participants are needed to generalize the findings.

Another limitation of the present study is the absence of a control group to check the efficiency of TBLA in the blended EFL learning environment as all the classes in the English preparatory program were required to follow the same blended teaching format because of the strict class regulations during the COVID-19 pandemic period. Therefore, a convergent parallel mixed methods research design was adopted to conduct the study.

The last limitation of the present study is the length of the study as it lasted for eight weeks due to the delay in required permissions regarding the ethical dimension.

Definitions

Task: "An activity in which a person engages in order to attain an objective, and which necessitates the use of language" (Van den Branden, 2006, p. 4).

Task-Based Language Teaching (TBLT): An approach that "aims to develop learners' communicative competence by engaging them in meaning-focused communication through the performance of tasks." (Ellis & Shintani, 2014, p. 135).

Task-Based Language Assessment (TBLA): "An approach that attempts to assess as directly as possible whether test takers are able to perform specific language tasks in particular communicative settings" (Colpin & Gysen, 2006, p. 152).

Blended Learning (BL): "Programs having between 30 percent and 79 percent of the course content delivered online." (Allen et al., 2007, p.5)

Chapter 2

Literature Review

Task-Based Language Teaching (TBLT)

Van den Branden (2006) expresses that second language acquisition (SLA) researchers, teacher trainers, curriculum developers, and language teachers around the world have been interested in Task-Based Language Teaching (TBLT) for more than 20 years. According to Long and Norris (2000, as cited in Van den Branden, 2006, p.1), TBLT was introduced to the field of language education in a 'top-down' approach as SLA researchers and language educators created the term and improved the concept mostly to react to experimental reports of second language classroom practices which focused on form and were dominated by teachers. In such contexts following the Presentation, Practice, Production approach, it was realized that students were not able to communicate effectively in English although they had learnt how to use grammatical forms accurately (Vellanki & Bandu, 2021). As its name suggests, TBLT depends completely on communicative tasks and originates from the Communicative Language Teaching method and SLA studies (Samuda & Bygate, 2008).

Most of the studies about TBLT have been carried out under laboratory conditions or in strictly controlled contexts. In addition, these studies which have originally been psycholinguistic have been aimed at amplifying what we have known about how people learn a second language. In SLA studies, tasks have been largely employed as tools to make learners produce the language, interact with each other, negotiate the meaning, process the input, and focus on form. It is claimed that far less experimental research has been conducted in the settings where tasks have been employed as the basic parts to organize educational activities in real language classrooms (Van den Branden, 2006).

A task-based lesson is designed by paying attention to the steps or components that take a task as the basis. It is known that different designs have been offered, but all of

them have three common phases which are represented in a task-based lesson chronically: pre-task, during-task, and post-task (Hashemi et al., 2012). A detailed framework for a task-based lesson proposed by Willis (1996, p.155) is shown in Table 1.

Table 1.

A Framework for Task-based Learning (Willis, 1996, p.155)

Pre-task (Including topic and task)
The teacher
• Introduces and defines the topic
• uses activities to help students recall/learn useful words and phrases
• ensures students understand task instructions
• may play a recording of others doing the same or a similar task
The students
• note down useful words and phrases from the pre-task activities and/or the recording
• may spend a few minutes preparing for the task individually

Task Cycle		
Task	**Planning**	**Report**
The students	**The students**	**The students**
• do the task in pairs/small groups. It may be based on a reading/listening text	• prepare to report to the class how they did the task and what they discovered/decided	• present their spoken reports to the class, or circulate/display their written reports
The teacher	• rehearse what they will say	**The teacher**
• acts as monitor and encourages students	**The teacher**	•acts as chairperson, selecting who will speak next, or ensuring all students read most of the written reports
	• ensures the purpose of the report is clear	• may give brief feedback on content and form
	• acts as language adviser	• may play a recording of others doing the same or a similar task
	• helps students rehearse oral reports or organize written one	

Language Focus	
Analysis	**Practice**
The students	**The teacher**
• do consciousness/raising activities to identify and process specific language features from the task and/or transcript	•conducts practice activities after analysis activities where necessary, to build confidence
• may ask about other features they have noticed	**The students**
The teacher	• practise words, phrases, and patterns from the analysis activities
• reviews each analysis activity with the class	• practise other features occurring in the task text or report stage
• brings other useful words, phrases and patterns to students' attention	• enter useful language items in their language notebooks
• may pick up on language items from the report stage	

In such classes, teachers foster real language use by acting as organizers or leaders of discussions, managers of pair or group work, motivators to make students perform a task, and language experts to give necessary language feedback (Willis & Willis, 2007). They add that the role of the students is more than being the passive receiver of comprehensible input. On the contrary, they are seen as the ones who are supposed to take the leading role in their own learning, which makes task-based lessons student-centered (Van den Branden, 2006).

Task-Based Language Assessment (TBLA)

During the 20th century, there was a strong focus on norm-referenced, large-scale testing that ranked individuals based on differences in valued capabilities and aptitudes, which significantly reshaped education by incorporating these assessments into standard teaching practices (Norris, 2016). However, in the later decades of the 20th century, alternative assessment methods emerged to better understand learners' abilities and knowledge and to move away from independent facts and rote memorization. This shift led to the investigation of approaches like portfolios and performance assessments to achieve more meaningful goals. Consequently, assessments began to take on different purposes, including classroom-based formative feedback and criterion-referenced achievement assessment. During this period, Task-Based Language Assessment (TBLA) was introduced as an alternative to traditional testing (Norris, 2016).

TBLA is rooted in TBLT, which highlights the practical use of language skills over rote memorization (Wang, 2023), but it extends the principles of TBLT from the learning and teaching field to the testing field. According to Coombe (2018), TBLA is described as a framework for language assessment in which tasks are the essential parts for testing and assessment. It is identified as a formative assessment that emphasizes "assessment for learning rather than assessment of learning" (Coombe, 2018, p.40). In essence, it is conducted as a part of a course to enhance teaching and learning with an emphasis on the authenticity of assessment and students' practical use of language skills rather than

superficial language knowledge. Its primary aim is to determine whether students can use the second language to achieve the communicative objectives of target tasks, rather than to assess linguistic knowledge or "assign learners to broadly defined levels of language ability" (Long & Norris, 2000, p. 600; Norris, 2016). The validity of TBLA can be assessed by examining the correlation between a student's performance during the test and his/her performance in real-life situations (Ellis, 2003).

Task-Based Language Assessment has the following main characteristics (Noroozi & Taheri, 2021, p. 689):

- It employs assessment tasks as the main tool.

- Meaning-focused, goal-oriented language use is required.

- The target measure (construct) of the assessment task is real-world language use or real-world, authentic behaviour which is typically seen in the target context.

- The assessment task includes the measure of students' performance (holistic).

- It is a criterion-referenced assessment widely employed as a formative assessment.

According to Norris (2018), TBLA is a method applied by assessing language use within specific communicative contexts to accomplish meaningful goals. It addresses eliciting and assessing language skills in authentic complex settings and requires the integration of topical, social, and pragmatic knowledge along with language elements (Mislevy et al., 2002). It is a performance-referenced assessment that tries to find out whether learners are capable of using the language in the given contexts (Shehadeh, 2012). Fischer (2020) stresses that it aims to reflect real-world language use by evaluating learners' skills to perform authentic tasks. He adds that it is different from traditional performance-based testing as it emphasizes the application of language in practical scenarios rather than only focusing on language samples for grading.

TBLA highlights the importance of tasks to ensure effective language assessment even though it can be accepted as challenging but rewarding (Norris, 2016). Moreover,

TBLA needs to reconsider fundamental assessment issues to guarantee that the evidence collected justifies the assessment procedures conducted (Bachman, 2002). Shehadeh (2012) categorizes TBLA as a type of direct assessment as it measures language abilities via tasks that involve the measure of the learners' performances in themselves such as information-gap, reasoning-gap, and opinion-gap tasks. However, he stresses that this process still needs a certain level of inference since it is essential to observe the performance and infer the target ability from that performance. During TBLA procedures, tasks are designed to promote language use reflecting learners' abilities to perform real-life activities and to assess practical language use which helps them move away from rote memorization. It is essential to use existing linguistic resources during TBLA to improve learners' fluency and confidence in authentic language use (Srimunta et al., 2020). Wu (2018) adds that TBLA fosters a production-oriented approach that emphasizes meaningful natural language use rather than isolated linguistic patterns.

When TBLA, which is an authentic assessment, is integrated into language classes, it can provide authentic language learning experiences (Shehadeh, 2012) and valuable insights into students' language skills as they are required to perform tasks with real-life language use (Sarıgöz & Fişne, 2019). Thanks to TBLA, educators can create a more active and engaging learning environment that stimulates practical language use and active participation (Jahan & Shakir, 2022). It also develops learners' communicative competence as it fosters real-life communication (Wang, 2023).

According to Erlam (2016), educators are required to consider task design and implementation carefully during the integration of TBLA into language instruction because it is likely to be challenging for them to comprehend the concept of tasks and the efficient ways to integrate a task-based approach into their instructions. That is why educators need support and professional training to have a good grasp of TBLA principles and procedures to integrate tasks into language classes (Erlam, 2016). When they are

equipped with the essential knowledge and skills, the integration of TBLA into language instruction may be possible.

The three basic components that form TBLA are listed and explained in detail: (Shehadeh, 2012): a test task, an implementation procedure, and a performance measure.

Two approaches to test task design and selection are identified in the TBLA context (Shehadeh, 2012): (1) *Construct-centered approach* (or *direct system-referenced test*) involves identifying a theory of language learning and language use to guide the design and selection of test tasks. (2) *Work-sample approach* (or *direct performance-referenced test*) involves analysing the target situation to determine the tasks the learner will need to perform in real-world scenarios.

According to Shehadeh (2012), there are two key implementation procedures: (1) *Planning time* is essential because it can enhance the learner's performance, so it should be integrated as a primary procedure in the implementation procedure. (2) The use of *an Interlocutor* (on oral test tasks) is the second procedure. The characteristics of the person who is involved in a conversation (familiar vs unfamiliar, native speaker vs non-native speaker) significantly impact the learner's performance.

In TBLA contexts, two principal methods are used to measure learner performance (Shehadeh, 2012): (1) *Direct Assessment of Task Outcomes* involves the assessor's observation of the performance in a task and then his/her judgment. It can also involve no judgment from the assessor when the outcomes are clearly right or wrong. (2) *External Ratings* involve external judgment and make the process more subjective. Either a holistic measure (scale) or an analytic measure (scale) of linguistic ability is used to assess performance.

Although TBLA is considered to be an effective way of assessing language learners' ability in classroom contexts, there are some challenges reported in the literature that need to be addressed. The first key challenge is its reliability since there may be inconsistency in scores given by human raters. Moreover, the characteristics of test takers (e.g., anxiety) and possible problems during the test administration can cause score fluctuations. To improve its reliability, Ellis (2003) suggests lengthening the test, having it scored by at least two raters, and training raters in performance assessment. According to Ellis (2003), another challenge in TBLA is inseparability which occurs when learners draw upon their world knowledge in a TBLA situation. He argues that if a learner is more familiar with the content or topic of a task than others, they have an advantage. Consequently, low scores from learners who are unfamiliar with the topic may not accurately reflect their language ability since their poor performance is due to a lack of content knowledge rather than their language proficiency. However, Ellis (2003) states that performance in a language test naturally requires content knowledge, which makes language and content inseparable. Brown (2001) suggests that assessment rubrics include criteria for both language and content to solve this problem. It is also challenging to generalize from task performance to broader target language use in real-life scenarios or to collect sufficient data to confidently determine the things a learner can do with the target language (Bachman, 2002). Bachman (2002) adds that authenticity is another issue to be discussed as simply replicating a real-world activity does not make a TBLA procedure informative. He highlights that authenticity involves having authentic participants and making the assessment as realistic as possible even though this is not entirely achievable due to the inherently artificial nature of tests.

Blended Learning (BL)

According to King (2016), blended learning is not a new approach, neither is the practice of combining different learning strategies and approaches. Distance learning

lessons have already adopted blended learning with a combination of self-access contents such as print, TV, video, or radio and face-to-face/telephone support. Traditional lessons have always combined a range of delivery modes such as lectures, tutorials, seminars, group work, and workshops to provide learners with a variety of learning opportunities. It can be said that blended learning refers to every time teachers combine different media such as print, video, and audio with classroom interaction, which maximizes authentic input to back students' output and skill development. In short, blended learning has always existed one way or another even though the term is only 20 years old at most. It is now understood that it is a rich, encouraging learner-centered environment in which the 'right blend' means effective learning as well as teaching.

Blended learning is defined as a combination of online and face-to-face learning and is also known as 'flipped classroom' or 'hybrid learning' (Bowyer & Chambers, 2017). This approach allows teaching and learning to extend beyond the classroom walls by integrating both online and in-person interactions (Bielawski & Metcalf, 2003). Online interaction can be synchronous, which refers to real-time, live interactions between an instructor and distant students, or asynchronous, which means that instruction is available as needed, allowing students to access materials and interact through emails or discussion boards at their own pace (Bielawski & Metcalf, 2003). While face-to-face learning supports the social interaction necessary for active learning, online learning offers flexibility that is often challenging to achieve in a traditional classroom setting (Akkoyunlu & Yilmaz-Soylu, 2008).

Blended learning in language teaching and learning contexts provides a whole raft of advantages that support student engagement and learning outcomes:

1. It provides a flexible learning environment for students as it combines the best qualities of conventional and online teaching and engages them in interactive learning contexts (Castro, 2019).

2. It provides complementary teaching approaches by combining the strengths of conventional classes and technology-enhanced teaching methods and addresses their weaknesses to obtain optimum results in language instruction (Tawil, 2018).

3. Blended learning increases student-teacher and student-student interactions by creating a more collaborative and engaging classroom atmosphere (Li, 2013).

4. Integrating online teaching into face-to-face classes is likely to help students reduce or defeat their communication anxiety as it provides a more comfortable learning environment (Li, 2013).

5. It enhances a collaborative and engaging learning environment for students as it promotes self-directed active learning with shorter class time (Işigüzel, 2014).

6. It encourages students to be more autonomous and independent as it supports self-directed learning and fosters their sense of responsibility for their own learning (Li, 2013).

7. Using technology in the blended learning environment supports language learning as it provides students with flexibility and greater control over their own language learning experiences (McLellan et al., 2021).

8. It provides personalized language learning experiences and tailors the instruction to meet each student's preferences and needs (Dahmash, 2020).

9. As it offers easy access to educational materials and resources, it affords efficient and effective learning opportunities (Toruan & Surya, 2023).

10. It improves students' academic writing skills and contributes to the development of their language proficiency and academic performance (Li, 2013).

It can be concluded that the most effective way to promote students' learning experiences is the combination of different teaching and learning approaches that involve important activities such as interaction, discussion, adaptation, and reflection (Towndrow & Cheers, 2003).

As seen above, blended learning offers many advantages for both teachers and students, but several challenges that can impair its effectiveness are most likely to appear in language classrooms:

1. Problems related to the network connection can impair students' participation in online classes and their access to online resources and as a result, affect their overall learning experiences (Masyitah et al., 2018).

2. Not having appropriate gadgets, enough time, and effective instructional guidance can also cause important challenges in blended learning environments and affect the quality of online language instruction (Mafruudloh et al., 2022).

3. Students are likely to face a lack of support and integration between face-to-face and online modules of blended learning environments, which causes them to be disengaged from the process and quit the course (Stracke, 2007).

4. Teachers are likely to suffer from more workload and devote more time during the implementation of blended learning, especially if they do not have the necessary technical and pedagogical skills to implement effective blended language courses (Masadeh, 2021).

5. Teachers are likely to face serious challenges because of a lack of time, confidence, and training, which are important factors in implementing successful blended language learning strategies (Herliana et al., 2020).

6. Some students who have problems with independent learning and self-regulation may not be ready for blended language learning environments, and this can impair their performance and engagement during classes (Hamzah et al., 2021).

7. The integration of technology in language classes may pose some challenges, particularly for teachers and students who are not accustomed to or are resistant to technological tools for language learning (Simpson, 2016).

8. Problems in synchronous and asynchronous communication modes in blended classes can have a bad effect on the effectiveness of language teaching and learning, especially in military and professional educational contexts (Tawil, 2018).

9. Not having enough information about the roles and perceptions of teachers in blended learning environments is likely to prohibit the development of efficient blended environments and affect the overall progress of language teaching programs (Mendieta Aguilar, 2012).

10. A possible challenge in blended learning environments is to find the right balance between face-to-face and online classes, which requires careful coordination and planning to promote an effective and united language learning experience for students (Behjat et al., 2012).

In sum, the challenges mentioned above are required to be addressed to optimize the effectiveness of blended language learning environments in institutions.

Previous Studies on Blended Learning

Blended learning has been the current focus of second language researchers and second language educators, especially in the field of teaching English as a Foreign Language (Erdem & Kibar, 2014).

Several studies focused on the comparison of online or blended learning and traditional face-to-face learning in different contexts and discovered positive results (Aji, 2017; Akbarov et al., 2018; Banafshi et al., 2020; Bourelle et al., 2016; Means et al., 2009; Muhtia et al., 2019; Taghizadeh & Hajhosseini, 2021; Xu et al., 2020).

In a meta-analysis study by Means et al. (2009), a total of 176 studies among which 99 contrasted online or blended learning and face-to-face education were analysed. 28 studies referred to fully online programs among these 99 studies, and only 2 favoured face-to-face instruction. The researchers discovered that students who participated in a

full or partly online class showed better performance on average than those participating in the same course face-to-face.

In a study at the University of New Mexico (Bourelle et al., 2016), researchers examined the assessment scores from three sections of English 102 (two online and one face-to-face) to compare how much students learnt multimodal literacies in online and face-to-face courses. In a mixed-method approach, the scores students obtained in their e-portfolios are used as the quantitative part while the analysis of students' quotes and reflections is used as the qualitative part to find out potential reasons for the differences. They discovered that the students enrolled in the online course got better results than the ones enrolled in the face-to-face course and expressed that the instant formative feedback the students received from their lecturers in the online course could be the possible reason for these results as it was more difficult to achieve for a face-to-face course because of time restrictions.

Aji (2017) conducted a qualitative study that aimed to analyse the implementation of blended learning in listening classes. The results of the data collected through an interview with the instructor, observations, and a questionnaire answered by 28 students showed that blended learning improved the university students' listening skills. It also provided ways for more effective teaching and learning procedures and positive results for the students.

In a study by Akbarov et al. (2018), learners' attitudes towards blended learning and associated procedures were investigated. It was revealed that 162 EFL learners participating in the study preferred blended learning environments to traditional classroom settings, but they liked taking their exams in the paper-pencil format rather than the digital one. In terms of the way they submitted their English assignments and the material format they trusted, their ideas did not show a significant difference. Another result was that they showed rather positive attitudes towards infographics and EFL classroom settings without papers. Last, but not least, their English proficiency levels and their preferences for EFL

blended learning environments were positively correlated, which means the higher their level of English proficiency was, the more they preferred blended learning environments to learn English.

A case study conducted at an Indonesian university by Muhtia et al. (2019) investigated the application of blended learning in a writing course to foster student engagement, and its results showed that the teaching strategies focused on the advantages of face-to-face learning as the main teaching method whereas online learning was seen to be supplement students' understanding and knowledge. It was also reported that blended learning adopted in the course was likely to foster student engagement, especially through uploading materials, online writing assignments and quizzes, class discussions and groupwork, and student-teacher conferences.

Xu et al. (2020) examined the effects of a technology-mediated blended English course on students' grades and the percentage of students who completed the course at a Mexican public university. It was discovered that the blended learning environment had a significantly positive effect on their grades and the percentage of students who completed the course when compared to traditional face-to-face classes. What is more, the student-teacher ratio increased when 50% of the face-to-face classes were replaced with online classes which proposed that blended learning is likely to successfully provide high-quality and economical language instruction.

Banafshi et al. (2020) conducted a study focusing on the effect of social networks on the vocabulary knowledge of the students and then comparing their responses in IRF (initiation, response, & feedback) pattern in traditional and online settings. The findings revealed that the number of responses and the students' interaction during the online classes were more than the ones during the traditional courses.

Another study was conducted with 140 graduate students at the Department of Teaching English as a Foreign Language (TEFL) by Taghizadeh and Hajhosseini (2021)

in Iran. According to the results of the quantitative and qualitative data collected, learners showed positive attitudes towards blended learning environments. The instructor also successfully guided online discussions via constructive feedback and motivated learners to learn through online platforms more while teaching the theoretical and practical principles of TEFL. Another result was that the most common interaction type was found to be learner-instructor interaction.

Some of the studies conducted in different EFL contexts obtained negative or neutral results about blended learning environments (Cao et al., 2024; Kim & Yoon, 2021; Müller & Mildenberger, 2021; Ocak, 2011).

In an exploratory qualitative case study conducted by Ocak (2011), 117 instructors from 4 universities reported their problems with blended teaching, and 3 categories were identified: instructional processes, community concerns, and technical issues. 8 themes were listed out of these categories. They reported that they lacked planning and organization, effective communication, institutional support, and electronic means. They also expressed that they were concerned about the necessity for additional time, complicated instructional processes, changing roles, and difficulty of getting used to new technologies. As a result, this study showed that blended teaching is likely to be very complicated and include different teaching designs, which affects the successful application of blended courses at the tertiary level.

Kim and Yoon (2021) conducted a 15-week study to examine Korean EFL students' perspectives on blended and flipped learning in relation to their attitudes, autonomy, and independence at the tertiary level. The students participated in a two-hour course with different teaching environments (blended learning (BL), flipped learning (FL), and conventional (C)) every week. The findings of the quantitative data from a questionnaire based on a previous study and the qualitative data from interviews and classroom observation showed that the BL group realized how important was learner autonomy to learn English successfully with fewer learning options whereas the FL group

needed their teacher to develop learner autonomy. Although the groups felt that they needed training to improve their autonomy, they all showed positive attitudes towards learning. No significant differences in learner autonomy and learner independence were found among the groups.

A systematic review by Müller and Mildenberger (2021) investigated the effect of compensating face-to-face classroom time with online learning. The results showed that there was not a significant difference between blended and traditional learning, which means that although conventional classroom time was reduced between 30% and 79%, similar learning outcomes were obtained. As a result, blended learning environments with decreased face-to-face classroom time were not more or less efficacious than traditional learning environments, so it was implicated that when carrying out blended learning with fewer face-to-face classes, it is important to adopt the results of empirical studies on the effective design of blended learning environments.

Cao et al. (2024) examined the attitudes and perceptions of Chinese EFL students towards the current application of blended learning and learner autonomy development at the tertiary level. The results of the qualitative study demonstrated that the students had negative attitudes towards the blended learning environment and decided that the development of learner autonomy in this context was ineffective. The researchers discovered four themes about these negative attitudes and perceptions: (1) The students complained about having had limited time and having been overwhelmed with the blended tasks mentally and physically. (2) The online classes and face-to-face classes in the BL model were not found to be integrated and complementary enough. (3) The students expressed that they could not find enough support and instant feedback from their teachers during the online sessions of the BL model. (4) The teachers were required to supervise many students who were less autonomous and tended to cheat more in the online classes to see their real performances there.

All in all, these studies showed that the current literature has contradictory results regarding the effectiveness of blended learning in the EFL context, so more research in the Turkish tertiary context would contribute to the growing body of research on blended learning to enhance the quality of English language instruction nationwide and beyond.

Previous Studies on Blended Formative Assessment

It is accepted that assessment procedures have had new roles in the modern era as they not only score students but also enhance their learning. However, at the tertiary level, summative assessment methods, which are conducted to measure what has been learnt so far and to decide whether students are ready or not to progress to the next level, are still preferred (Umar, 2018). He expressed that formative assessment, which is a common way of detecting problems in classes and altering teaching methods to answer students' needs, has had positive impacts on their English achievement. Chan (2021) added that formative assessment is implemented in the classroom environment to gather feedback about the essential arrangements of the ongoing teaching and learning activities whereas summative assessment is conducted to obtain information about students' control over their skills, knowledge, and content and to score and determine their proficiency level.

It is also known that online learning integrated with face-to-face classroom environments can provide teachers with plenty of new opportunities to assess their students in and beyond classroom walls. Almalki and Gruba (2013) stated that although there is an increasing tendency towards blended learning environments in language classes, the literature requires more research on blended assessment for language instruction to improve effective blended assessment methods. Tran and Ma (2021) supported that there are not enough studies on online formative assessment for blended language learning environments in the literature.

Several studies have focused on blended formative assessment in different settings, which provide worthwhile insights into the successful implementation of future assessment contexts (Almalki & Gruba, 2020; Chen, 2023; Elmahdi et al., 2018; Nguyen et al., 2023; Tempelaar, 2020).

Elmahdi et al. (2018) conducted a study to improve students' performances by using Plickers, a technology-mediated formative assessment tool, and discovered that integrating this tool into the assessment procedures fostered student participation and engagement, provided equal opportunities for each student to participate in the process in an enjoyable and encouraging learning environment, and saved instructional time.

Tempelaar (2020) examined the role of formative assessment procedures in a blended model with three different assessment tools including two weekly quizzes, e-tutorials, and a final written examination in a mathematics and statistics course, and the results demonstrated that students actively participated and engaged in the assessment and feedback procedures.

A longitudinal participatory action research study was conducted with 13 participants, including course coordinators, instructors, and students, in the EFL context in Saudi Arabia (Almalki & Gruba, 2020). As a result of the qualitative data analysed, formative blended assessments were found to be effective factors in motivating the students to engage in the learning process and helping them get more useful feedback through the available technology during online interaction. They were also perceived to provide flexibility, peer encouragement, and multimodal assessment tasks, and to be compatible with 21st-century pedagogies. Moreover, the researchers concluded that this assessment design was advantageous as it enhanced a collaborative, innovative, supportive, integrative, and congruent teaching and learning environment. They also discovered that blended assessment methods were likely to not only improve the assessment of language skills but also encourage the students to be more engaged in the in-class assessment tasks. They also received positive feedback from their participants

about the future use of formative blended assessment methods in language instruction. Apart from the advantages listed above, they also discovered that the teaching staff needed professional training on how to implement such assessment procedures; the blended assessment environment may distract the students; the instructors needed more administrative support; the students needed more monitoring to prevent them from cheating.

In another study by Chen (2023), formative assessment tools including online quizzes, discussion boards, self and peer assessments, and teacher feedback and assessment along with weekly face-to-face- classes were implemented to improve EFL students' writing skills in a blended context. The results showed that their writing performances were boosted, and they held positive perceptions towards blended formative assessment.

A quasi-experimental study by Nguyen et al. (2023) investigated whether an online formative assessment model in a blended context was effective for university students. Two groups were formed with 271 participants to see the differences between the suggested assessment model and the traditional model. The students' motivation and engagement were measured at the end of the courses through a survey, and 78 students were selected from each group for the next steps of the research. The results from the quantitative and qualitative data collection tools demonstrated that the suggested assessment model fostered the students' motivation and engagement. The study emphasized the importance of designing blended learning and assessment tasks.

Previous Studies on Blended Task-Based Language Teaching and Assessment

The integration of technology into task-based language learning can overcome the weaknesses of both face-to-face and online learning environments experienced when teachers assign tasks to students. While TBLT offers grounds and a pedagogical

framework to adopt and use technology effectively, technology provides a natural and authentic platform to implement the principles of TBLT (Doughty & Long, 2003). Tusino et al. (2020) described blended task-based language teaching and assessment as an innovative approach that blends traditional learning with online learning to improve language teaching and assessment practices. This method integrates tasks consisting of pre-task, during-task, and post-task cycles, aiming to engage students in meaningful language activities that foster communicative competence in both environments. They explained that thanks to the prevalent adoption of technological tools in educational contexts, universities are able to discover new ways to deliver their curricula to students, so researchers have been interested in discovering the effects of technology in language classes.

Several studies elaborated on the positive effects of technology-assisted task-based language teaching and assessment (Elahi & Mashhadi Heidar, 2021; Lu, 2022; Mehri & Tavakoli, 2020; Payne & Whitney, 2002; Tusino et al., 2020).

At the end of a 15-week naturalistic experiment that was conducted by Payne and Whitney (2002) to understand whether synchronous computer-mediated communication (CMC) can develop students' L2 (Second Language) speaking proficiency indirectly with the development of the same cognitive processes supporting spontaneous conversational speech. They discovered the students who completed a phase of a task via text-based online chatting for two hours and another in two hours of face-to-face interaction got higher scores in speaking tests than the students who completed all the tasks in face-to-face classes.

Elahi and Mashhadi Heidar (2021) investigated whether the integration of blended language learning into task-based language learning affected Iranian intermediate EFL students' reading comprehension skill. They formed two experimental and two control groups, and the students in the experimental groups were instructed through blended task-based language learning to improve their reading comprehension skill. While these

students were engaged in a set of offline/online focused/unfocused reading comprehension tasks, the control groups were instructed through traditional reading comprehension methods and strategies. The results showed that the students in the experimental groups scored higher than the ones in the control groups. Moreover, no gender differences were detected across groups. The study suggested that if material developers and curriculum designers want to form more student-centered learning environments, they can integrate blended learning into task-based language learning settings. Another important implication was that teachers can improve their students' critical thinking and metacognitive skills if they design online interactive reading comprehension tasks.

Lu (2022) conducted a 15-week study to examine the construction and implementation of task-based learning in a blended listening and speaking course at the tertiary level. Online records and two questionnaires were employed to collect the data from 110 participants. The results revealed that most of the participants held positive attitudes towards the new teaching model and felt that their listening and speaking skills improved. What is more, thanks to this blended learning environment which encourages them to fulfil the required tasks, they reported that they recognized a development in their motivation, self-confidence, interaction, participation, and interests.

In a quasi-experimental study by Mehri and Tavakoli (2020), the efficiency of the application of technology-enhanced task-based reading instruction to improve 80 Iranian EFL intermediate learners' autonomy and metacognitive strategy use was investigated. After the students were replaced randomly in experimental and control groups, a pretest consisting of a learner autonomy questionnaire and metacognitive awareness of reading strategies inventory was conducted. After 20 hours of technology-enhanced task-based reading instruction for the experimental group and conventional explicit instruction for the control group were conducted, the post-test was administrated. The results demonstrated that the students' learner autonomy and metacognitive strategy use were enhanced via

technology-mediated task-based instruction when compared to the traditional explicit reading comprehension strategy.

Tusino et al. (2020) conducted an experimental study with a factorial design to investigate the effects of hybrid task-based language teaching and critical thinking skills on Indonesian undergraduate EFL students' writing performance. The analysis of the data obtained through questionnaires on critical thinking skills and genre-based writing tests showed that hybrid task-based language teaching improved the students' writing performance, and students with higher level of critical thinking skills were found to be more successful than the ones with lower level of critical thinking skills after the implementation of the hybrid task-based writing course.

In the light of these studies and the above-mentioned literature gap, applying TBLA in online and face-to-face classes at the tertiary level would help us have a deeper understanding of the strengths and weaknesses of such formative assessment procedures in the blended learning environment.

Previous Studies on Students' Perceptions of Assessment Tasks and Classroom Assessment Environment

The way students perceive in-class assessment is very important for the successful implementation of such procedures for several reasons (Rahman, 2020). For one thing, examining these procedures is one of the reasonable ways to decide how to organize the teaching and learning process. In addition, students' perceptions and attitudes are the first source to understand whether in-class assessment tasks are qualified enough or not. Rahman (2020) also added that when students are involved in classroom assessment procedures, their learning experiences are likely to be more meaningful. To the best of our knowledge, there are no studies about students' perceptions of TBLA in the blended learning environment at the tertiary level, but a small number of studies about students' perceptions of assessment tasks and classroom

assessment environment was found in the literature (Alkharusi et al., 2014; Cheng et al., 2015; Dorman & Knightley, 2006; Nafisah et al., 2021).

In the following studies, students' perceptions of assessment tasks and classroom assessment environment were examined in different settings via different versions of the Students' Perceptions of Assessment Questionnaire (SPAQ), which was originally designed for classroom assessment procedures in science. (Blažević & Blažević, 2021; Cheng et al., 2015; Ibrahim et al., 2018; Nafisah et al., 2021; Rahman, 2020).

The SPAQ revealed positive results in several studies. To start with, Ibrahim et al. (2018) examined Malaysian university students' perceptions of classroom assessment practices in an English course via an adapted version of the SPAQ. The findings revealed that the classroom assessment practices administered in this course were congruent with planned learning, transparent, authentic, and suitable for the students' capabilities and levels. What is more, a positive correlation among the scales of the questionnaire was discovered. In a study by Nafisah et al. (2021), high school students' perceptions of English classroom assessment were measured through the SPAQ. It was revealed that the average scores of each scale were high, so it was concluded that they had positive perceptions towards classroom assessment. Blažević and Blažević (2021) also examined how teacher assessment procedures in three courses including English affected Croatian secondary school students' perceptions. The SPAQ was used as the data collection instrument, and the results demonstrated that the students' perceptions towards teacher assessment procedures in English courses got the most positive rating.

Unlike the above-mentioned studies, a few studies revealed rather negative results. Cheng et al. (2015) conducted a study with 620 Chinese EFL students from three different universities to analyse the relationship between their perceptions of assessment tasks and classroom assessment environment via a new instrument based on two different questionnaires. The results demonstrated that the learning-oriented classroom assessment environment was predicted by the scores of Congruence with Planned

Learning, Authenticity, Student Consultation, and Transparency. Furthermore, the performance-oriented classroom assessment environment was positively predicted by the scores of diversity but negatively predicted by the scores of Congruence with Planned Learning and Authenticity. Rahman (2020) also carried out a study with a version of the SPAQ to evaluate Indonesian EFL students' perceptions towards in-class grammar assessment at the tertiary level and found out that they perceived a low congruence between planned learning and grammar assessment, insufficient transparency regarding purpose, assessment forms, and authenticity.

Students' perceptions of classroom assessment were also examined in terms of gender in different contexts via the SPAQ, and contradictory results were obtained (Alkharusi & Al-Hosni, 2015; Dhindsa et al., 2007; Gao, 2012; Mussawy et al., 2021; Syaifuddin, 2019).

Several studies revealed no gender differences in terms of students' perceptions of classroom assessment. For instance, Dhindsa et al. (2007) evaluated the reliability and validity of the SPAQ and found no gender-based differences in high school students' perceptions of science assessment in Brunei. Mussawy et al. (2021) conducted another study with Afghan students from Agriculture, Education, and Humanities colleges by using the SPAQ as the data collection tool. They discovered that there were not any statistically significant differences in the perceptions of the male and female students even though they had positive perceptions of the assessment practices administered in their classes. In another study by Syaifuddin (2019), no significant gender differences were detected in students' perceptions of classroom assessment procedures in a Descriptive Statistics course.

In contrast, a few studies revealed statistically significant gender-based differences in terms of students' perceptions of classroom assessment. For example, Alkharusi and Al-Hosni (2015) found out statistically significant 2-way or 3-way interaction effects for gender on the different scales of the SPAQ. They revealed that gender influenced the way

students perceived classroom assessment tasks in different courses including English. Gao (2012) also discovered gender-based differences on the scales Authenticity and Transparency in a study he carried out to evaluate high school students' perceptions of classroom assessment procedures in a math class.

A few studies examining students' perceptions of classroom assessment based on their level of proficiency were found in the literature (Alkharusi & Al-Hosni, 2015; Cheng et al., 2015; Gan et al., 2019). The study carried out by Cheng et al. (2015) revealed that the students with average language proficiency tended to perceive transparency in classroom assessment tasks to a significantly higher degree than the ones with lower language proficiency. Gan et al. (2019) also discovered that students' intrinsic motivation and attitudes towards their English course were influenced by the school type since there was a noticeable difference between a rural and urban secondary school in terms of classroom assessment procedures and the degree to which they were exposed to English. Last but not least, Alkharusi and Al-Hosni (2015) examined the students' perceptions of classroom assessment tasks in terms of grade level and revealed statistically significant effects on Congruence with Planned Learning, Transparency, Authenticity, and Student Consultation.

Considering these contradictory findings from the studies conducted in various contexts, it was decided that examining students' perceptions of TBLA in the blended learning environment at the Turkish tertiary level would contribute to the current literature and help instructors design more efficient classroom assessment procedures for their students in both environments.

Chapter 3

Methodology

Research Design

In this study, a convergent parallel mixed methods research design was employed. According to Creswell (2014), after both qualitative and quantitative data are collected in the data collection process, they are analysed separately, and the results are compared to see whether they confirm each other or not (See *Figure 1*). What is basically assumed in this approach is that different types of information, which consist of detailed opinions or beliefs of participants qualitatively and scores on tools quantitatively, are gathered via both qualitative and quantitative data. The results they provide are supposed to be the same.

Figure 1.

Convergent Parallel Mixed Methods Research Design
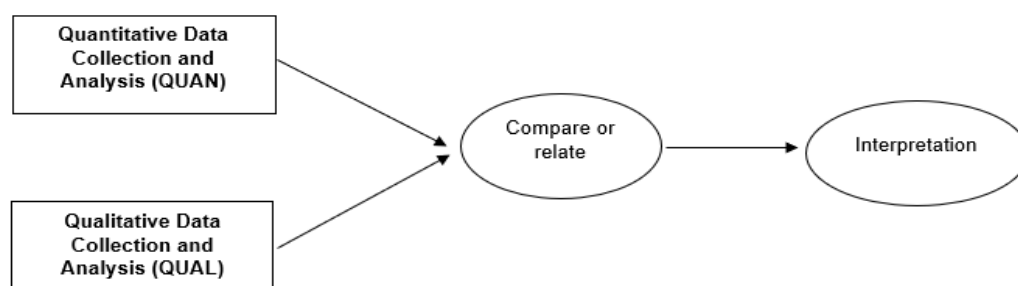
Reprinted from "Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.) by Creswell, J. W., 2014, p.220, Thousand Oaks, CA: Sage

In the study, as mixed-methods research, various tools were utilized such as an 8-week TBLA process conducted online and face-to-face, one-minute papers at the end of each task, Students' Perceptions of Assessment Questionnaire (SPAQ), and semi-structured interviews. The dependent variables of the present study were the participants' perceptions, practices, and performances while the independent variable was the application of an 8-week TBLA procedure in the blended learning environment.

Setting and Participants

The participants of the study were 17 A2-level students, 37 B1-level students, and 8 instructors in the English preparatory program at a state university in Central Anatolia, Turkey. They were selected via the convenience sampling method, a type of nonprobability sampling in which "members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (Dörnyei, 2007, pp.98-99). Therefore, the participants at that state university were ideal for the researcher as they met all these criteria mentioned above.

The data were collected during the Spring Semester of the 2021-2022 academic year. The students enrolled in the English preparatory school after passing a nationwide university entrance exam. They obtained the A2 and B1 levels of English proficiency described in the Common European Framework of Reference for Languages (CEFR) based on the scores they got on the placement exam at the beginning of the year and were placed into 5 different classes. By the time the study started, it was expected that the A2-level students had already reached the A2+ level of English proficiency, and they were expected to reach the B1 level of English proficiency towards the end of the study while the B1-level students were supposed to reach the B2 level of English proficiency.

The students in both levels had 24 hours of English per week. The School of Foreign Languages had adopted a blended teaching format because of the COVID-19 pandemic period during the year. As shown in Table 2, 8 hours of online English classes via Microsoft Teams and 16 hours of face-to-face English classes were offered to the students in both levels. Table 2 also shows the details about the students' demographic information such as their level of proficiency, gender, and the total number of students. There were 54 students in total: 8 students in Class A2_1, 9 students in Class A2_2 (17 students in A2 Level), 12 students in Class B1_1, 14 students in Class B1_2, and 11

students in Class B1_3 (37 students in B1 level). 14 of the student participants were male while 40 of them were female.

Table 2.

Demographic Information of the Students

Classes		A2_1	A2_2	B1_1	B1_2	B1_3	Total
Gender	**Male**	2	4	1	3	4	14
	Female	6	5	11	11	7	40
N of students		8	9	12	14	11	54
	A2 Total						17
	B1 Total						37
N of Class hours	**Online**	8	8	8	8	8	8
	Face-to-face	16	16	16	16	16	16
	Total	24	24	24	24	24	

11 instructors including the researcher taught these 5 classes throughout the year. However, 8 instructors volunteered to participate in the study. The instructors' demographic information, which gives the details about their gender, years of teaching experience, and level of education is demonstrated below. As it is clear from Table 3, 5 of the instructors, including the researcher, were female while 4 of them were male. Their years of teaching experience ranged from 10 to 28 years. Except for Instructor 2, who was a graduate of the Department of Translation and Interpretation Studies, all the instructors were graduates of the Department of English Language Teaching. While 4 of them held a bachelor's degree, Instructor 4 had a master's degree, Instructor 5 completed her PhD studies in the Department of English Language Teaching (ELT), and Instructor 3 and Instructor 8 were going on their MA studies in ELT.

Table 3.

Demographic Information of the Instructors

	Gender	Experience	Level of Education
Instructor 1*	Female	12 years	PhD in ELT (in progress)
Instructor 2	Female	10 years	BA in the Department of Translation and Interpretation Studies
Instructor 3	Female	12 years	MA in ELT (in progress)
Instructor 4	Female	12 years	MA in ELT
Instructor 5	Female	17 years	PhD in ELT
Instructor 6	Male	20 years	BA in ELT
Instructor 7	Male	26 years	BA in ELT
Instructor 8	Male	10 years	MA in ELT (in progress)
Instructor 9	Male	28 years	BA in ELT

Note. *The researcher is represented as Instructor 1.

According to Table 4, Instructor 2 and Instructor 3 taught in Class A2_1. The same number of online classes were conducted by Instructor 2 and Instructor 3 while 8 hours of face-to-face classes were conducted by Instructor 3. In addition, Instructor 1, who represents the researcher, Instructor 2, and Instructor 4 taught in Class A2_2. The online classes in Class A2_2 were conducted by Instructor 1 and Instructor 4 while the same number of face-to-face classes were conducted by Instructor 2 and Instructor 4. The rest of the instructors were in charge of the B1-level classes. In Class B1_1, Instructor 5 was responsible for 4 hours of online classes and 4 hours of face-to-face classes whereas Instructor 6 taught 4 hours of online classes and 12 hours of face-to-face classes. In Class B1_2, Instructor 7 and Instructor 8 shared the same number of online and face-to-face classes. Finally, Instructor 9 conducted 6 hours of online classes and 8 hours of face-to-face classes in Class B1_3.

Table 4.

Details about the Classes of the Instructors

	Class(es)	Class Hours	Setting
Instructor 1	A2_2	4	Online
Instructor 2	A2_1	4	Online
	A2_2	8	Face-to-Face
Instructor 3	A2_1	4	Online
	A2_1	8	Face-to-Face
Instructor 4	A2_2	4	Online
	A2_2	8	Face-to-Face
Instructor 5	B1_1	4	Online
	B1_1	4	Face-to-Face
Instructor 6	B1_1	4	Online
	B1_1	12	Face-to-Face
Instructor 7	B1_2	4	Online
	B1_2	8	Face-to-Face
Instructor 8	B1_2	4	Online
	B1_2	8	Face-to-Face
Instructor 9	B1_3	6	Online
	B1_3	8	Face-to-Face

Note. *The researcher is represented as Instructor 1.

In the English Preparatory Programme, *English File (Elementary, Pre-intermediate, and Intermediate Levels)* was used in the A2-level classes as a coursebook while the Pre-intermediate, Intermediate, and Upper-Intermediate levels of the same book series were adopted in the B1-level classes throughout the year to provide students with

general English in an integrated way. During the year, several assessment tools were employed. The students were required to take 2 mid-term exams and 3 quizzes each term. There were also different kinds of assignments which were parts of their portfolios; 2 video tasks, 2 listening tasks, 1 reading task, writing tasks (3 tasks in A2 Level & 4 tasks in B1 level), and 1 presentation each term. Except for presentations, the students completed the tasks outside the class and handed them in via digital platforms such as Microsoft Teams or OneDrive. At the end of the year, the students whose end-of-year average was below 75 had to take a final exam.

The writing parts of the quizzes were evaluated with rubrics by the instructor who invigilated each class, and they were not required to show the papers to the students. However, the students could see them if they demanded, or the instructors could show the papers if they wanted to. This meant there was not a common rule or regulation to show the papers to the students, so in some classes, this was more likely to be ignored. In the mid-term exams, two instructors evaluated the writing parts by using rubrics separately, and the average grade was calculated. If there were more than 2.5 points between their scores, another instructor evaluated the paper with the same rubric, and the average score was calculated again. After the final score was announced to the students, they were not allowed to see their mid-term papers for security considerations, but if they were not satisfied with the result, they could write a petition to the management, and their paper was evaluated by different instructors. However, they still could not see their papers when the assessment procedure of the mid-term was over.

In the speaking parts of the mid-term exams, the students were taken to the exam one by one. While one instructor who had been teaching them throughout the term guided the students, two other instructors who had not taught them evaluated the students with rubrics, and the average scores were calculated and announced to the students. No common regulations were defined and applied in terms of feedback sessions after the speaking parts of the mid-term exams.

For the writing portfolio assignments, the students were required to write their writing assignments during or after the online classes and upload them on OneDrive or Microsoft Teams. The instructors gave feedback on the students' first drafts without rubrics but by using correction symbols for their mistakes or errors and commenting on the content or organization of the drafts. After that, the students were required to understand what the correction symbols stood for and write another draft by correcting the things highlighted by their instructors. The instructors were required to use a rubric to evaluate the progress between the first and the last drafts at the end of the semester and announce the final grade to the students. There were no common rules to conduct feedback sessions to inform the students about the last stage of the mentioned assessment procedure.

For the speaking portfolio tasks, one presentation was conducted each term, and the students were given the topics they were going to present randomly and around five weeks to get ready for their presentations. They were also required to prepare a PowerPoint presentation about their topic. On the presentation day, two instructors, one among the instructors teaching the class and one among the others, evaluated the students' performances with rubrics, and the average grade was calculated and announced to the students. No common regulations regarding feedback sessions during or after the presentations were identified and notified to the instructors. Each term, the students were also responsible for two video tasks which were recorded outside the class and uploaded on OneDrive or Microsoft Teams. The instructors evaluated the videos with less detailed rubrics and announced the results to the students. There were no common rules identified about feedback sessions for the video tasks.

Data Collection

Before the research was conducted, it was evaluated by Hacettepe University Scientific Research and Publication Ethics Committee. Then the researcher applied to the state university for the permission to collect the research data. The students and the instructors were informed about the rationale behind the study and the data collection procedure. Three hours of online and three hours of face-to-face classes were devoted to the TBLA procedure by the instructors. The TBLA procedure lasted for eight weeks. Each week the instructors employed one online or one face-to-face task focusing on either listening and speaking or reading and writing skills. Rubrics were used for each task by the instructors to assess the students' performances.

At the end of each task, one-minute papers were used to learn about the instructors' practices and the students' performances during the online and face-to-face TBLA procedures. When the TBLA procedure was completed, a questionnaire was administered to discover the students' perceptions towards TBLA in the blended learning environment, and semi-structured interviews were conducted with 15 students chosen with the guidance of the instructors to find out more about their performances and perceptions towards online and face-to-face TBLA. Semi-structured interviews were also conducted with all the instructors to learn more about their practices and perceptions.

Data Collection Instruments

An 8-Week TBLA Procedure

Table 5 and Table 6 show the 8-week TBLA procedure applied at both levels in the blended learning environment to assess the students' performances via rubrics. The tasks which were in line with the coursebook were aligned to the CEFR descriptors by the researcher, and the skills were integrated to create an authentic classroom environment that fosters language use and production in real-life contexts (Kim & Zagata, 2024; Rana

& Rana, 2019) (See Appendices K & L). Reading and writing skills were integrated as it is very probable that they exploit some of the same cognitive, linguistic, and discourse resources available to people. When models of reading and writing are considered, it is expected that similar foundational elements or components will be active in the cognitive processes of both skills (Schoonen, 2019). Moreover, it is also evident that integrated reading-writing instruction is both practical and efficient since it optimizes teachers' time and supports the development of both skills at the same time (Kim & Zagata, 2024). As for the integration of listening and speaking skills, it is known that they coexist in real-life communication, so listeners do not only listen but also react to the speakers or ask questions for more information. For students, the primary focus is required to be to understand what they are listening to and to be able to respond appropriately. This highlights the importance of integrating listening and speaking in teaching since our main goal should be teaching not only the grammar of the target language but also how to communicate in that language effectively (Tavil, 2010).

Table 5 demonstrates that the procedure in the A2 classes started with the A2-level tasks and ended with the B1-level tasks, and in Table 6, it is understood that the B1-level tasks were followed by the B2-level tasks in the B1 classes. As it was conducted during the Spring Semester of the 2021-2022 academic year, the students who started the year at the A2 level were expected to reach the B1 level, and the students at the B1 level were supposed to reach the B2 level of English proficiency towards the end of the study. That is why the level of the tasks was also increased throughout the study.

Table 5.

The 8-week Task Outline for the A2 Classes

W	Skills Integrated	Setting	Theme	CEFR Alignment
1	Reading & Writing	Online	Online dating	A2 Level of Reception Written/Reading for Information & Argument (Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.) & A2 level of Production Written/ Creative Writing (Can write about everyday aspects of his environment e.g., people, places, a job or study experience in linked sentences.)

2	Listening & Speaking	Face-to-Face	Advice	A2 Level of Reception Spoken/Listening to Radio Audio & Recordings (Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.) & A2 level of Interaction Spoken/Informal Discussion (with Friends) (Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.)
3	Reading & Writing	Online	Stress	A2 Level of Working with Text/Processing Text (Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.) & A2 level of Production Written/ Creative Writing (Can write about everyday aspects of his environment e.g., people, places, a job or study experience in linked sentences.)
4	Listening & Speaking	Online	Education	A2 Level of Reception Spoken/Overall Listening Comprehension (Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.) & A2 Level of Production Spoken/Sustained Monologue: Describing Experience (Can describe everyday aspects of his environment e.g., people, places, a job or study experience.)
5	Reading & Writing	Face-to-Face	A house	B1 Level of Reception Written/Reading for Information and Argument (Can recognise significant points in straightforward newspaper articles on familiar subjects.) & B1 level of Production Written/Overall Written Production (Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.)
6	Reading & Writing	Face-to-Face	A letter of Complaint	B1 Level of Reception Written/Reading for Orientation (Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.) & B1 Level of Pragmatic/ Propositional Precision (Can express the main point he/she wants to make comprehensibly.)
7	Listening & Speaking	Face-to-Face	Shopping	B1 Level of Reception Spoken/Listening to Radio Audio & Recordings (Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.) & B1 Level of Interaction Spoken/Transactions to Obtain Goods & Services (Can cope with less routine situations in shops, post office, bank, e.g., returning an unsatisfactory purchase. Can make a complaint.)
8	Listening & Speaking	Online	Jobs	B1 Level of Reception Spoken/Overall Listening Comprehension (Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.) & B1 Level of Interaction Spoken/Interviewing and Being Interviewed (Can provide concrete information required in an interview/consultation but does so with limited precision.)

Table 6.

The 8-week Task Outline for the B1 Classes

W	Skills Integrated	Setting	Theme	CEFR Alignment
1	Listening & Speaking	Face-to-Face	Children's Books	B1 Level of Reception Audio/Visual/Watching TV and Film (Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.) & B1 Level of Interaction Spoken/Overall Spoken Interaction (Can express thoughts on more abstract, cultural topics such as films, books, music etc.)
2	Reading & Writing	Face-to-Face	A Nightmare Journey	B1 Level of Reception Written/Reading for Orientation (Can scan longer texts in order to locate desired

				information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.) & B1 Level of Production Written/Creative Writing (Can write a description of an event, a recent trip - real or imagined.)
3	Listening & Speaking	Online	Wishes	B1 Level of Reception Spoken/Overall Listening Comprehension (Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.) & B1 Level of Production Spoken/Sustained Monologue: Describing Experience (Can give detailed accounts of experiences, describing feelings and reactions.)
4	Listening & Speaking	Face-to-Face	Argument!	B2 Level of Reception Spoken/Listening to Radio Audio & Recordings (Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.) & B2 Level of Interaction Spoken/Informal Discussion (With Friends) (Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.)
5	Reading & Writing	Face-to-Face	A photo	B2 Level of Reception Written/Overall Reading Comprehension (Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms.) & B2 Level of Pragmatic/Thematic Development (Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.)
6	Reading & Writing	Online	Video Games	B2 Level of Reception Written/Reading for Information & Argument (Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.) & B2 Level of Control/Orthographic Control (Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.)
7	Listening & Speaking	Online	A Political Debate	B2 Level of Reception Spoken/Listening to Radio Audio & Recordings (Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.) & B2 Level of Interaction Spoken/Formal Discussion (Meetings) (Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.)
8	Reading & Writing	Online	A Report	B2 Level of Reception Written/Reading for Orientation (Can scan quickly through long and complex texts, locating relevant details.) & B2 Level of Production Written/Overall Production (Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.

Table 7 illustrates the number of tasks at both levels conducted in each environment. As shown in the table below, there were 8 tasks in total, four of which were conducted online while the other four were face-to-face. Each task was conducted in three hours by the instructors.

Table 7.

The Summary of the Task Outlines in Both Levels

Skills	N of Online Tasks	N of Face-to-face Tasks	Total
Reading & Writing	2	2	4
Listening & Speaking	2	2	4
Total	4	4	8

The reading and listening sections of the tasks were used to help the students understand the topic and recall useful words or phrases before their performances. They were completed with the guidance of the instructors in both environments. After that, the students were given instructions related to the writing or speaking sections and time to get prepared for the tasks individually.

They completed their writing tasks individually on paper in the face-to-face classes, they submitted them to the instructors at the end of the class. The feedback was provided on paper, and they were graded by using rubrics. The instructors distributed the papers to the students to help them see their weaknesses and strengths along with their grades and conducted a face-to-face feedback session to talk about the common problems. In the online classes, they worked on computers and sent their tasks to the instructors via Microsoft Teams or OneDrive. The same feedback procedure was followed within the same week on the digital platform.

Depending on the nature of the speaking tasks, they spent some time with their partners or groups before the performance, and the instructors acted as monitors and encouraged the students. In online classes via Microsoft Teams, the instructors sent the students to the rooms together with their partners or groups and visited each room to guide the students. In both environments, the performances were completed as a whole class, and the instructors graded them using the rubrics. After the performances, whole class feedback sessions focusing on strengths and weaknesses were conducted, but the

instructors talked to the students individually about their performances when necessary. Finally, the students were informed about their grades individually or whole class depending on their preferences.

One-Minute Papers

Ashakiran and Deepthi (2013, p.4) define a one-minute paper as "a very short, in-class writing activity, taking one minute or less to complete." Students can answer a question asked by the instructor generally at the end of a lesson so that they can reflect on the lesson, which helps the instructor get feedback. It is also one of the easiest strategies adopted to measure program effectiveness, student engagement, and learning.

In this study, one-minute papers were administered to the instructors and students after each task via Google Forms to reflect and evaluate the process in detail. There were 4 questions prepared by the researcher taking the procedure into account to inquire about the participants' feelings, preferences, challenges, and opportunities during the online/face-to-face TBLA procedures conducted each week (See Appendices G & H). The questions were translated into Turkish by the researcher, and two more instructors backtranslated them to check their accuracy and consistency. After the necessary changes, they were provided both in English and in Turkish to avoid misunderstandings, and the participants were free to answer the questions either in English or in Turkish to help them express themselves without the language barrier.

Students' Perceptions of Assessment Questionnaire (SPAQ)

Students' Perceptions of Assessment Questionnaire (SPAQ) that was adapted from an earlier study (Koul et al., 2006) was administered to the students at the end of the TBLA procedure. The written permission to use the questionnaire was obtained from the corresponding author via email (See Appendix F). It has been validated and accepted as a valid questionnaire in measuring students' perceptions of assessment by several studies

(Dhindsa et al., 2007; Dorman et al., 2006; Ibrahim et al., 2018; Nafisah et al., 2021; Nausheen et al., 2014; Romanoski et al., 2005; Waldrip et al., 2008). The original instrument was only used to measure classroom assessment in science classes, so it has been adapted to correspond to English classes. The SPAQ consists of 30 closed-type and scaled items and 5 scales, which are Congruence with Planned Learning, Authenticity, Student Consultation, Transparency, and Diversity. It contains six items per scale. According to Koul et al. (2006), the alpha reliability for the scales of the SPAQ ranged from 0.63 to 0.83. Therefore, it can be deduced that all the scales in the SPAQ have acceptable reliability, particularly for scales consisting of a small number of items (Dhindsa et al., 2007). A 4-point Likert-type scale was used for the questionnaire, so the participants indicated their responses as 'Almost Always', 'Often', 'Sometimes', and 'Almost Never'. (See Appendix E).

The items in the SPAQ were written not only in English but also in Turkish to help the students understand them better depending on their proficiency level. In another study conducted in Turkey by Buldur (2014), the 24-item version of the SPAQ, originally used by Romanoski et. al (2005), had already been translated into Turkish. While translating these items into Turkish, the researcher benefited from Buldur's study with his permission (See Appendix F). The researcher translated the remaining items into Turkish, and two instructors backtranslated them to check their accuracy so that necessary changes were made to avoid ambiguity. A personal information section was added at the beginning of the questionnaire to reveal the demographic profile of the participants.

The questionnaire was piloted with 30 students before the study via Google Forms, and a few necessary changes in wording were made. To check the internal consistency of the questionnaire, Cronbach's Alpha was calculated and revealed the value to be 0,73. Although this value was quite high, Table 8 shows that if the scale of Student Consultation had been eliminated, Cronbach's Alpha could have been calculated to be 0,81. It is also illustrated that this scale had the lowest mean (M=2,47; SD=0,38).

Moreover, since the study had been planned long before the application of the TBLA procedure, the researcher did not aim to consult the student participants during the design of the tasks and their assessment. Therefore, it was decided not to be included in the actual study as the items of this scale shown in Table 9 were out of the scope of the study.

Table 8.

Mean, Standard Deviation, Cronbach' s Alpha Reliability for the Scales of the SPAQ

	N of items	M	SD	Cronbach's Alpha	Alpha if deleted
Congruence with Planned Learning	6	3.32	0.50	0.83	0.62
Authenticity	6	3.11	0.58	0.84	0.60
Student Consultation	6	2.47	0.38	0.34	0.81
Transparency	6	3.48	0.42	0.79	0.67
Diversity	6	3.09	0.57	0.77	0.61
n=30 students					

Table 9.

Descriptive Statistics for the Items of Student Consultation Scale

	M	SD
1. I have been asked about the types of assessment tasks that are used in this study.	2.13	0.89
2. I have been aware how the assessment tasks in this study would be marked.	3.40	0.62
3. I have been able to select how I would be assessed in this study.	1.96	0.88
4. I have helped the class develop rules for assessment in this study.	1.90	0.80
5. The teachers have explained to me how each type of assessment task in this study would be used.	3.53	0.50
6. I have had a say in how I would be assessed in this study.	1.90	0.95

In the actual study, all the student participants (54 students from 5 different classes) received the questionnaire via Google Forms and completed it in their own classes.

Semi-structured Interviews

After the whole TBLA procedure was completed, and the SPAQ was administered, semi-structured interviews were conducted via Microsoft Teams with 15 students and all the instructors as they were thought to give the participants the flexibility to extend their ideas on the interview questions. Harrell and Bradley (2009, p.27) express that "this kind of interview collects detailed information in a style that is somewhat conversational. Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided." During the semi-structured interview, many sub-questions can also be asked according to the participants' responses, so it allows the interviewers more flexibility along with a degree of power and control than the structured one (Nunan, 1992).

The students were chosen among the volunteers with the guidance of the instructors to find out more about their performances during the study and perceptions towards online and face-to-face TBLA (See Appendix I). What is more, all the instructors were interviewed to learn more about their practices during the study and perceptions towards the TBLA procedure in the blended learning environment (See Appendix J). Each interview was recorded with the permission of the participants.

The interview questions were prepared both in Turkish and English by the researcher regarding the literature and the application of the TBLA procedure in the blended learning environment. Next, the members of the Thesis Monitoring Committee were consulted about whether the questions were clear for the participants, whether they matched with the research questions, and whether the questions of the instructors matched with the ones of the students to be able to compare the findings during the data analysis. The order of some of the questions was changed by the Committee since they were required to be asked earlier to create a better context for a more detailed comparison of the TBLA procedures in each environment. For example, in the first draft of

the questions, the participants were first asked about the things they liked about the online TBLA procedure and then the problems they faced during this procedure. The same order was later followed for the face-to-face TBLA procedure as well. However, it was decided that they first ought to answer the question regarding the things they liked about the TBLA procedures in each environment and then the question regarding the problems they faced during these procedures in each environment. Thanks to this adjustment, the participants were encouraged to compare the TBLA procedures in each environment.

Before conducting the actual interviews, the interview questions were piloted in Turkish with one volunteer student who participated in the study and one instructor who was teaching a different class to check their clarity and practicality. Since the instructor did not apply the TBLA procedures in her class, she was told about the aim of the study and asked to conduct sample TBLA procedures in both environments to understand the logic behind the questions. At the end of the piloting process of the interview questions, some minor changes were made in wording to ensure their clarity. It was also decided that the interviews were required to be conducted in Turkish to create a stress-free atmosphere for the participants so that they could comment on the questions in detail confidently.

Table 10.

Data Collection Instruments

Research Questions	Data Collection Instruments
Question 1	Rubrics for the TBLA procedure
Question 2	Rubrics for the TBLA procedure
Question 3	Semi-Structured Interviews & One-Minute Papers
Question 4	Students' Perceptions of Assessment Questionnaire (SPAQ) and Semi-Structured Interviews & One-Minute Papers
Question 5	Semi-Structured Interviews & One-Minute Papers
Question 6	Semi-Structured Interviews & One-Minute Papers
Question 7	Semi-Structured Interviews & One-Minute Papers

Data Analysis

The quantitative data were analysed using both descriptive and inferential statistics through Statistical Package for the Social Sciences (SPSS) 22. To start with, the

means and standard deviations of the scores obtained from the rubrics were calculated. The preliminary analyses showed that the mean scores of the A2 classes for the online and face-to-face language skills-based tasks indicated normal distribution while the mean scores of the B1 classes for the online and face-to-face language skills-based tasks were not normally distributed. Therefore, the paired samples t-test for the mean scores of the A2-level students and the Wilcoxon Signed Rank Test for the mean scores of the B1-level students were implemented to understand whether their language skills-based performances differed in online and face-to-face-environments. Next, the overall means and standard deviations of all the tasks in each environment were calculated, and as a result of the preliminary analyses, it was found out that although the mean scores of the A2 classes for the online and face-to-face tasks and the mean score of the B1 classes for the face-to-face tasks showed normal distribution, the distribution of the mean score of the B1 classes for the online tasks were not normal. Thus, the paired samples t-test for the mean scores of the A2-level students and the Wilcoxon Signed Rank Test for the mean scores of the B1-level students were conducted to understand whether their overall performances differed in online and face-to-face-environments. As for the Students' Perceptions of Assessment Questionnaire (SPAQ), after the mean scores and standard deviations of the scales of the SPAQ and the total mean score and standard deviation of the SPAQ were calculated, the preliminary analyses revealed that they had a normal distribution. As a result, multivariate analysis of variance (MANOVA) was used to see if there was a significant difference in the perceptions of the EFL students towards TBLA in the blended learning environment in terms of gender and level of proficiency. Since MANOVA was run to analyse the mean scores of the scales of the SPAQ, its total mean could influence the results, so two independent samples t-test were employed for gender and level of proficiency to discover whether there were any significant differences among the perceptions of the EFL students towards TBLA in the blended learning environment in regard to the total mean score of the SPAQ.

The qualitative data were collected from fifteen students (five students from the A2-level classes and ten students from the B1-level classes) and all the instructors (three instructors teaching the A2-level classes and five instructors teaching the B1-level classes) through the semi-structured interviews and one-minute papers after their informed consent was obtained. The qualitative data were analysed through inductive content analysis to discover the factors affecting the students' language skills-based performances and the instructors' practices in online and face-to-face TBLA environments and the factors affecting their perceptions towards TBLA in the blended EFL learning environment as well as to understand whether there was a significant difference among the perceptions of the EFL instructors and whether the instructors and the students had similar or different perceptions towards it. The one-minute papers were sent to the instructors and students after each task via Google Forms, and the interviews were conducted and recorded via Microsoft Teams. Then sixteen one-minute papers from the students (eight from the A2-level students and eight from the B1-level students) and sixteen one-minute papers from the instructors (eight from the instructors teaching the A2-level classes and eight from the instructors teaching the B1-level classes) were printed in total, and the full interviews were transcribed. The reason why researchers employ the inductive approach is that it allows "research findings to emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by structured methodologies" (Thomas, 2003, p.2). He suggests the following steps to be followed for inductive analysis of qualitative data (p.5).

1. Preparation of raw data files

2. Close reading of text

3. Creation of categories/themes

4. Overlapping coding and uncoded texts

5. Continuing revision and refinement of category system

These steps were followed for the inductive analysis of the qualitative data. What is more, the themes that emerged from the raw data were also evaluated by another instructor in the field to ensure the trustworthiness of the analysis.

Chapter 4

Findings, Comments and Discussions

This chapter includes two sections. In the first section, all the quantitative and qualitative data from the current research are presented and examined in depth. The findings from the detailed analyses are discussed with references to the literature under sub-titles in the next section.

Findings

In order to analyse the raw quantitative data, descriptive and inferential statistics were exploited. The means and standard deviations of the data from the rubrics and the Students' Perceptions of Assessment Questionnaire (SPAQ) were obtained through descriptive statistics, and the normality tests were conducted. Paired samples t-test and Wilcoxon signed rank test were conducted to see if there were any significant differences among the EFL students' language skills-based and overall performances in online and face-to-face TBLA environments. As for the quantitative data collected from the students via the SPAQ, multivariate analysis of variance (MANOVA) and independent samples t-test were run to understand whether there was a significant difference among the perceptions of the EFL students towards TBLA in the blended learning environment in terms of gender and level of proficiency. All the statistical analyses were performed via SPSS Statistics Version 22 for Windows, and the p-value lower than .05 was accepted to be significant. The qualitative data from the semi-structured interviews and one-minute papers were analysed through inductive content analysis to discover the factors that affect the students' language skills-based performances and the instructors' practices in online and face-to-face TBLA environments and the factors that affect their perceptions towards TBLA in the blended EFL learning environment. The findings from the inductive content analysis were also used to ascertain whether there was a significant difference among the

perceptions of the EFL instructors towards TBLA in the blended learning environment and whether the instructors and the students had similar or different perceptions towards it.

The present study was conducted to answer the main research question *"How should Task-based Language Assessment (TBLA) be administered in the blended EFL learning environment?"* As a result, sub-research questions were developed to guide the research. The findings for each sub-research question are presented below.

Sub-research Question 1: Is there a significant difference among the EFL students' language skills-based performances in online and face-to-face TBLA environments?

To answer the sub-questions 1 and 2, the quantitative data obtained from the rubrics used to assess the students' performances during each task were analysed using both descriptive and inferential statistics through the SPSS 22 software. Primarily, the means and standard deviations of the scores were calculated. Shapiro–Wilk test was conducted to see whether the distribution of the data was normal or not as the number of the participants in each level (A2 and B1 classes) was less than 50 ($n<50$) (Mishra et al., 2019), and the Skewness and Kurtosis values were also listed to check normality.

As a non-significant value reveals normality ($p>.05$.) (Pallant, 2011), the results in Tables 11 and 12 suggest that the mean scores of the A2 classes for the online ($p=.120$; $p=.125$) and face-to-face ($p=.290$; $p=.108$) language skills-based tasks showed normal distribution while the mean scores of the B1 classes for the online ($p=.000$; $p=.031$) and face-to-face ($p=.006$; $p=.035$) language skills-based tasks were not normally distributed. As a result, the paired samples t-test for the mean scores of the A2-level students and the Wilcoxon Signed Rank Test for the mean scores of the B1-level students were implemented to understand whether their language skills-based performances differed in online and face-to-face-environments.

Table 11.

Normality Tests for the Mean Scores of the Online Tasks

	N	Skewness		Kurtosis		Shapiro-Wilk test		
		Value	SE	Value	SE	Statistic	df	p
A2 Online R&W Tasks	17	-.579	.550	-.848	1.063	.915	17	.120
A2 Online L&S Tasks	17	-.172	.550	-1.474	1.063	.916	17	.125
B1 Online R&W Tasks	37	-1.542	.388	2.464	.759	.854	37	.000
B1 Online L&S Tasks	37	-.116	.388	-1.215	.759	.934	37	.031

p > .05.

Table 12.

Normality Tests for the Mean Scores of the Face-to-Face Tasks

	N	Skewness		Kurtosis		Shapiro-Wilk test		
		Value	SE	Value	SE	Statistic	df	p
A2 F2F R&W Tasks	17	.012	.550	-.769	1.063	.938	17	.290
A2 F2F L&S Tasks	17	-.690	.550	-.521	1.063	.912	17	.108
B1 F2F R&W Tasks	37	-.812	.388	-.088	.759	.912	37	.006
B1 F2F L&S Tasks	37	-.004	.388	-1.243	.759	.936	37	.035

p > .05.

In Table 13, it is clear that the mean score of the face-to-face reading and writing tasks (*M*=12.35, *SD*=1.19) was higher than the mean score of the online ones (*M*=8.23, *SD*=4.28). Similarly, the mean score of the face-to-face listening and speaking tasks (*M*=11.97, *SD*=2.50) was higher than the mean score of the ones conducted in the online environment (*M*=8.98, *SD*=4.55). As a result, Table 13 reveals that there was a significant difference among the A2-level students' language skills-based performances in online and face-to-face environments in terms of reading and writing skills ($t(16)=-4.67$, $p=.000$) and listening and speaking skills ($t(16)=-3.59$, $p=.002$) with regard to the cut-off point of the 0.05 level of significance.

Table 13.

The Results of the Paired Samples t-test for the A2-level students' Language Skills-based

Scores

	R&W Tasks						L&S Tasks					
	M	SD	N	t	df	p	M	SD	N	t	df	p
Online Tasks	8.23	4.28	17				8.98	4.55	17			
F2F Tasks				-4.67	16	.000				-3.59	16	.002
	12.35	1.19	17				11.97	2.50	17			

p < .05.

As seen in Table 14, no significant difference was indicated among the B1-level students' language skills-based performances in online and face-to-face environments in terms of reading and writing skills (*Z*=-.128 p=.898) and listening and speaking skills (*Z*=-.020 p=.984) with regard to the cut-off point of the 0.05 level of significance.

Table 14.

The Results of the Wilcoxon Signed Rank Test for the B1-level students' Language Skills-based Scores

	Descriptives				Wilcoxon Signed Rank Test				
	N	M	SD		N	Mean Rank	Sum of Ranks	Z	p
Online R&W Tasks	37	10.98	3.37	Negative Ranks	15	19.33	290		
F2F R&W Tasks	37	11.23	2.05	Positive Ranks	19	16.05	305	-.128	.898
				Ties	3				
				Total	37				
Online L&S Tasks	37	11.87	2.27	Negative Ranks	13	19	247		
F2F L&S Tasks	37	11.87	2.18	Positive Ranks	18	13.83	249	-.020	.984
				Ties	6				
				Total	37				

p < .05.

Sub-research Question 2: Do the EFL students' overall performances differ in online and face-to-face TBLA environments?

After the means and standard deviations of the scores from the rubrics for each task were obtained, the overall means and standard deviations of all the tasks in each

environment were calculated, and the distribution of the data was checked via Shapiro–Wilk test. Table 15 shows that although the mean scores of the A2 classes for the online (p=.162) and face-to-face (p=.426) tasks and the mean score of the B1 classes for the face-to-face tasks (p=.265) indicated normal distribution, the distribution of the mean score of the B1 classes for the online tasks (p=.048) were not normal. Consequently, the paired samples t-test for the mean scores of the A2-level students and the Wilcoxon Signed Rank Test for the mean scores of the B1-level students were used to see whether their overall performances differed in online and face-to-face-environments.

Table 15.

Normality Tests for the Overall Mean Scores of the Tasks

	N	Skewness		Kurtosis		Shapiro-Wilk		
	N	Value	SE	Value	SE	Statistic	df	p
A2 Online Tasks	17	.004	.550	-1.476	1.063	.922	17	.162
A2 F2F Tasks	17	-0.78	.550	-1.041	1.063	.948	17	.426
B1 Online Tasks	37	-.877	.388	1.511	.759	.940	37	.048
B1 F2F Tasks	37	-.213	.388	-.762	.759	.964	37	.265

p > .05.

Table 16 demonstrates that the overall mean of the face-to-face tasks (M=12.16, SD=1.64) was higher than the overall mean of the online tasks (M=8.61, SD=3.87), so it can be deduced that there was a significant difference between the A2-level students' performances in online and face-to-face TBLA environments (t(16)=-5.11, p=.000) with regard to the cut-off point of the 0.05 level of significance.

Table 16.

Results of the Paired Samples t-test for A2 Level Students' Overall Scores

	M	SD	N	t	df	p
Online Tasks	8.61	3.87	17			
				-5.11	16	.000
F2F Tasks	12.16	1.64	17			

p < .05.

Table 17 indicates that there was no significant difference between the B1-level students' performances in online and face-to-face TBLA environments (Z=-.079 p=.937) with regard to the cut-off point of the 0.05 level of significance.

Table 17.

Results of the Wilcoxon Signed Rank Test for the B1-level students' Overall Scores

	Descriptives				Wilcoxon Signed Rank Test				
	N	M	SD		N	Mean Rank	Sum of Ranks	Z	p
Online Tasks	37	11.43	2.19	Negative Ranks	20	16.90	338		
				Positive Ranks	16	20.50	328	-0.79	.937
F2F Tasks	37	11.55	1.73	Ties	1				
				Total	37				

p < .05.

Sub-research Question 3: What are the factors that affect the EFL students' language skills-based performance in online and face-to-face TBLA environments and their perceptions towards TBLA in the blended learning environment?

Semi-structured interviews were conducted with the volunteer students to find an answer to this question. Five students from A2 Level and ten students from B1 Level were interviewed after implementing the 8-week TBLA procedure to learn more about their language skills-based performance and their perceptions towards TBLA in the blended learning environment.

After the interviews were transcribed, they were analysed via inductive content analysis by repeatedly reading the transcriptions and line-by-line coding. Four themes, which are *the efficiency of using rubrics in class for the speaking and writing tasks, problems with the online environment, advantages of the TBLA in the face-to-face environment*, and *first impressions of the blended learning environment*, were identified from the interviews along with their sub-themes. The data from the one-minute papers were also analysed via inductive content analysis by reading many times and line-by-line

coding and reported to support the themes and sub-themes identified from the interviews. Example sentences from the students' one- minute papers were also added as evidence. The themes and their sub-themes were discussed with two colleagues for the trustworthiness of the data and then necessary changes were made. The results are presented below on the themes and comments from the data:

a. The efficiency of using rubrics in class for the speaking and writing tasks

Table 18 demonstrates the sub-themes of the first theme, the number and percentage of the students from both levels who commented on these, and example sentences from the raw data in the same order as they appear in the following paragraphs that explain the sub-themes in detail.

The first sub-theme was about increased student motivation and engagement in classes. All the students interviewed expressed that they had also been conducting similar speaking tasks before the study, but they were not that motivated to perform as they were just activities from their book. They all complained that dealing with the same book and doing similar activities throughout the year had made their classes dull and demotivating. They added that they just wanted to complete them quickly no matter how well they performed because they had nothing to lose or get after those activities. However, when they were informed that they would be assessed via rubrics during their performances and provided feedback right after they completed the tasks, they were more careful and motivated during the tasks. They all agreed that all the tasks conducted during the study not only supported the things they had been learning but also pepped their classroom atmosphere up. They accepted that although the content of the tasks was similar to what they had been covering that week, the way the tasks were conducted was more different than their usual routines, especially in terms of the additional classroom assessment procedures. As a result, they were more eager to participate in these tasks. They also stated that when they were active in the classes, the learning process became more motivating and engaging. Especially in online classes, while they were just listening to

their instructors for a long time, they felt sleepy and bored. However, when they were required to use the target language in their classes and felt that they had to do it as they were being assessed, they got used to performing these tasks although they had some trouble at the beginning of the procedure. They concluded that this assessment procedure broke their routines in the monotonous classes and created a motivating classroom atmosphere.

The second sub-theme was about the students' performances without much preparation and memorization. Two students from A2 level (40%) and four students from B1 level (40%) asserted that although they generally enjoyed completing their usual video tasks outside the class as a part of their portfolio, they were more inclined to memorize what they were going to say and repeat their performances again and again until they were satisfied with them. One of the students from the A2 level focused on the fact that when they were forced to memorize what they were going to say for their roles, they tended to forget the target words or phrases as they did not put enough effort into forming their own sentences. In addition, the students from the B1 level supported that idea by stating that such in-class tasks improved their speaking skills more as they were required to perform without much preparation and memorization. This was also repeated in the one-minute papers conducted after the face-to-face listening and speaking tasks by three out of 30 students from the A2 level (10%) and four out of 52 students from the B1 level (7.69%). One of the students from the A2 level wrote, "*This was better than the video tasks because we end up memorizing what we are going to say while getting prepared for the video tasks.*" Two of these students reported that they lost a lot of time because of their friends' mistakes or irresponsible attitudes outside the class. Although they were ready for their own parts, their friends wanted them to repeat the task again and again just because they did not like their own performances. Three out of 30 students from the A2 level (10%) mentioned this in their one-minute papers for the face-to-face and online listening and speaking tasks, while three out of 52 students from the B1 level (5.77%)

highlighted the time issue for the online listening and speaking tasks. One of the students from the A2 level wrote, "*When we complete the assessment tasks in the class, we finish them faster than the video tasks.*" That was why they preferred such classroom assessment procedures to the tasks assigned outside the class as in-class tasks reflected their real performances and saved more of their time.

The third sub-theme was about the students' increased awareness of their mistakes and the assessment procedures in exams. All the students interviewed complained that they had not been informed about their mistakes in detail or the things they needed to be careful about to improve their speaking skills after their speaking exams, so they tended to repeat similar mistakes again and again. Four students from the A2 level (80%) and six students from the B1 (60%) level also added that they had only experienced such speaking assessment procedures three times a semester and did not know how the instructors used the rubrics in exams. That was why they felt very nervous in front of three instructors during the speaking exams. However, when the rubrics were integrated into the in-class feedback process, all the students interviewed stated that they became more aware of their mistakes and the assessment procedures and learnt how to perform better in the exams. They all stated that they were not afraid of making mistakes anymore and started to perceive them as a part of their learning process. This finding was also supported by the one-minute papers. One out of 30 students from the A2 level (3.33%) and 12 out of 52 students from the B1 level (23.08%) mentioned this in their one-minute papers. They stated that these tasks helped them to get more prepared for their speaking exams. One student from the B1 level wrote, "*I think it was definitely effective. It helped us to get prepared for the speaking exams.*" As for the writing skill, all the students interviewed stated that using rubrics for the writing tasks alongside detailed feedback processes was very effective for them. They expressed that they had already been given feedback on their papers before the study, but they were not able to fully understand how they had been assessed in exams as rubrics had not been involved in the feedback

process. Four students from the A2 level (80%) and five students from the B1 level (50%) added that their quiz papers were shown to them throughout the year. However, none of the students interviewed were given the chance to check their mid-term papers to see their mistakes, so they all complained that they could not understand the areas they needed to develop because of these regulations. After the study, they felt that they were more aware of their mistakes and the reasons why they had lost points in the writing exams, so they did not repeat the same mistakes again and again in the exams. As a result, they all approved of the 8-week TBLA procedure integrating rubrics into the writing feedback sessions.

The fourth sub-theme was about the students' increased self-confidence thanks to the use of rubrics and more individual feedback in class. All the students emphasized that their self-confidence was boosted thanks to such experiences with the rubrics and an increased amount of individual feedback which helped them see their mistakes before their speaking exams. They all agreed that they were given more individual feedback after the speaking tasks during the study as each student had the same opportunity to perform the tasks. Seven out of 52 students from the B1 level (13.46 %) stated in their one-minute papers that the face-to-face listening and speaking tasks and related assessment procedures helped them become more self-confident during their performances. One of them wrote, "*Although I felt nervous at the beginning of the procedure, I gained a lot of confidence when I saw that I was able to do it.*" Moreover, Four out of 25 students from the A2 level (16%) wrote about receiving more feedback even during the two listening and speaking tasks conducted online. One of them wrote, "*I think the instructor gave me more detailed feedback, and I felt happy to realize that I can speak English better.*"

The fifth sub-theme was about the students' increased motivation by the opportunity to prove themselves and watch others. One student from the A2 level (20%) and five students from the B1 level (50%) mentioned that they got more motivated when they showed how well they could speak in class to their instructors as well as their classmates.

Furthermore, four students from the B1 level (40%) also mentioned in their interviews that seeing their classmates' performances motivated them a lot, so they also wanted to be as successful as they were in the speaking tasks. They added that this occasion encouraged them to do their best and acquire the best score as much as possible during the procedure.

The last sub-theme was about experiencing an advantageous way of assessment. The students all agreed that being assessed via such in-class tasks was more advantageous than being assessed via big exams. They believed that they were more likely to lose more points when they made mistakes in their exams which were completed in a maximum of two hours as they had fewer exams, and their effects on their overall average were enormous. They thought that if they had been assessed with such different tasks on different days, they would have had more chances to obtain more grades since they would have had more opportunities to improve their performances.

Table 18.

1ˢᵗ theme and its sub-themes identified using inductive content analysis

1ˢᵗ Theme	Sub-themes	A2		B1		Example Sentences
		N	%	N	%	
The efficiency of using rubrics in class for the speaking and writing tasks	Increased student motivation and engagement in classes	5	100	10	100	*"We were just saying a few things as much as the page required. However, when we started to do it as a task and were informed that we were going to be graded, we became more motivated and prepared so that we wanted to present something nice to our instructor."*
	The students' performances without much preparation and memorization	2	40	4	40	*"Video tasks cause rote learning, and that is why I would definitely like them to change. Instead, I prefer instant tasks. It does not matter whether they are conducted online or face-to-face. We do not get prepared in advance for the speaking exams or in daily life, so it would be beneficial to increase such tasks."*
	The students' increased awareness of their mistakes and the assessment procedures in exams	5	100	10	100	*"I had already had some mistakes while speaking, and the fact that those mistakes were reflected in the grade via the rubrics was good for my development."* *"In the traditional writing exams, I was repeating the same mistakes I had made before because I could not learn anything through exams, but with these tasks, I realized my mistakes more easily and did not repeat my mistakes."* *"We were graded in the normal lessons via the rubrics*

				we used to see only in the exams without experiencing any exam stress, and we understood how many points we would get if our performance in the exam was like this."
				"We were experiencing certain difficulties in our speaking exams before these tasks because we had not had the opportunity to speak so often in such conditions before, and we had a problem of shyness. After these constantly repeated online and face-to-face tasks, I realized that we could take the speaking exams more easily."
The students' increased self-confidence thanks to the use of rubrics and more individual feedback in class	5	100	10	100	*"When my performance was graded, not only I learnt about my strengths and weaknesses, but also this boosted my self-confidence."* *"I did not receive much feedback while doing the activities in the book. Thanks to the feedback on these tasks, I was able to understand where I was doing wrong, so I felt that I was ready for my speaking exams."*
The students' increased motivation by the opportunity to prove themselves and watch others	1	20	5	50	*"When my friends completed their tasks and got high scores, I also wanted to do the same thing and prove that I had improved my speaking."* *"I think I was more successful in the face-to-face tasks. Actually, when I saw my friends' performances, I got more motivated and I felt like I had to do it, so I could not find excuses at that moment."*
An advantageous way of assessment	5	100	10	100	*"I would have the chance to get higher grades with such smaller assessment procedures by doing tasks rather than depending on a single big exam."*

b. Problems with the online environment

The sub-themes of the second theme, the number and percentage of the students from both levels who mentioned these, and example sentences from the raw data are demonstrated in Table 19 in the same order as they appear in the following paragraphs and are explained in detail below.

The first sub-theme was about technical problems. They all agreed that the online environment may cause lots of technical problems such as weak internet connection, sound problems, power cuts, and not being able to see the instructors' screens. This was also mentioned in the one-minute papers. Five out of 25 students from the A2 level (20%) and 10 out of 47 students from the B1 level (21.28%) highlighted the problems caused by the internet outages in their dormitories in the one-minute papers they completed for the online listening and speaking tasks. One of the students from the A2 level wrote, *"I could not hear the listening track properly because of the unstable internet connection in the dorm."*

The second sub-theme was about the lack of eye contact, gestures, and mimes in the online environment. Four students from the A2 level (80%) and four students from the B1 level (40%) emphasized that they could not feel satisfied with their communication with their friends or instructors especially during the speaking tasks because of such an isolated environment. This finding was also supported by the one-minute papers. Seven out of 25 students from the A2 level (28%) and 11 out of 47 students from the B1 level (23.4%) focused on the problems with online communication during the online listening and speaking tasks in their one-minute papers. One of the students from the A2 level reported, "*It was difficult to understand my partner during this task because I wanted to see her face while talking.*" The students from the B1 level added in their interviews that these deficiencies caused a sense of being isolated, so they sometimes felt bored during the online courses. Four out of 25 students from the A2 level (16%) and 11 out of 25 students from the B1 level (23.4%) stated in their one-minute papers that the online listening and speaking tasks were more boring than the face-to-face ones. One of the students from the B1 level wrote, "*I prefer the face-to-face tasks because I think the online courses are boring.*"

The third sub-theme was the concentration problems during the online classes. Two students from the A2 level (40%) and two students from the B1 level (20%) stated that they could not concentrate on their online tasks because of the distracting things around them. For example, the students from the B1 level mentioned that as they stayed in dormitories, their roommates were likely to cause some noise, so where they joined the online courses was one of the potential problems of the online environment. Three out of 47 students from the B1 level (6.38%) mentioned this problem in their one-minute papers they completed for the online listening and speaking tasks, too. One student wrote, "*I could not concentrate on the task since there was a lot of noise in my room.*" What is more, these students added that looking at the screen for a long time was sometimes tiring for them, and after some time, they had some difficulty in focusing on the screen.

Four out of 25 students from the A2 level (16%) and 12 out of 47 students from the B1 level (25.53%) mentioned in their one-minute papers that they had concentration problems during the online listening and speaking tasks. One of the students from the B1 level wrote, "*I think I have more concentration problems during the online courses as it was too tiring to look at the screen all the time.*"

Table 19.

2nd theme and its sub-themes identified using inductive content analysis

2nd Theme	Sub-themes	A2		B1		Example Sentences
		N	%	N	%	
Problems with the online environment	Technical problems	5	100	10	100	"*There were technical problems related to electricity or the internet, experienced by the other party or me.*" "*When our instructors shared their screens, sometimes we could not see the materials, or we had some problems with the sound.*"
	Lack of eye contact, gestures, and mimes	4	80	4	40	"*The complete disappearance of eye contact and facial expressions is a big problem for me.*"
	Concentration problems	2	40	2	20	"*I think we were less active in the online lessons because looking at the screen all the time was tiring compared to the normal lessons, and we got bored after a while.*" "*Sometimes my roommates at the dorm would make a noise while I was in an online lesson, so I could not turn my microphone on.*"

c. Advantages of the TBLA in the face-to-face environment

The sub-themes of the third theme, the number and percentage of the students from both levels who focused on these, and example sentences from the raw data are listed in Table 20 in the same order as they appear in the following paragraphs and are explained at length below.

The first sub-theme was about the instructors' physical presence in class, which was the most frequently mentioned advantage of TBLA in the face-to-face environment. All the students from the A2 level and four students from the B1 level (40%) said that they were able to learn more from their instructors when they were in the face-to-face classes. They especially highlighted the advantage of instant feedback in the writing classes. They

added that asking questions to the instructors was easier in the face-to-face classes. When they had problems, the instructors approached them and explained what they wanted to learn in person. They also commented on this issue in the one-minute papers. Five out of 24 students from the A2 level (20.83%) and four out of 49 students from the B1 level (8.16%) highlighted the importance of their instructors' physical presence in class during the face-to-face reading and writing tasks. What is more, four out of 30 students from the A2 level (13.33%) and three out of 52 students from the B1 level (5.77%) mentioned this for the face-to-face listening and speaking tasks, too. One of the students from the A2 level wrote, *"I was able to ask anything I could not understand or write to my instructor easily."* The students also focused on the effectiveness of their instructors' feedback in the face-to-face sessions in the one-minute papers. 12 out of 24 students from the A2 level (50%) and only one out of 49 students from the B1 level (2.04%) stated their satisfaction with their instructors' feedback in the face-to-face reading and writing tasks. One student from the A2 level wrote, *"When we were physically together in class with my instructor, she called me over and took notes on my paper while explaining my mistakes. It was more effective than reading her comments on a Word document outside the class."* As for the face-to-face listening and speaking tasks, two out of 30 students from the A2 level (6.67%) and three out of 52 students from the B1 level (5.77%) agreed on this. One of the students from the B1 level wrote, *"I think my instructor's comments on my performance were more detailed, and I felt that I took it more seriously in the face-to-face sessions since I saw the rubric in his hand."*

The second sub-theme was about the advantages of being physically together with their peers in class. For one thing, four students from the A2 level (80%) and four students from the B1 level (40%) said that they communicated more effectively during the face-to-face tasks through their gestures and mimes. In their one-minute papers, 12 out of 30 students from the A2 level (40%) and 10 out of 52 students from the B1 level (19.23%) emphasized how using their body language made their communication more effective in

the face-to-face listening and speaking tasks. One of the students from the B1 level wrote, *"It was more advantageous to conduct this task in a face-to-face class as we could use our gestures and make eye contact with my partner while talking."* They also added that they liked the face-to-face classroom atmosphere thanks to the social chats they could have with their friends and instructors, and that was why their relationships got stronger as they began to know about each other more and more every day thanks to such tasks. As a result, they emphasized that the speaking tasks were more enjoyable in the face-to-face sessions. Three out of 24 students from the A2 level (12.50%) and five out of 49 students from the B1 level (10.20%) found the face-to-face reading and writing tasks more enjoyable, whereas five out of 30 students from the A2 level (16.67%) and six out of 52 students from the B1 level (11.54%) stated that they enjoyed more during the face-to-face listening and speaking tasks. One student from the A2 level supported this finding with this statement in the one-minute papers, "*I think the online environment is more serious, but during the face-to-face tasks, we enjoy more with our partner.*" Three students from the B1 level (30%) focused on the benefits of peer learning in the face-to-face classes. They said that it was easier to learn from each other or correct each other's mistakes when they were physically together in the face-to-face sessions. Five out of 30 students from the A2 level (16.67%) mentioned this in their one-minute papers. One of them wrote, "*During the face-to-face speaking tasks, we help each other more when we forget the English meaning of a word.*"

The last sub-theme was about the importance of experiencing such real-life occasions in public and exam-like environments thanks to the face-to-face task-based assessment procedures. One student from the A2 level (20%) and six students from the B1 level (60%) accepted that they felt nervous and stressed during the face-to-face listening and speaking tasks especially when they had to perform in front of other students. However, they emphasized in their interviews that they needed to get used to such occasions for their exams, future lives, and careers. They added that they saw this as an opportunity to

defeat such negative feelings with the help of these tasks. This was also supported by the one-minute papers. Three out of 24 students from the A2 level (12.5%) and 20 out of 49 students from the B1 level (40.82%) expressed that they had negative feelings such as nervousness and stress during the face-to-face reading and writing tasks while 12 out of 30 students from the A2 level (40%) and 36 out of 52 students from the B1 level (69.23%) stated that the face-to-face listening and speaking tasks had made them felt negative emotions such as nervousness, anxiety, and shyness. One student from the B1 level wrote, "*I got a bit nervous while I was talking in front of other students, but I need this for my exams.*" Eight out of 49 students from the B1 level (16.33%) mentioned in their one-minute papers that although they had such negative feelings because of the classroom atmosphere and time restrictions, they liked the way the reading and writing tasks were conducted since they felt as if they were taking their exams. One student from the B1 level wrote, "*Although I felt nervous because of the time limitation, it was a nice experience before the exam.*"

Table 20.

3rd theme and its sub-themes identified using inductive content analysis

3rd Theme	Sub-themes	A2		B1		Example Sentences
		N	%	N	%	
Advantages of the TBLA in the face-to-face environment	The physical presence of the instructor	5	100	4	40	"*In the face-to-face writing classes, our instructors immediately called us over and asked, "What did you mean here?" This way, I saw my mistakes at that moment.*"
	Being physically together with their peers in class	4	80	4	40	"*I think working with friends in the face-to-face classes was better and more fun because we could look at each other's faces and see our facial expressions, so we communicated better, but it wasn't like that in the online ones. Our speaking performance may be at the same level, but what we feel is greater in the face-to-face classes.*" "*We can also learn a lot from each other in the face-to-face classes. For example, in a listening activity, my friend may hear something that I did not hear, or when my friend used a different phrase, I immediately took notes and tried to use it in a sentence.*"
	Experiencing real-life occasions in public and exam-like environments	1	20	6	60	"*We performed with our partners in front of the board. At first, everyone was very excited, but then as our friends completed the tasks successfully, we saw that we could do it, too. This had a great impact on our presentations*"

> *as well. This improved my speaking skills in front of a group. I felt very bad at first, but the more I experienced it, the more I realized its benefits."*

d. First impressions of the TBLA in the blended learning environment

The sub-themes of the last theme, the number and percentage of the students from both levels who talked about these, and example sentences from the raw data are illustrated in Table 21 in the same order as they appear in the following paragraphs and are explained thoroughly below.

The first sub-theme was about the students' pleasure to experience the TBLA procedure in the blended classes. All the students interviewed expressed that it was the first time they had been taught English in the blended learning environment. Only one student from the A2 level (20%) and one student from the B1 level (10%) stated that they wanted to conduct all the tasks in the face-to-face learning environment. The others were very satisfied with the blended learning environment thanks to the TBLA procedure conducted in both environments They all agreed that this 8-week procedure made their classes more fun and captivating regardless of the environment they were in. Seven students from the B1 level (70%) asserted that they experienced the advantages and disadvantages of both environments and had a chance to observe themselves in each environment, so they said that the blended learning environment was both effective and motivating. Two of them (20%) highlighted that technology is a part of their lives, so they need to get used to it to survive in this digital age. What is more, all the students interviewed emphasized that the tasks were all about real-life situations, and therefore, they were happy to be given a chance to practise them in different environments rather than traditional classes as they were likely to experience such situations in their lives in both environments.

The second sub-theme was about their learning environment preferences in terms of skills. To start with, all the students from the A2 level and three students from the B1 level (30%) preferred the online platform to conduct the writing tasks. Eight students from the

B1 level (80%) also accepted that they felt more comfortable in the online courses while dealing with the writing tasks thanks to the abundance of online resources they were able to use. These students added that after they conducted these tasks online, they preferred face-to-face feedback sessions as they thought that it was more effective and quicker. In addition, two students from the A2 level (40%) and three students from the B1 level (30%) said that they wanted to participate in the speaking tasks in the face-to-face classes as a result of the effective communication opportunities the environment provided. This finding was also supported by the one-minute papers. 22 out of 30 students from the A2 level (73.33%) and 28 out of 53 students from the B1 level (52.83%) preferred the online sessions for the writing tasks, whereas 16 out of 25 students from the A2 level (64%) and 30 out of 47 students from the B1 level (63.83%) preferred the face-to-face sessions for the speaking tasks. However, they had different perceptions of the feedback sessions. 17 out of 24 students from the A2 level (70.83%) and 32 out of 49 students from the B1 level (65.31%) emphasized that they liked the face-to-face feedback sessions for the writing tasks. One of the students from the A2 level wrote, "*Although I feel relaxed during the online writing tasks, I like talking to the teacher in person to learn about my mistakes.*" As for the receptive skills, fewer preferences were indicated. Only one student from the A2 level (20%) said that he wanted to do the listening tasks in the face-to-face classes, while one student from the B1 level (10%) wanted them to be conducted in the online sessions. Furthermore, one student from the A2 level (20%) and two students from the B1 level (20%) stated that they had some difficulty in the listening tasks regardless of the environment. Similarly, one student from the A2 level (20%) and one student from the B1 level (10%) preferred the online platform for the reading tasks, whereas two students from the A2 level (40%) expressed that the face-to-face sessions were more appropriate to focus on the reading tasks. Above all, although they all had different preferences, two students from the A2 level (40%) and seven students from the B1 (70%) level expressed that their performances were not affected by the environment they were taught in and

added that the 8-week TBLA procedure enriched their language learning atmosphere and experiences in both environments.

The third sub-theme was about the students' decreased level of anxiety and shyness. Two students from the A2 level (40%) and seven students from the B1 level (70%) stated that the blended learning environment reduced their level of anxiety and shyness. Although they did not prefer fully online classes, they said that they felt less anxious and shy in the online sessions because one student from the A2 level (20%) and four students from the B1 level (40%) explained that it was easier for them to speak English when nobody saw them as they felt more secure in their comfort zones. Two of the students from the B1 level (20%) added that it was already very difficult to make eye contact with other people in their daily lives, so talking to the screen was easier for them, and they felt that they made fewer mistakes while talking in the online environment. The students mentioned this issue in their one-minute papers, too. 25 out of 30 students from the A2 level (83.33%) and 37 out of 53 students from the B1 level (69.81%) stated that they had positive feelings towards the online reading and writing tasks, while 19 out of 25 students from the A2 level (76%) and 24 out of 47 students from the B1 level (51.06%) reported their positive feelings towards the online listening and speaking tasks. One of the students from the B1 level wrote, "*I felt relaxed because I get nervous when I speak English in class. When there is a computer screen in front of me rather than a person's face, I feel more comfortable.*" One of the students from the A2 level (20%) suggested that they could start the face-to-face sessions after they reached a certain level of English in an online learning environment.

The fourth sub-theme was about the opportunity to work in groups or pairs in both environments. The students were also asked to evaluate the procedure in terms of their experiences of pair work or group work in both environments, and six students from the B1 level (60%) agreed that they all liked working with their peers in both environments as it was both effective and enjoyable. They highlighted that thanks to such tasks, they not

only socialized during the classes but also had lots of opportunities to learn from each other, especially about pronunciation and vocabulary in both environments. They added that before the TBLA procedure, they had tended to listen to the instructor or the volunteer students more rather than participating in the activities in the book in both environments. However, all the students from the A2 level and one student from the B1 level (10%) said that it was more enjoyable to work with their partners in the face-to-face sessions.

The fifth sub-theme was about the opportunity to attend classes wherever they were. Two students from the A2 level (40%) and three students from the B1 level (30%) affirmed that they were very happy to have the online sessions as a part of their programs because they attended their courses at home. This finding was also supported by the one-minute papers. 10 out of 47 students from the B1 level (21.28%) stated that it was more comfortable to join the online courses at home. One of them wrote, "*I took notes before I started talking, and I felt more comfortable as I was at home.*"

Table 21.

4th theme and its sub-themes identified using inductive content analysis

4th Theme	Sub-themes	A2		B1		Example Sentences
		N	%	N	%	
First impressions of the TBLA in the blended learning environment	The students' pleasure to experience the TBLA in the blended classes	4	80	9	90	*"I had said that I felt more comfortable in the online classes. I wouldn't want the tasks to be conducted completely in face-to-face or online environments. In this way, I got used to both environments."* *"Participating in the tasks in both environments helped us to test ourselves in each environment, and I think this was very important for our age because we don't know what we will encounter in the future."*
	Their learning environment preferences in terms of skills	5	100	10	100	*"I think I was more successful in the writing tasks in the online classes, but the face-to-face classes were a little better for me in the speaking tasks. The platform change did not make much difference for me in terms of listening and reading skills."*
	The students' decreased level of anxiety and shyness.	2	40	7	70	*"If these tasks had been conducted only in the face-to-face classes, my level of anxiety or shyness might have been higher. The online environment reduced this although I would not prefer fully online classes."*
	The opportunity to work in groups or pairs in both environments	0	0	6	60	*"I think it is nice to work with my friends, regardless of whether it is in the online or face-to-face classes because I think it is good for me to communicate not only with*

					our teachers but also with them."
The opportunity to attend classes wherever they were	2	40	3	30	*"It was very easy to attend lessons on the days we had online classes. I did not have to worry about my clothes or the bus I would get on. I just sat down in front of the PC and that was it!"*

Sub-research Question 4: Is there a significant difference among the perceptions of the EFL students towards TBLA in the blended learning environment in terms of

a. Gender?

b. Level of proficiency?

For the sub-research question 4, the quantitative data gathered via the Students' Perceptions of Assessment Questionnaire (SPAQ), which had a 4-point Likert-type scale, were entered into the SPSS 22. Then, the mean scores of the scales of the SPAQ and the total mean score of the SPAQ were tested to check the normality and linearity to see which test was appropriate to analyse the data, so the Skewness and Kurtosis values were listed, and the Kolmogorov-Smirnov test was employed since the total number of the participants (A2 and B1 classes) was more than 50 (N>50) (Mishra et al., 2019).

As Pallant (2011) suggests, the non-significant values for Authenticity (p=.200), Transparency (p=.054), and the total mean of the SPAQ (p=.200) demonstrated in Table 22 indicated normality (p>.05) while the significant values for Congruence with Planned Learning (CPL) (p=.002) and Diversity (p=.020) suggested that there was a violation of the assumption of the normality. However, when the Skewness and Kurtosis values were checked for these scales, it was understood that they showed normal distribution as the values were between +- 1.5 (Tabachnick & Fidell, 2013).

Table 22.

Normality Tests for the SPAQ

		Skewness		Kurtosis		Kolmogorov-Smirnov [a]		
	N	Value	SE	Value	SE	Statistic	df	p
CPL	54	-.710	.325	-.305	.639	.158	54	.002
Authenticity	54	-.228	.325	-.221	.639	.096	54	.200
Transparency	54	-.357	.325	-.582	.639	.119	54	.054
Diversity	54	.050	.325	-1.077	.639	.132	54	.020
Total SPAQ	54	-.063	.325	-.839	.639	.080	54	.200*

*This is a lower bound of the true significance.   a. Lilliefors Significance Correction   p > .05.

Normal probability plots (Normal Q-Q plots) can also be analysed as "the observed value for each score is plotted against the expected value from the normal distribution. A reasonably straight line suggests a normal distribution" (Pallant, 2011, p.63). All in all, the analysis of the data could be conducted via parametric tests. The normal Q-Q plots for each variable are given below:

Figure 2.

Normal Probability Plots for Congruence with Planned Learning and Authenticity Scales
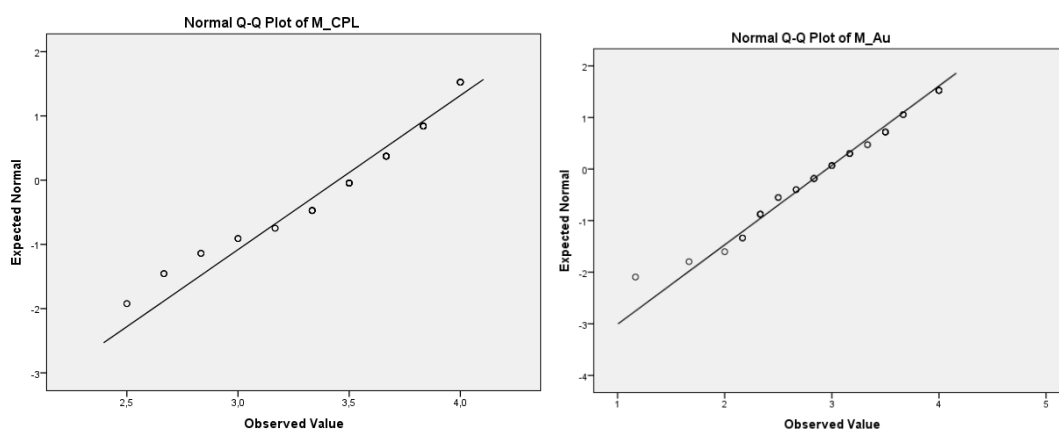
Figure 3.

Normal Probability Plots for Transparency and Diversity Scales
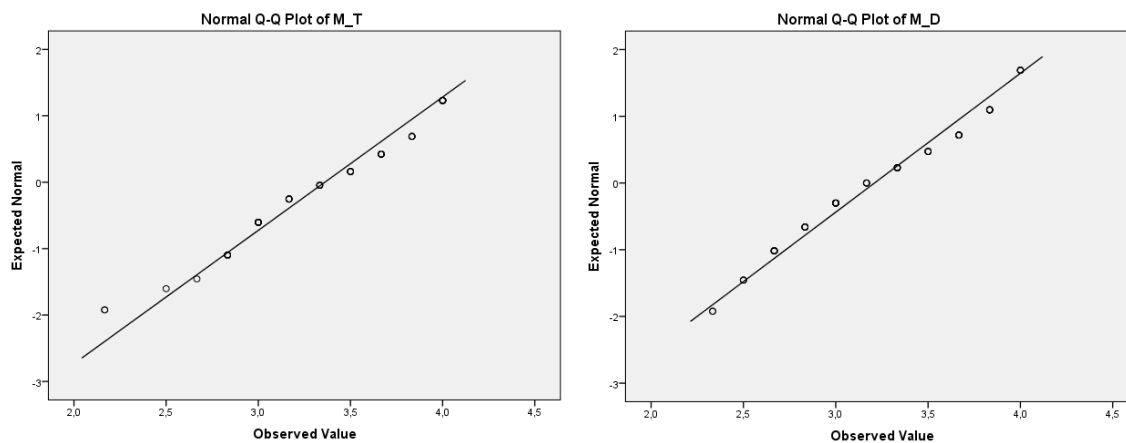
Figure 4.

Normal Probability Plots for the Total Mean Score of the SPAQ
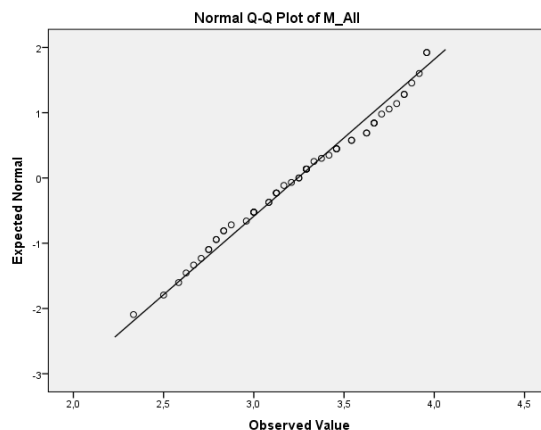
The overall descriptive statistics for the SPAQ in Table 23 demonstrate that the EFL students had quite positive attitudes towards the TBLA in the blended learning environment as the total mean score of the SPAQ was M=3.24 (SD=0.41). Although the mean scores of the scales were relatively high for a 4-point Likert-type scale, the lowest mean score belonged to the scale Authenticity (M=2.95, SD=0.64).

Table 23.

Overall Descriptive Statistics for the SPAQ

	N	M	SD
CPL	54	3.45	.416
Authenticity	54	2.95	.649
Transparency	54	3.36	.498
Diversity	54	3.20	.480
Total SPAQ	54	3.24	.415

4.a. Gender

Descriptive statistics and MANOVA were conducted in order to understand whether there were any significant differences among the perceptions of the EFL students towards TBLA in the blended learning environment in terms of gender.

Table 24 shows that the total mean scores of the SPAQ for the female students (M=3.30, SD=0.39) and the male students (M=3.24, SD=0.37) were quite close to each

other even though the female students' mean score was a little higher than the male students'. It is also shown that the female and male students had very similar mean scores on all the scales. The female students had slightly higher mean scores for the scales Congruence with Planned Learning (*M*=3.54, *SD*=0.31), Authenticity (*M*=3.00, *SD*=0.71), Transparency (*M*=3.44, *SD*=0.43) while they had a lower mean score for the scale Diversity (*M*=3.22, *SD*=0.44) than the male students (*M*=3.28, *SD*=0.51).

Table 24.

Gender-based Descriptive Statistics for the SPAQ

	Gender	N	M	SD
CPL	Female	35	3.54	.311
	Male	15	3.45	.424
Authenticity	Female	35	3.00	.712
	Male	15	2.95	.464
Transparency	Female	35	3.44	.433
	Male	15	3.27	.536
Diversity	Female	35	3.22	.446
	Male	15	3.28	.513
Total SPAQ	Female	35	3.30	.396
	Male	15	3.24	.370

Although the mean scores were highly similar, MANOVA was conducted to see any statistical data about any possible significant differences between the female and male students. The important assumptions to conduct MANOVA which are sample size, normality of the data, outliers, linearity, multicollinearity and singularity, and homogeneity of variance-covariance matrices (Pallant, 2011) were seen to be met. Even though the overall data showed normal distribution, they were explored in relation to gender to ensure the reliability of MANOVA results. Four outliers were detected for the scale Congruence with Planned Learning and excluded from the overall data to increase the reliability. After that, Mahalanobis distance was calculated to see whether "the maximum value for

Mahalanobis distance was less than the critical value" (Pallant, 2011, p.288). No substantial multivariate outliers were detected. When the homogeneity of the data was controlled via Box's Test of Equality of Covariance Matrices, Box's M result was found to be $F(10,3479.826)=1.286$, $p=.232$ ($p>.05$). This result showed that the assumption of homogeneity of variance-covariance matrices was not violated. In addition, Levene's Test of Equality of Error Variances was calculated and found to be $F(1,48)=2.295$, $p=.136$ for Congruence of Planned Learning; $F(1,48)=2.735$, $p=.105$ for Authenticity; $F(1,48)=.614$, $p=.437$ for Transparency; $F(1,48)=.360$, $p=.551$ for Diversity. A separate univariate analysis of variance was run for the overall SPAQ. As it was formed as a combination of other scales, MANOVA would cause a high correlation, which would result in multicollinearity and singularity (Pallant, 2011). The value was found to be $F(1,48)=.289$, $p=.594$ for the overall SPAQ. As a result, it was concluded that the assumption of equality of variance was not violated for any scales and the overall SPAQ ($p>.05$).

Table 25 shows the results of MANOVA conducted to see whether there was a significant difference between the female and male EFL students' perceptions of TBLA in the blended learning environment. When the preliminary analyses required for MANOVA were completed for the four scales of the SPAQ as the dependent variables and gender as the independent variable, it was found out that there was not a significant difference among the EFL students' perceptions of TBLA in the blended learning environment in terms of gender ($F(4,45)=1.055$, $p=.390$; *Wilks' Lambda*=.914; *Partial eta squared*=.086) with regard to the cut-off point of the 0.05 level of significance.

Table 25.

MANOVA Results for the Scales of the SPAQ in relation to Gender

	Wilks' Λ	F (4,45)	p	Partial eta²
Gender	.914	1.055	.390	.086

$p < .05$.

4.b. Level of proficiency

Descriptive statistics and MANOVA were employed to see whether there were any significant differences among the perceptions of the EFL students towards TBLA in the blended learning environment in terms of the students' level of proficiency.

Table 26 illustrates that the total mean score of the SPAQ for the A2-level students (M=3.37, SD=0.40) was slightly higher than that of the B1-level students (M=3.27, SD=0.37). As for the scales, the A2-level students had a little higher mean scores for the scales Congruence with Planned Learning (M=3.55, SD=0.43), Authenticity (M=3.28, SD=0.43), and Transparency (M=3.42, SD=0.57) while they had a slightly lower mean score for the scale Diversity (M=3.27, SD=0.48).

Table 26.

Level of Proficiency-based Descriptive Statistics for the SPAQ

	Level	N	M	SD
CPL	A2	13	3.55	.437
	B1	35	3.54	.278
Authenticity	A2	13	3.28	.437
	B1	35	2.88	.691
Transparency	A2	13	3.42	.579
	B1	35	3.40	.426
Diversity	A2	13	3.24	.428
	B1	35	3.27	.481
Total SPAQ	A2	13	3.37	.405
	B1	35	3.27	.376

Despite the similar mean scores listed above, MANOVA was conducted to see any possible significant differences between the A2 and B1 level students. Primarily, the preliminary assumptions for MANOVA were checked. Although the overall data indicated normal distribution, they were analysed in relation to the students' level of proficiency for the reliability of MANOVA results. Two more outliers were found for the scale Congruence with Planned Learning and excluded from the overall data in order to increase the reliability. When Mahalanobis distance was calculated, it was clear that there were not any

substantial multivariate outliers. What is more, the homogeneity of the data was checked via Box's Test of Equality of Covariance Matrices, and Box's M result was found to be $F(10,2402.098)=1.276$, $p=.238$ ($p>.05$). Therefore, it was discovered that no violation occurred for the assumption of homogeneity of variance-covariance matrices. When Levene's Test of Equality of Error Variances was calculated, it was found to be $F(1,46)=4.860$, $p=.033$ for Congruence of Planned Learning; $F(1,46)=2.261$, $p=.139$ for Authenticity; $F(1,46)=1.051$, $p=.311$ for Transparency; $F(1,46)=1.013$, $p=.320$ for Diversity. The value for the overall SPAQ was found to be $F(1,46)=.064$, $p=.801$ via a separate univariate analysis of variance. All in all, it was certain that the assumption of equality of variance was not violated for three of the scales and the overall SPAQ ($p >.05$), but the Levene's test result for Congruence with Planned Learning violated the assumption of equality of variance. Pallant (2011, p. 294) states in such situations that the researcher "will need to set a more conservative alpha level for determining significance for that variable in the univariate F-test." As a result, an Alpha of .025 was used instead of the conventional .05 level. Thanks to this adjustment, the Levene's test result was enough to go on the analysis ($p>0.25$).

Table 27 illustrates the results of MANOVA employed to discover whether there was a significant difference between the A2 and B1 level EFL students' perceptions of TBLA in the blended learning environment. First, the preliminary analyses for MANOVA were carried out for the four scales of the SPAQ as the dependent variables and level of proficiency as the independent variable. As a result, it was found out that there was not a significant difference among the EFL students' perceptions of TBLA in the blended learning environment in terms of their level of proficiency ($F(4,43)=1.446$, $p=.235$; *Wilks' Lambda*=.881; *Partial eta squared*=.119) with regard to the cut-off point of the 0.05 level of significance.

Table 27.

MANOVA Results for the Scales of the SPAQ in relation to Level of Proficiency

	Wilks' Λ	F (4,43)	p	Partial eta²
Level	.881	1.446	.235	.119

p < .05.

As the mean scores of the scales of the SPAQ were analysed via MANOVA, its total mean could have an effect on the results. Therefore, two independent samples t-test were conducted for gender and level of proficiency to examine whether there were any significant differences among the perceptions of the EFL students towards TBLA in the blended learning environment in regard to the total mean score of the SPAQ.

As seen in Table 28, independent samples t-test results for gender showed that that there was not a significant difference between the perceptions of the female students (*M*=3.32, *SD*=0.38) and the male students (*M*=3.26, *SD*=0.37) towards TBLA in the blended learning environment (*t*(46)=.494, *p*=.624) (*p*<.05.). Similarly, the results of the independent samples t-test for level of proficiency indicated no significant differences between the perceptions of the A2-level students (*M*=3.37, *SD*=0.40) and the B1-level students (*M*=3.27, *SD*=0.37) towards TBLA in the blended learning environment (*t*(46)=.773, *p*=.443) (*p*<.05.).

Table 28.

Results of the Independent Samples t-test for the Total Mean Score of the SPAQ in terms of Gender and Level of Proficiency

	M	SD	N	t	df	p
Gender						
Female	3.32	.388	34			
Male	3.26	.378	14	.494	46	.624
Level						
A2	3.37	.405	13			
B1	3.27	.376	35	.773	46	.443

p < .05.

Although no statistically significant differences were found between the students from the quantitative data obtained through the questionnaire in terms of their level of proficiency, some differences were revealed with the analysis of the qualitative data from the semi-structured interviews and one-minute papers, which were used to discover more details about the students' perceptions, performances, and the factors affecting these during the TBLA procedure in the blended learning environment. The four themes, which are *the efficiency of using rubrics in class for the speaking and writing tasks, problems with the online environment, advantages of the TBLA in the face-to-face environment,* and *first impressions of the blended learning environment*, and the related sub-themes identified through inductive content analysis and demonstrated in the Tables 18,19, 20, and 21 were compared to see the differences between the students from different levels of proficiency.

For the first theme, all the students mentioned the positive effects of using rubrics during the online and face-to-face speaking and writing tasks in terms of the increase in their motivational level and engagement, in their awareness of the mistakes they made and the assessment procedures in exams, and in the level of their self-confidence. Furthermore, they all agreed that being assessed by such procedures on different days was also advantageous in terms of the opportunities they were offered to gather more points rather than being assessed by one big exam at once. However, while the sub-theme about the students' performances without much preparation and memorization was mentioned by the same percentage of students from both levels (40%), the one related to the students' increased motivation by the opportunity to prove themselves and watch others was mentioned by more students from the B1-level classes (20% from the A2 level and 50% from the B1 level).

For the second theme, all the students agreed that they faced several technical problems during the online sessions such as weak internet connection, sound problems, and not being able to see their instructors' screens. However, the sub-themes related to

the lack of eye contact, gestures, and mimes (80% from the A2 level and 40% from the B1 level) and concentration problems (40% from the A2 level and 20% from the B1 level) were highlighted by the higher percentage of students from the A2 level.

For the third theme, the students from the A2-level classes appreciated the advantages of the TBLA in the face-to-face environment more. For example, the sub-themes about the physical presence of the instructor (100% from the A2 level and 40% from the B1 level) and being physically together with their peers in class (80% from the A2 level and 40% from the B1 level) were the ones more students from the A2-level classes were really satisfied with. However, more students from the B1 level focused on the effectiveness of peer learning in the face-to-face sessions. The last sub-theme related to experiencing real-life occasions in public and exam-like environments was mentioned by the higher percentage of students from the B1 level (20% from the A2 level and 60% from the B1 level).

For the last theme which focused on their first impressions of the blended learning environment, the high percentage of students from both levels expressed their pleasure in experiencing the TBLA in the blended classes (80% from the A2 level and 90% from the B1 level). The sub-themes about experiencing the advantages and disadvantages of both environments (0% from the A2 level and 70% from the B1 level) and the opportunity to work in groups or pairs in both environments (0% from the A2 level and 60% from the B1 level) were only mentioned by the students from the B1 level. What is more, the higher percentage of students from the B1 level emphasized their decreased level of anxiety and shyness in the blended learning environment (40% from the A2 level and 70% from the B1 level). In contrast, the sub-theme related to the opportunity to attend classes wherever they were was mentioned by the slightly higher percentage of students from the A2 level (40% from the A2 level and 30% from the B1 level). Last but not least, some of the students from both groups indicated their learning environment preferences in terms of skills. As for the productive skills, the higher percentage of students from the A2 level

preferred the online platform for the writing tasks (100% from the A2 level and 30% from the B1 level) while the slightly higher percentage of them preferred the face-to-face platform for the speaking tasks (40% from the A2 level and 30% from the B1 level). As for the receptive skills, both groups of students indicated fewer preferences. Above all, the higher percentage of students from the B1 level stated that their performances were not affected by the environment they were taught in (40% from the A2 level and 70% from the B1 level) by adding that both of their language learning environments were enriched by the 8-week TBLA procedure applied during the study.

When all the details above are considered, although both groups of students agreed on many of the themes and sub-themes identified from the qualitative data and highlighted a lot of positive aspects of the procedure, more students from the B1 level showed more positive attitudes towards the TBLA procedure in the blended learning environment in terms of the sub-themes about performing in both environments such as their increased motivation by the opportunity to prove themselves and watch others as well as experiencing real-life occasions in public and exam-like environments in the face-to-face sessions, experiencing the advantages and disadvantages of both environments, the opportunity to work in groups or pairs in both environments, and their decreased level of anxiety and shyness in the blended learning environment. Furthermore, while more students from the B1 level stated that the environment they were in during the procedures did not have a significant effect on their performances, the students from the A2 level elaborated more on the problems in the online environment and favoured the face-to-face sessions more in terms of the physical presence of their instructors and being physically together with their peers. On the contrary, both groups of students were found to have quite positive impressions of the overall TBLA procedures in the blended learning environment despite the problems, concerns, or difficulties about the online sessions.

Sub-research Question 5: What are the factors that affect the EFL instructors' practices in online and face-to-face TBLA environments and their perceptions towards TBLA in the blended learning environment?

Semi-structured interviews were administered with all the instructors (three instructors teaching A2 classes and five instructors teaching B1 classes) participating in the study after implementing the 8-week TBLA procedure in order to learn about the factors affecting their perceptions towards TBLA in the blended learning environment.

After the transcription process of the interviews, the raw data were read repeatedly and coded line-by-line as a result of the inductive content analysis. Four themes, which are *the efficiency of using rubrics in class for the speaking and writing tasks, problems with the online environment, advantages of the TBLA in the face-to-face environment*, and *first impressions of the blended learning environment*, were identified from the transcriptions along with their sub-themes. The data from the one-minute papers were also analysed through inductive content analysis by reading many times and line-by-line coding and reported together with example sentences to support the themes and sub-themes identified from the interviews. The themes and their sub-themes were discussed with two colleagues to ensure the trustworthiness of the data, and necessary changes were made. The results are demonstrated below on the themes and comments from the data:

a. **The efficiency of using rubrics in class for the speaking and writing tasks**

Table 29 shows the sub-themes of the first theme, the number and percentage of the instructors who commented on these, and example sentences from the raw data in the same order as they appear in the following paragraphs that explain the sub-themes thoroughly.

The first sub-theme was about increased student motivation and engagement in classes. All the instructors agreed that they had a very busy lesson plan throughout the

year, and except for one teaching an A2 level class, they added that the task-based assessment procedures made their classes more interesting for the students. She stated that although these procedures made her feel relieved as everything was thought and well-planned, her students were still not very motivated to participate in the tasks in her online classes. She emphasized that this was not because of the procedures, but because of her students' nonchalance towards the online classes. Others added that following a certain book the whole year made most of their students demotivated towards the end of the semester, so such task-based assessment procedures helped the instructors create a more engaging atmosphere for the students. They stated that the volunteer students were more likely to speak in the usual classes, or they might not have time to make everybody speak. Especially in the online speaking courses, the instructors observed that certain students in the lower-level classes were not eager to speak about the activities in the book, but thanks to the tasks and the assessment procedures in this study, the normal routine of the classes was broken, and the students were happy to engage in something different. They agreed that as the students were given the tasks and told that they would be assessed, all of them participated in the tasks and were more active during the TBLA procedure. All the instructors emphasized that using rubrics during the in-class speaking performances made the students more motivated as they normally experienced such assessment procedures with rubrics only in the mid-term exams and during the presentations apart from the assessment of the video tasks recorded outside the classroom atmosphere with less detailed rubrics.

The second sub-theme was about increased efficiency of the feedback sessions. They all indicated that the TBLA procedures in both environments, which included both rubrics and feedback sessions, made their writing classes more effective for the students. All the instructors accepted that before the study, they gave feedback with correction symbols on the students' first drafts of their writing portfolio assignments and indicated their mistakes or errors along with some comments on the content or organization of the drafts. After

that, the students wrote their final drafts following the feedback provided by their instructor until the end of the semester. The instructors complained that this feedback process took a lot of time. As the students could not acquire instant feedback, they were more likely to forget the details about their assignments and try to correct their mistakes after a long time, so they did not have time to ask for any explanations about the feedback given a long time ago. All of them agreed that they used a rubric to evaluate the progress between the students' first and final drafts at the end of the semester, but this did not include any feedback to help the students improve their writing skills but included the final score that would be announced to the students. In sum, they accepted that although this portfolio system consisted of several opportunities for feedback sessions, it was not very effective. However, all the instructors stated that it was very effective to talk to the students about their strengths and weaknesses along with the use of rubrics right after they finished their tasks in the face-to-face classes and within the same week in the online classes during the study. As for the speaking skill, all the instructors highlighted that although they tried to give feedback to the students in class throughout the year, using rubrics helped them provide structured and equal feedback to each student in class as all the students participated in the procedure.

The third sub-theme was about the students' increased awareness of their mistakes and the assessment procedures in exams. All the instructors interviewed stated that they normally used rubrics to assess the students' writing skills only in the quizzes and mid-term exams, so the students could not fully understand the logic behind these rubrics because of the summative assessment procedures and strict regulations due to security concerns. They added that as there was not a common rule or regulation to use the quiz papers as a feedback tool, and the students were not shown their mid-term exam papers after the assessment procedures were over, they missed many opportunities to learn from their mistakes or errors. However, they all agreed that thanks to the rubrics provided, the students learnt what grade to expect if they wrote a similar text in exams because when

they saw their mistakes or errors together with the grade obtained via rubrics, they understood why they had lost those points. This was also valid for the speaking exams. All the instructors complained about the assessment procedures during the mid-term exams. They stated that the instructor who had been teaching the class guided the students during the exam, and two other instructors who had not taught the class evaluated the students with rubrics. After the exam, the average scores were announced to the students. Although the instructor who guided the students during the exam could talk to them about their strengths and weaknesses, they could not explain why they got those scores efficiently as they were not the ones who graded their performances, and sometimes none of them were likely to be eager to conduct such sessions. Therefore, most of the students did not understand how they were graded, so they could not improve their performances for the next exam and made the same mistakes again and again. In contrast to the usual exams, all the instructors agreed on the efficiency of the TBLA procedures in both environments since they not only announced the students' scores based on the rubrics but also provided instant feedback on their performances. As a result, the instructors emphasized that the students became more aware of their mistakes and how the rubrics were used by their instructors and performed better in the following exams.

The fourth sub-theme was about the assessment of the students' real performances. All the instructors complained about one aspect of the presentations conducted twice a year and the two video tasks assigned each term. As the students had a lot of time to get ready for them, the instructors were more likely to evaluate memorized speaking performances rather than real ones. Therefore, they stated that they did not have enough evidence to evaluate the progress of their students' speaking skills. What is more, they were all concerned that as the students were taken to the speaking parts of the mid-term exams one by one, they were more likely to wait for a long time to be evaluated, and when they came into the class, they generally felt very nervous when they saw three instructors

waiting for them. As a result, their performances might not reflect what they were really able to do with English. However, they highlighted that during the TBLA procedures in both environments, the students were given time to get prepared for the tasks, and the instructors guided them and helped when necessary. When this step was completed, the students started to perform the tasks, and the instructors graded them with the rubrics provided. As a result, the instructors stated that they were satisfied with their students' grades in both environments as they represented their real performances. Another concern of all the instructors was about the assessment of their students' writing skills since they were not sure whether the students wrote their assignments on their own, copied them from different resources, or used translation applications as the students submitted their papers online, and the instructors evaluated them outside the class towards the end of the semester using a rubric. However, all the instructors stated in their interviews that they were satisfied with the TBLA procedure conducted during the study as it provided the instructors with enough opportunities to see their students' writing performances in both environments. They added that they were able to compare their writing performances in the online and face-to-face classes to detect any possible cheating and evaluate them as soon as possible thanks to the rubrics provided and the instant feedback sessions.

The fifth sub-theme was about an advantageous way of assessment. All the instructors highlighted that completing the assessment procedures in class would reduce their workload outside the classroom as they were normally required to watch and evaluate the video tasks and give feedback on the students' drafts of their writing portfolio assignments outside the classroom. They also added that as their normal assessment routines took a long time, the students were likely to ignore the delayed feedback given on their assignments and focus on the scores rather than the opportunities to improve their skills. Therefore, they all described the TBLA procedure as an advantageous way of assessment not only for themselves but also for their students.

Table 29.

1ˢᵗ theme and its sub-themes identified using inductive content analysis

1ˢᵗ Theme	Sub-themes	A2		B1		Example Sentences
		N	%	N	%	
The efficiency of using rubrics in class for the speaking and writing tasks	Increased student motivation and engagement in classes	3	100	5	100	*"Reinforcing the covered topics with different tasks instead of constantly progressing from the book motivated the students and changed the aura of the classroom in a positive way."*
	Increased efficiency of the feedback sessions	3	100	5	100	*"We were given rubrics to use in both environments, and the students needed to be informed instantly about their grades as well as the details about their strengths and weaknesses after their performances, which had a positive effect on the feedback rate."*
	The students' increased awareness of their mistakes and the assessment procedures in exams	3	100	5	100	*"As a result of these procedures, the students saw more clearly which mistakes lowered their grades or which of their strengths helped them get higher grades in exams."*
	The assessment of the students' real performances	3	100	5	100	*"The number of these performance-oriented tasks we conducted in both environments should be increased even more because we normally evaluate performances that are either very prepared or very unprepared. I think such tasks balanced this situation."*
	An advantageous way of assessment	3	100	5	100	*"Another advantage of this assessment procedure is that our workload outside is reduced. This is also very important, and we have to think about ourselves."*

b. Problems with the online environment

Table 30 demonstrates the sub-themes of the second theme, the number and percentage of the instructors who mentioned these, and example sentences from the raw data in the same order as they appear in the following paragraphs that explain the sub-themes in detail.

The first sub-theme was about technical issues. The instructors were all concerned about the stability of the internet connection, power cuts, sound system, or the students' access to the internet. Although most of them had not experienced any serious technical problems, they said that there was always a potential risk of such issues. Another problem stated by the instructors was that when group or pair work was required, they had to create rooms on Teams and send the students there to make them study with their partners. Although it was a good opportunity for more communication among the students, the instructors were worried that when they visited one group, they could not

see or hear the others, so they might miss some parts of their performances and could not give enough feedback. This finding was also supported by the one-minute papers. Two instructors teaching the B1-level classes complained about this aspect of separate rooms on Teams during the online listening and speaking tasks. One of them wrote, "*I felt tired because I had to be very fast to guide all the rooms in the given time, but I enjoyed a lot during their performances.*"

The second sub-theme was about the lack of eye contact, gestures, and mimes in the online environment. All the instructors complained that they could not see their students as they could not turn their cameras on because of technical problems or just because they did not want to show themselves or the place they were in. They emphasized that this especially affected the speaking tasks negatively because body language, gestures, and mimes are very important for effective communication. This was also highlighted in their one-minute papers. All the instructors focused on this problem in their one-minute papers for each online task. One of the instructors teaching the B1-level classes wrote," *If the students' cameras are on, I do not mind if it is online or face-to-face for this class. Interaction is inhibited when we do not see the students or when they do not see each other.*" The instructors teaching the A2-level classes added that in the lower-level classes, classroom management was more difficult in the online classes compared to the face-to-face classes because they needed more guidance, and it was easier in the face-to-face classes. They highlighted this issue in their one-minute papers. One of them wrote, "*I felt helpless when they did not give any reactions during the whole class listening activity. I could not understand whether they got the gist or not, so I felt that I had to make them listen to some parts of the track again and again until I got some reactions. I would not have to do such a thing in a face-to-face class. I would take the control of the task more easily.*"

The third sub-theme was about motivational problems in the lower-level classes. All the instructors teaching A2 classes complained that during the TBLA in the online

environment, it was more difficult to motivate the lower-level students for the speaking tasks. Therefore, teacher talking time increased in these classes as they tried to give more ideas to help them produce more. The instructors teaching the A2-level classes focused on this problem in their one-minute papers for each online task. One of them wrote, "*The most difficult thing about this online task was to motivate my students. I had to try hard to make them talk especially during the whole class activity. I felt as if I was alone in the online class.*"

The fourth sub-theme was about cheating problems. Although the instructors were satisfied with the overall feedback process, all the instructors still had some doubts about plagiarism and outer support from different resources or applications during the online writing tasks. They added that the students also tended to use online dictionaries more, and that was why the instructors were not happy to read the sentences above the students' level. All the instructors complained about this issue in their one-minute papers for the online writing tasks. One of the instructors teaching the B1 classes wrote, "*Although I felt really motivated during the task and satisfied with the students' level of participation, I felt sorry and demotivated when they sent me their assignments because I felt the outer support in some of the students' sentences while giving feedback outside the class.*"

The fifth sub-theme was about the instructors' demand for technical and professional support for technology. Seven instructors apart from the one who is keen on technology in his life expressed that they would be glad to attend seminars on technology to improve their teaching and classroom management skills in online classes and to make their online classes more engaging and motivating for their students.

Table 30.

2nd theme and its sub-themes identified using inductive content analysis

2nd Theme	Sub-themes	A2		B1		Example Sentences
		N	%	N	%	
Problems with the online environment	Technical issues	3	100	5	100	*"The students' internet connection was sometimes cut off, and they missed classes for a while, so we had some problems with the tasks requiring group or pair work when one of the students was gone."*
	Lack of eye contact, gestures, and mimes	3	100	5	100	*"When I could not see the students' faces or understand their body language, I could not communicate effectively and give more vivid examples."*
	Motivational problems in the lower-level classes	3	100	0	0	*"For example, I asked the same question three times, but the student in my online class did not answer. But in a highly motivated class, implementing such tasks would definitely have a positive effect on my motivation."*
	Cheating problems	3	100	5	100	*"Our first concern was, of course, whether they were copying when they wrote outside, whether they were getting help from someone, whether they were using a translator, and it was difficult to decide. Even if they were doing it themselves, there were many applications for them to correct or check grammar problems, or to look at similar texts, but when it was in class, it was much more natural. We saw what we really had and whether they were able to write at that moment or not."*
	The instructors' demand for technical and professional support for technology	3	100	4	80	*"Yes, I have technological difficulties, but I can generally solve these problems. It does not affect my courses. However, I would like to receive seminars that will make my online courses more efficient."*

c. Advantages of the TBLA in the face-to-face environment

The sub-themes of the third theme, the number and percentage of the instructors who focused on these, and example sentences from the raw data are demonstrated in Table 31 in the same order as they appear in the following paragraphs and are explained at length below.

The first sub-theme was about the advantages of being physically together with their students in class. All the instructors agreed that seeing non-verbal clues such as body language, gestures, and mimes was the most important advantage of conducting the tasks in the face-to-face environment. When the instructors could establish eye contact with the students, they could understand if everything was clear or not. They also stated

that it was easier to transfer and perceive emotions during the face-to-face sessions, so before the students had to explain what they needed to sustain the task, the instructors had already approached them to guide them. In the online sessions, the students often had to demand this guidance verbally. This finding was also supported by their one-minute papers for each face-to-face task. All the instructors emphasized the importance of non-verbal clues to conduct effective teaching. One of the instructors teaching the B1-level classes wrote, *"Gestures and visibility are more powerful than words to convey the meaning, especially in terms of students."* Another instructor teaching the A2-level classes wrote, *"I like face-to-face lessons more because I can understand how my students feel, whether they are bored or not, whether they understood me or not by just looking at their eyes. I can make the quietest student participate in the lesson easily."* As for the writing tasks, all the instructors teaching the A2-level classes emphasized that they preferred the face-to-face writing tasks in order to be sure about the students' real performances and to provide instant feedback in class as it was easier when they were physically together. In their one-minute papers, all the instructors focused on how they felt when they read the students' own sentences while giving feedback in class. One of the instructors teaching the B1 level wrote, "*I don't like having to read papers that I don't know how they were written, but no matter how long it takes, if we go through the process together in class, giving feedback makes me happy, even though it's tiring.*" Another instructor teaching the A2-level classes wrote, "*When we conducted the writing tasks in the face-to-face classes, I knew what the students wrote was their own, and in which parts of their papers they had difficulty, which made me satisfied with the process. Being able to give feedback on their papers as soon as the process was over allowed them to quickly notice their mistakes and learn. I think feedback given over time is not very effective.*" What is more, three instructors teaching the B1-level classes emphasized that the face-to-face sessions tended to have a more friendly atmosphere, and the students had more opportunities for social talks thanks to the ease of communication. For instance, they could laugh together when something funny took place during the role-play tasks or comment on such

situations without raising their hands. Two instructors teaching the B1-level classes mentioned this in their one-minute papers. One of them wrote, "*It was a really enjoyable task. When they were face to face during the role-play task, they saw their reactions and were really into the subject, so their conversations were longer, and they enjoyed a lot.*"

The second sub-theme was about effective classroom management. According to all the instructors interviewed, classroom management was easier in the class because the students felt the authority in the class and did not try to make themselves busy with distracting things such as mobile phones. The students felt that they had to join the classes when they saw others performing enthusiastically, which meant they encouraged each other to be more active in class. The instructors added that walking around the class while the students were busy with the tasks enhanced task engagement, the instructors' control over the procedure, and guidance. This was also mentioned in their one-minute papers by all the instructors. One of the instructors teaching the B1-level classes wrote, "*My physical presence as the instructor in the classroom ensured task continuity and made classroom control and guidance effective.*" Another instructor teaching the A2-level classes wrote, "*They took the face-to-face writing tasks more seriously and read the texts more carefully as they felt that they had to react to my questions.*" Another point emphasized by two instructors teaching the A2-level classes and two instructors teaching the B1-level classes was that organizing pairs or groups was easier as they understood the instructions faster and came together without any effort from the instructors. However, the instructors emphasized that they were the ones who needed to organize them during the online sessions by creating rooms on Teams. One of the instructors teaching the B1-level classes mentioned this as an advantage of the face-to-face speaking tasks in his one-minute paper. He wrote, "*I feel that pair or group work are more effectively done in class because making groups or visiting each group in the online sessions may sometimes be really time-consuming.*"

Table 31.

3ʳᵈ theme and its sub-themes identified using inductive content analysis

3ʳᵈ Theme	Sub-themes	A2		B1		Example Sentences
		N	%	N	%	
Advantages of the TBLA in the face-to-face environment	Being physically together with their students in class	3	100	5	100	*"Being eye to eye with the student or being able to follow the student is very important. This is the thing I have the most difficulty with during the online tasks. Normally, if I am in the classroom, there is no chance that students will not participate in that activity. I include them in some way. During the online tasks, if they say they don't know or can't say it, sometimes I get stuck, but what I like most in class is that I can make the students do this in a different way. I use a lot of gestures and facial expressions in the classroom. Since I teach without sitting down or using the smart board very actively, I can include the students in the lesson a little more actively."* *"During the face-to-face writing tasks, the first thing to be sure was that the students' writings were original! What is more, the feedback sessions were much better and easier. For example, I called the students, let them sit next to me, and gave direct feedback such as "Look, this is where it should be, you have a capitalization problem here, your word choices are wrong, etc."* *"Although it was a short-term study, the children took on roles in the face-to-face speaking tasks. For example, they really surprised me with "the argument" role-play. They all got involved and inevitably used many target phrases. They also had a lot of fun. They even hugged each other during the role-play."*
	Effective classroom management	3	100	5	100	*"The instructors do everything to teach, but what the students do to receive is a big question mark. This problem grows even more in the online part. I don't think there is any difference in terms of how the instructors teach the lesson. In class, the students have to focus on the lesson. For example, they can't play with their phones. They know that their instructor is watching them, but maybe they are watching a movie when the cameras are off. We cannot be sure a hundred percent."*

d. First impressions of the TBLA in the blended learning environment

The sub-themes of the last theme, the number and percentage of the instructors who talked about these, and example sentences from the raw data are demonstrated in Table 32 in the same order as they appear in the following paragraphs and are explained in detail.

The first sub-theme was about the instructors' teaching environment preferences. All the instructors stated that it was the first time they had taught English in a blended learning environment. The instructors teaching B1 classes said that being online or face-to-face did not matter a lot to their students as they were capable of dealing with all kinds of tasks in any environment. This meant there was not an important difference between their performances in both environments because they were motivated enough to learn English, and that was why the instructors emphasized that they were also motivated to teach these students in any environment. Two instructors teaching the B1 classes mentioned this in their one-minute papers. One of them wrote, "*My students were always active regardless of the environment we were in. I love teaching such motivated students in any environment.*" However, one of the instructors teaching B1 classes added in her interview that she would prefer to conduct such tasks in face-to-face classes since it would be easier to create a more communicative environment for them. The others were satisfied with the blended model applied in the B1-level classes. Two instructors teaching the B1-level classes emphasized why they needed online sessions in their one-minute papers. One of them wrote, "*Apart from face-to-face education, I think that the students' displaying their skills in different portals will have positive results for both the instructors and the students. New experiences always matter!*" The other one wrote, "*I think the online sessions provided many opportunities for the students with different personalities, For example, I felt that some of my students felt shy and avoided talking or talked silently while other students were listening during the face-to-face lessons. However, the same students spoke more confidently during the online speaking tasks. I mean the online sessions were supplemental alternatives to the face-to-face ones as they completed each other.*" The instructors teaching in A2 classes agreed in their interviews that their students were more successful and motivated in the face-to-face classes, and two of them added that they would not go on with a blended model with the A2 classes the following year if they had a choice. If they had to, they would like to go on their courses with the TBLA in the blended learning environment as proposed in this study to create more engaging

classes for their students. Both groups of instructors highlighted during their interviews that online and face-to-face classes should be planned differently. They also proposed different blended models in their one-minute papers by indicating their teaching environment preferences in terms of skills. Two instructors teaching the B1-level classes stated that they would like to conduct the reading tasks in the online environment as a background for their face-to-face writing classes. One of them wrote, "*Before face-to-face writing courses, I want to conduct online reading courses to help my students get prepared to write their assignments.*" In addition*,* two instructors teaching the B1-level classes and one instructor teaching the A2-level classes focused on the quality of the audio tracks during the listening tasks. One of the instructors teaching the B1 classes wrote, *"I think the listening tasks were handled better in the online sessions as the students understood the audio track easily compared with the one in the classroom thanks to the earplugs they used."* One instructor teaching the B1-level classes and one instructor teaching the A2-level classes focused on the efficiency of the online presentation and brainstorming stages before the face-to-face production stage of their writing classes together with the face-to-face feedback sessions. The one teaching the A2 classes wrote, "*During the online writing lesson, while we were examining the sample paragraph together, I showed them more easily what was important for this genre and what they should focus on while writing by moving my mouse over the text and highlighting the important parts. During the brainstorming stage, they benefited from online resources much more easily. It would be much more beneficial if these stages were done online before the face-to-face production stage and feedback sessions.*" All the instructors teaching the A2-level classes and two instructors teaching the B1-level classes expressed in their one-minute papers that they wanted their students to write their assignments during the face-to-face classes because of cheating problems and preferred the face-to-face feedback sessions even though it took more time as it was more effective for their students and satisfying for themselves. One of the instructors teaching the B1-level classes wrote, "*Although being online or face-to-face during the writing course did not*

affect the effectiveness of my teaching, I would like my students to write their paragraphs in class and give their feedback face-to-face as soon as the process was over although it was a long process." Only one of the instructors teaching the B1-level classes wrote negative comments about the face-to-face writing tasks. He wrote, "*I do not like conducting writing tasks in the classroom it gets boring while they are writing. Assigning the students in advance and going through their writings in class makes more sense*." As for the speaking tasks, none of the instructors teaching the A2 level preferred the online sessions for the speaking tasks whereas two of the instructors teaching the B1-level classes focused on the advantages of the online speaking tasks and described them as being as effective as the face-to-face ones in their one-minute papers. One of them wrote, "*Why should I conduct this lesson in a face-to-face environment? I would go on with the online option, as they are as useful as the face-to-face ones*." They also emphasized in their interviews that their department should make them conduct such TBLA procedures, especially in online classes not for a period of time but for one year to motivate the students and encourage them to participate in classes actively by speaking or writing rather than just listening to the instructors or peers silently or filling in the gaps in the book.

The second sub-theme was about the requirement for educational technology and blended learning environments. All the instructors accepted that they could not escape from technology in today's world and get stuck in their classes, and big universities or well-known professors were teaching internationally thanks to online courses, so they all agreed that they needed to keep up with the latest technological developments. They were unhappy to express that although they would not wish to experience such pandemic periods again, there might be more problems in the future, so they should involve online classes in their programs in order to be prepared for anything. In sum, all the instructors added that blended learning environments would be required in the future, but they wanted their institution to improve its technological infrastructure beforehand for both instructors and students.

The third sub-theme was about the opportunity to attend classes wherever they were. According to two instructors teaching A2 classes and four instructors teaching B1 classes, an important advantage of the blended learning environment was that they were able to conduct their lessons anywhere, and they did not have to come together in class. This was timesaving for both parties.

The fourth sub-theme was about the opportunity to record their lessons. One instructor teaching the A2-level classes and four instructors teaching the B1-level classes agreed that they liked recording their online lessons so that the students had a chance to watch the lessons again and again and hear their own and peers' performances, which was a big opportunity for self-monitoring. What is more, they added that when the students missed a class, they could watch the recorded videos and catch up with the course content covered that day. All the instructors restated this issue in their one-minute papers for each online task. One of the instructors teaching the A2-level classes wrote, "*When I recorded my lessons, the students had an opportunity to watch my writing lessons, especially the brainstorming stage, again when they needed or the ones who could not attend this session did not fall behind the pacing.*"

Table 32.

4th theme and its sub-themes identified using inductive content analysis

4th Theme	Sub-themes	A2		B1		Example Sentences
		N	%	N	%	
First impressions of the TBLA in the blended learning environment	The instructors' teaching environment preferences	3	100	5	100	*"I don't think there is a difference between the face-to-face and online tasks in this class. The students' individual desire to participate and what they want to do for themselves are at the forefront for such a difference, and there was no such difference in my class, and I responded to their positive attitude in the same way."*
						"In my opinion, they were more successful in the face-to-face tasks because during the online classes, I couldn't even get them to turn on their cameras. They completed the tasks I assigned them, but they were not as motivated as they were in class."
	The requirement for educational technology and	3	100	5	100	*"This blended system can continue in this way in order not to let students and instructors forget the procedures, and when*

blended learning environments					*we experience any health problems causing a pandemic or any other problems in our country, we can directly go on with the fully online programmes."*
					"It is important to keep up with the technological world and to benefit from innovations and technology. We do not have many online courses anyway. We can go on like this."
The opportunity to attend classes wherever they were	2	68	4	80	*"If the same discipline was continued in online classrooms, I think online settings would be much more beneficial because first of all, there is no waste of time, there is no worry about what to wear every morning or there are no such things as forgetting the book, notebook, or homework."*
The opportunity to record their lessons	1	33	4	80	*"Especially since we had the opportunity to record the online lessons and play them back to the students, they were able to see what they really were. In this way, they were able to see what their pronunciation was like and how they could respond."*
					"Whether the students participated or not, they could listen to a topic they did not understand over and over again and go through the activities. We could address students in every situation and everywhere. They may have been sick in bed, on a bus, unable to come, or they may have fallen asleep, and instead of changing their clothes and rushing to come, the students directly entered the online lesson. At least they did not miss the lesson."

Sub-research Question 6: Is there a significant difference among the perceptions of the EFL instructors towards TBLA in the blended learning environment?

The data collected via the semi-structured interviews conducted with the instructors and one-minute papers were analysed to seek an answer to this question.

As seen in Tables 29, 30, 31, and 32 above, the inductive content analysis of the raw data from the semi-structured interviews revealed some common points shared by both groups of instructors. For one thing, they all agreed on the efficiency of using rubrics in class for the writing and speaking tasks as it increased the students' motivation and engagement in class, the increased efficiency of the feedback sessions, and the students' awareness of their mistakes and the assessment procedures in exams. In addition, both groups of instructors agreed that the assessment procedures conducted in this study

helped them assess the students' real performances with less workload outside the class. The following point they all agreed on was about some problems regarding the online environment such as technical issues, the lack of non-verbal clues, and the high level of plagiarism or outer support in their students' papers as well as several advantages of the TBLA in the face-to-face environment such as being physically together with their students in class and efficient classroom management. Last but not least, when they were talking about their first impressions of the TBLA in the blended learning environment, they all agreed on the requirement for educational technology and blended learning environments in the future.

The points they could not agree on are discussed below to see if there was a significant difference among their perceptions towards TBLA in the blended learning environment.

a. The difference between the students' motivational level

The instructors teaching the B1-level classes agreed during the interviews that the environment in which they conducted the tasks did not have a big impact on their students' performances as they were motivated enough to do whatever they were provided in any environment. However, the instructors teaching the A2-level classes said that conducting all the tasks in the face-to-face sessions would be more appropriate for their students since they needed more guidance to complete them. They also added that the students from the A2 level tended to perform better and feel more motivated in the face-to-face classes. In the one-minute papers, this was also supported. The instructors teaching the A2-level classes stated in their one-minute papers that more motivational problems arose in the online sessions, and this slowed the procedure down as it took more time to give instructions and get the class ready for the tasks while the instructors teaching the B1-level classes did not mention this as a problem for the online speaking tasks.

b. The differences between the online and face-to-face listening and speaking tasks

The instructors of the A2-level classes expressed in their one-minute papers that they had difficulty in making the students participate in the online listening tasks, while they did not have any difficulty during the face-to-face ones. As for the speaking tasks, both instructors agreed that although they somehow managed to complete the task on the online platform, they would prefer to conduct these tasks in the face-to-face sessions for better guidance and more effective interaction with the instructor and among the students. They also highlighted that they had fewer problems during the face-to-face speaking tasks, and the students participated in the tasks more willingly. However, one of the instructors was a bit worried that some of their students felt more anxious when she approached them to listen to their performances in one of the face-to-face sessions, so they started to speak more quietly. When the one-minute papers from the instructors teaching the B1-level classes were analysed, it was clear that they only commented about the advantages that the online platform provided during the online listening tasks. Two instructors expressed that it was easier for the students to follow the instructions, and the listening tracks were clearer as they used headphones. They did not have any other comments about the listening tasks. As for the speaking tasks, it was understood that they commented more positively about the online speaking tasks in their one-minute papers. One of the instructors stated that some of his students performed more confidently on the online platform compared to the performances they had in the face-to-face sessions and added that he wanted to have the online platform as an alternative to the face-to-face classes. Another instructor emphasized that he would not mind which environment they were in as long as his students were willing to participate in the tasks. The other instructor said that the online sessions were as effective as the face-to-face ones. The only negative comment about the online procedure was about the challenges of creating groups or pairs and following them during the speaking tasks as two instructors complained that it took more time to organize the rooms on Microsoft Teams and to visit them one by one. These

instructors said that they would rather have conducted the speaking tasks in the face-to-face sessions just because of the better interaction it would provide, not because of their students' performances when they were asked whether they would prefer to conduct the tasks in a face-to-face lesson. When their one-minute papers about the face-to-face speaking tasks were examined, no problems regarding classroom management were mentioned, but two of the instructors highlighted that some of their students avoided talking while others were listening as they thought they were afraid of making mistakes, and that was why the evaluation step took more time in the face-to-face sessions. However, they added that both the instructors and the students were so into the tasks after a while during the face-to-face speaking tasks that they felt that they ended up having real-life conversations as they were very motivated to ask follow-up questions to learn more about the subjects, not just for the sake of completing the tasks.

c. The differences between the online and face-to-face reading and writing tasks

The instructors teaching the A2-level classes wrote more negative comments about the online writing tasks in their one-minute papers. Both complained about the high level of plagiarism, which made the feedback process frustrating and affected their teaching motivation in a negative way, and lower level of student motivation and participation. During the reading sections of the online tasks, it was reported by both instructors that their students reacted less or answered the questions reluctantly, but they said that they completed the task somehow. One of the instructors commented on this by saying that she felt so desperate that she wanted to be in a face-to-face class during the reading section. In contrast, it was obvious from the one-minute papers that they wrote positive comments about the face-to-face reading and writing tasks. When the comments of the instructors teaching the B1-level classes about the online writing sections of the tasks were analysed, two of the instructors were worried about the outer support in some of their students' papers, and that was only why they preferred the face-to-face classes for the reliability of the evaluation process and effective feedback procedures. One of the

instructors asserted that he had no problems in either environment with his students and added that he did not like conducting the face-to-face writing tasks as it got boring when they were writing. He also said that if there was no limitation for dictionary usage, it would not matter where they conducted the writing tasks. Another instructor added that his students felt more relaxed during the online reading and writing tasks. As for the reading sections of the online tasks, two instructors stated that they were as effective as the ones in the face-to-face sessions as long as the students were provided with interesting texts. They added that their students were as eager to participate in the tasks as they were in the face-to-face sessions. They also agreed that they would rather have completed the reading sections in the online sessions beforehand to save time in the face-to-face classes. No other negative comments were recorded by the instructors teaching the B1 classes about the online reading and writing tasks. As for the face-to-face writing tasks, two of the instructors emphasized that even if the process was more tiring and time-consuming in the face-to-face classes, they felt more content with the students' products and the feedback process.

All in all, although both groups of instructors agreed on several points, it can be concluded that there was a significant difference between the perceptions of the instructors teaching the A2-level classes and the perceptions of the instructors teaching the B1-level classes towards TBLA in the blended learning environment in terms of the students' motivational level in the online sessions and the differences between the online and face-to-face skills-based tasks since the ones teaching the A2-level classes emphasized the negative points related to the online assessment procedures more than the other group.

Sub-research Question 7: Do the instructors and the students have similar or different perceptions towards TBLA in the blended learning environment?

The data obtained through the semi-structured interviews conducted with the students and instructors and the one-minute papers both groups completed at the end of each task were analysed to answer this question.

When the tables showing the themes and sub-themes identified from the data collected via the semi-structured interviews with the students (Tables 18, 19, 20, and 21) and the instructors (Tables 29, 30, 31, and 32) together with the data from the one-minute papers used to support them were examined, it was clear that both groups focused on the same points, so the same themes were determined as a result of inductive content analysis. However, it was also discovered that some of the sub-themes they focused on differed as they perceived the same themes from different perspectives. Therefore, the themes were listed below to compare the sub-themes from both groups.

a. **The efficiency of using rubrics in class for the speaking and writing tasks**

The students and the instructors agreed on the sub-themes "*increased student motivation and engagement in classes*", "*the students' increased awareness of their mistakes and the assessment procedures in exams*", and "*increased efficiency of the feedback sessions.*"

The first sub-theme they had several different opinions on was the assessment of the students' real performances. Although they agreed that video tasks caused memorized performances, the students focused on another problem about their partners' irresponsible attitudes while recording their videos outside the class, which caused time loss. However, all the instructors were only concerned about how much this type of assessment reflected the students' real performances. In addition, they had the same concerns about the presentations conducted twice a year, but the students had not mentioned this. As for the writing skill, all the instructors also complained about the

possibility of plagiarism and outer support in the students' writing assignments submitted online, which also avoided the instructors' assessment of their students' real performances. When the data from the students' interviews and the one-minute papers were analysed, they did not comment on this aspect of the online writing tasks. In contrast, they had more positive perceptions towards the writing tasks in the online sessions of the blended learning environment.

The second sub-theme both groups of participants reported different opinions was about the students' increased self-confidence thanks to the use of rubrics and more individual feedback in class. Although all the students asserted the positive effect of the rubrics and increased amount of individual feedback on their self-confidence in their interviews, the instructors focused on this issue in terms of the efficiency of these procedures on the students' language skills and performances.

The third sub-theme consisting of different points of view was about the students' increased motivation by the opportunity to prove themselves and watch others in the face-to-face sessions. 20% of the students from the A2 level and 50% of the students from the B1 mentioned this in their interviews, but the instructors did not mention how their students' motivation was affected during their peers' performances in the face-to-face sessions.

The last sub-theme was about why both groups perceived this assessment procedure as advantageous. While all the students highlighted the opportunity to obtain more grades with such different tasks on different days rather than a big exam on one day as they would improve their performances day by day thanks to the assessment procedures conducted, all the instructors focused on their decreased workload outside the class since they would finish grading their students' performances during the in-class feedback session. They also emphasized the advantages of instant feedback rather than the delayed one while explaining why these procedures were advantageous for both parties.

b. Problems with the online environment

Both groups agreed that the sub-theme about "*technical issues*" was one of the common problems they had experienced in the online environment. However, while the sub-theme "*lack of eye contact, gestures, and mimes*" was mentioned by all the instructors, 80% of the students from the A2 level and 40% percent of the students from the B1 level elaborated on this in their interviews. The students from both levels mentioned this problem in their one-minute papers, too.

The first sub-theme about which the instructors experienced a different problem than the students was technical issues. They complained about the difficulty of managing separate rooms required for group/pair work on Teams. However, the students did not mention any problems with group/pair work on Teams, but rather 60% of the students from the B1 level added that they liked working with their peers in both environments in their interviews.

The second sub-theme only the instructors mentioned was cheating problems, which caused some doubts about plagiarism and outer support in the students' papers. However, the students did not even touch upon this issue as a problem as they stated that they were happy to have a lot of online resources they were able to use while writing their assignments.

The final sub-theme they could not agree on was the motivational problems in the lower-level classes during the online sessions. Although all the instructors teaching the A2-level classes were worried about this issue, the students did not write any explicitly negative comments about their motivation during the online sessions apart from the negative feelings caused by the lack of non-verbal clues, some concentration problems because of the distracting things around them and spending a lot of hours in front of screens, which were mentioned by %40 of the students from the A2 level and 20% of

students from the B1 level in their interviews. Some of the students from both levels also touched upon these problems in their one-minute papers.

c. Advantages of the TBLA in the face-to-face environment

The students and the instructors agreed on several points about the sub-themes related to the advantages of "*being physically together in class*". For one thing, while all the instructors emphasized the effectiveness of instant feedback during the face-to-face writing sessions, all the students from the A2 level and 40% of the students from the B1 level mentioned this in their interviews. The students from both levels also commented on this in their one-minute papers. Moreover, while all the instructors highlighted the advantages of seeing their students' non-verbal issues in class, 80% of the students from the A2 level and 40% of the students from the B1 level accepted the effectiveness of face-to-face communication through gestures and mimes in their interviews, which was also supported by the qualitative data obtained through the one-minute papers of the students from both levels. Another aspect of the face-to-face environment indicated by both parties was being in a more friendly atmosphere. While 60% of the instructors teaching the B1-level classes commented on this in their interviews, 80% of the students from the A2 level and 40% of the students from the B1 level added that the face-to-face sessions were more enjoyable. Both groups of participants also mentioned this in their one-minute papers.

However, the students added more different details about the advantages of *"being physically together with their peers in class"* as 30 % of the students from the B1 level focused on the benefits of peer learning. Some students from the A2 level also commented on this in their one-minute papers. Last but not least, 20% of the students from the A2 level and 60% of the students from the B1 level mentioned the advantages of experiencing such real-life occasions in public and exam-like environments during the face-to-face task-based assessment procedures in their interviews. Both groups of students (20% from the A2 level and 60% from the B1 level) also commented on the

negative feelings they had during the face-to-face sessions, but they also added that they were aware of the importance of getting used to such occasions for their performances in exams. This was also reported in their one-minute papers. As for the instructors, although they had not commented on this aspect of the face-to-face sessions, all the instructors focused on another sub-theme "*effective classroom management*" in the face-to-face environment.

d. First impressions of the TBLA in the blended learning environment

Both groups of participants stated that it was the first time they had been in a blended learning environment. Some of the students (40% from the A2 level and 30% from the B1 level) and the majority of the instructors (68% of the ones teaching the A2-level classes and 80% of the ones teaching the B1-level classes) agreed on the sub-theme "*the opportunity to attend their classes wherever they were*", and this was also supported by the one-minute papers some of the students from the B1 level completed. As for the other sub-themes, the participants focused on similar sub-themes from different perspectives.

First of all, the sub-themes related to their experiences in the blended classes were combined and compared to have a general understanding of their perceptions towards the TBLA in the blended learning environment. It was clear from the data that the majority of students (80% from the A2 level and 90%from the B1 level) had positive perceptions towards the TBLA in the blended learning environment as they expressed their pleasure in experiencing the TBLA procedure in the blended classes in their interviews. Moreover, 70% of the students from the B1 level added that they liked experiencing such real-life tasks with the advantages and disadvantages of both environments during the procedures, and 60% of them also talked about the advantages of working in groups or pairs in both environments. Some of the students from the A2 level (40%) and the majority of the students from the B1 level (70%) also expressed their satisfaction with how the online sessions decreased their level of anxiety and shyness in their interviews, which was also supported by the one-minute papers of both groups. As for the instructors, it was

obvious that the ones teaching the B1-level classes had as positive perceptions towards the TBLA in the blended learning environment as the students since the majority of them (80%) expressed their satisfaction with the TBLA procedure in the blended learning environment in their interviews, which was also confirmed by their one-minute papers. However, the instructors teaching the A2-level classes stated in their interviews that they would prefer conducting these tasks in a face-to-face environment, and they focused on the obligatory reasons why they had to or would conduct such classes rather than their willingness to teach in a blended environment again. Both groups of instructors agreed that they need to integrate technology in their classrooms not only for their usual routines but also for the possibility of obligatory future requirements for such blended models in their interviews. Last but not least, the opportunity to record their lessons was appreciated by a small percentage of the instructors teaching the A2-level classes (33%) and the majority of instructors teaching the B1-level classes (80%) in their interviews, which was also supported by the one-minute papers from all the instructors.

Another sub-theme to be compared was about their teaching and learning environment preferences. Some of the students from the A2 level (40%), the majority of the students from the B1 level (70%), and all of the instructors teaching the B1-level classes agreed that the students' performances did not show significant differences in both environments in their interviews, which was not valid for the A2-level classes according to most of the students and all of their instructors. What is more, some of the instructors teaching the B1-level classes (68%) also restated this in their one-minute papers. When their preferences were analysed in terms of skills, it was certain that while all the students from the A2 level and the majority of students from the B1 (80%) were more positive about the online writing tasks in their interviews, all the instructors preferred the face-to-face sessions for the production stage of the writing classes, which was also supported by the one-minute papers of both groups. As for the speaking skill, 40% of the students from the A2 level and 30% of the students from the B1 level preferred the face-

to-face environment for the speaking tasks in their interviews, which was also confirmed by the one-minute papers of a high percentage of students from both levels. When the data from the instructors were analysed, it was understood that none of the instructors teaching the A2-level classes preferred the online sessions for the speaking tasks whereas 68% of the instructors teaching the B1-level classes focused on the advantages of the online speaking tasks and described them being as effective as the face-to-face ones in their one-minute papers. As a final remark for the productive skills, both groups of participants preferred the face-to-face feedback sessions for both skills. Last but not least, both groups indicated fewer preferences for the receptive skills. However, all the instructors were aware that the arrangements of the online sessions should be more different than those of the face-to-face sessions as they proposed different blended models for the integration of language skills in their one-minute papers. Finally, the instructors all added that if they would conduct a blended model next year, their institution should integrate such TBLA procedures in the online classes for the whole year to motivate their students.

To conclude, when the data obtained through the semi-structured interviews and one-minute-papers from both groups of participants were compared, it was clear that although the students from the A2 level focused more on the problems in the online environment and favoured the face-to-face sessions more in terms of the physical presence of their instructors and being physically together with their peers, their perceptions of the overall TBLA procedure in the blended learning environment were quite positive. As a result, it can be deduced that the students from both levels and the instructors teaching the B1-level classes had similar perceptions towards the TBLA in the blended learning environment since they mentioned more positive aspects of the procedures alongside several related difficulties, problems, or concerns. In contrast, the instructors teaching the A2-level classes had more different perceptions than the other groups of participants as they focused more on the concerns, problems, and difficulties they faced during the online

TBLA procedures, especially in terms of their students' motivational problems in the online sessions and their negative impressions of the overall TBLA procedures in the blended learning environment together with some advantages it offered.

Comments and Discussion

In this section, the findings obtained from the analyses are discussed with references to the current literature under five sub-titles:

a. The EFL students' language skills-based and overall performances in the online and face-to-face TBLA environments

b. The perceptions of the EFL students towards TBLA in the blended learning environment

c. The perceptions of the EFL instructors towards TBLA in the blended learning environment

d. The differences between the perceptions of the EFL students and the perceptions of the EFL instructors towards TBLA in the blended learning environment

a. **The EFL students' language skills-based and overall performances in the online and face-to-face TBLA environments**

During the 8-week TBLA procedure in both environments, the students' speaking and writing skills were assessed via rubrics by the instructors. The descriptive and inferential statistics used to analyse the quantitative data from the rubrics revealed that the A2-level students got higher scores from the face-to-face reading and writing tasks (M=12.35, SD=1.19) and listening and speaking tasks (M=11.97, SD=2.50) than the online ones (M=8.23, SD=4.28) (M=8.98, SD=4.55), so a statistically significant difference was detected between the A2-level students' language skills-based performances in online and face-to-face environments in terms of reading and writing skills (t(16)=-4.67, p=.000) and listening and speaking skills (t(16)=-3.59, p=.002) (p<.05). As for the B1-level

students, the results showed that their performances were not affected by the environment they were taught in as no significant difference was found between the B1-level students' language skills-based performances in online and face-to-face environments in terms of reading and writing skills (Z=-.128 p=.898) and listening and speaking skills (Z=-.020 p=.984) (p<.05).

The same results were also valid for the students' overall performances as the overall mean score of the face-to-face tasks (*M*=12.16, *SD*=1.64) was higher than the overall mean score of the online tasks (*M*=8.61, *SD*=3.87) in the A2-level classes. Therefore, it was evident that there was a significant difference between the A2-level students' performances in online and face-to-face TBLA environments (*t*(16)=-5.11, *p*=.000) (p<.05). In contrast, no statistically significant difference was found between the B1-level students' performances in online and face-to-face TBLA environments (*Z*=-.079 *p*=.937) (p<.05).

A possible explanation of these findings may be about the relationship between the students' level of proficiency and the guidance they needed to complete the tasks. The presence of the instructors in class might have a positive effect on the performances of the lower-level students. It can be concluded that as the students became more independent users of English, the environment they were assessed in did not have an effect on their performances since they did not need much guidance or support from their instructors. This was also supported by the qualitative data obtained from the interviews as all the students from the A2 level accepted the effect of the presence of their instructors in class on their learning during the interviews. In contrast, seven out of ten students from the B1 level (70%) asserted that the environment they were in did not affect their performances. The instructors teaching the A2-level classes also complained about the difficulty of classroom management due to the lack of guidance and motivational problems in the online sessions and added that their students were more successful and motivated in the face-to-face sessions. On the contrary, the instructors teaching the B1-

level classes were happy to declare that being online or face-to-face was not that important for their students since they were able to handle all kinds of tasks in any environment.

These findings are in line with the study conducted by Bourzgui et al. (2020) as they suggested that teacher' presence was a must for students with a lower level of language proficiency since this maintained a more direct and interactive way of communication in class. Abbas (2015) also supported these findings as he discovered that it was hard for students with a low level of language proficiency or limited experience with online learning to cope with the demands of blended learning as they were more likely to need teachers' guidance. What is more, the study conducted by Ali (2022) is in agreement with these findings as he emphasized that the students' non-intrinsic motivation showed a correlation with their low achievement levels as the students with lower scores were less motivated during the online courses. Kuama and Intharaksa (2016) also found similar results in their study conducted with 346 Thai university students and suggested that the students with low English proficiency levels did not have sufficient online learning skills and experiences in self-directed learning as they may not have been ready to learn English online.

b. The perceptions of the EFL students towards TBLA in the blended learning environment

Students' Perceptions of Assessment Questionnaire (SPAQ) adapted from an earlier study (Koul et al., 2006) was administered to the students at the end of the TBLA procedure. When the quantitative data from the questionnaire was analysed, it was revealed that the students showed fairly positive attitudes towards TBLA in the blended learning environment, with a total mean score of M=3.24 (SD=0.41). This finding is consistent with several studies even though their settings were different (Blažević & Blažević, 2021; Ibrahim et al., 2018; Nafisah et al., 2021). The analysis of the mean scores of the scales demonstrated that the Authenticity scale (M=2.95, SD=0.64) had the lowest mean score. Similarly, Rahman (2020) discovered in his study that the students did

not perceive the assessment tasks as authentic, and Cheng et al. (2015) also obtained similar results in a performance-oriented classroom assessment environment.

Although the students accepted that the TBLA procedures applied in both environments were in harmony with their lesson plans, easy to comprehend, and gave each student equal opportunities to complete them, it was surprising that they did not find the tasks totally relevant to their lives. This result may be explained by the fact that how authenticity is perceived may be mostly related to personal experiences and individual perception, so what is thought to be authentic by teachers may not be perceived so by students (Gulikers et al., 2008).

Another result obtained through the analysis of the quantitative data was that there was not a statistically significant gender difference between the female and male students in terms of their perceptions of TBLA in the blended learning environment ($F(4,45) = 1.055$, $p=.390$; Wilks' Lambda=.914; Partial eta squared=.086) ($p<.05$). This finding is in agreement with those of the studies conducted by Dhindsa et al. (2007), Mussawy et al. (2021), and Syaifuddin (2019) whereas it is not supported by the results of the studies by Alkharusi and Al-Hosni (2015) and Gao (2012).

Last but not least, no statistically significant difference was detected between the A2 level and B1 level students' perceptions of TBLA in the blended learning environment ($F(4,43)=1.446$, $p=.235$; Wilks' Lambda=.881; Partial eta squared=.119) ($p<.05$). However, this finding is contrary to those of the previous studies in the literature (Alkharusi & Al-Hosni, 2015; Cheng et al., 2015; Gan et al., 2019) since they discovered statistically significant differences in their students' perceptions of classroom assessment practices regarding school type and the way they were taught English, grade level, and level of proficiency.

The students' perceptions were also analysed in depth with the help of the research question 3 "*What are the factors that affect the EFL students' language skills-based*

performance in online and face-to-face TBLA environments and their perceptions towards TBLA in the blended learning environment?" answered through the qualitative data from the semi-structures and one-minute papers. All the students (17 students from the A2 level and 37 students from the B1 level) volunteered to complete one-minute papers at the end of each task via Google Forms. Fifteen students (5 students from the A2 level and 10 students from the B1 level) were also the volunteers for the semi-structured interviews at the end of the 8-week TBLA procedure via Microsoft Teams. Inductive content analysis was conducted to analyse sixteen one-minute papers (8 from the A2-level classes and 8 from the B1-level classes) and fifteen transcribed interviews to learn more about their perceptions, performances, and the factors affecting these during the TBLA procedure in the blended learning environment. Four themes, which are *the efficiency of using rubrics in class for the speaking and writing tasks, problems with the online environment, advantages of the TBLA in the face-to-face environment,* and *first impressions of the blended learning environment*, and their related sub-themes were identified from the raw data obtained through the semi-structured interviews, and the data from the one-minute papers were used to support them. Finally, the themes and their sub-themes were demonstrated in the tables 18,19, 20, and 21.

The analysis of the qualitative data showed that both groups of students agreed on several points as presented below:

To start with, they agreed on the positive effects of using rubrics during the online and face-to-face speaking and writing tasks on their motivation and engagement, on their awareness of their mistakes and the assessment procedures in exams, and on their self-confidence. This finding is in line with another study conducted by Turgut and Kayaoğlu (2015) as they discovered that when they used rubrics as an instructional tool in writing classes, their students were encouraged to realize the strengths and weaknesses in their own and partners' papers by understanding their reasons and discussing the possible improvements with their partners as well as their teachers during the feedback sessions.

Huang and Gui (2015) also discovered that when their students were given rubrics with descriptions of the different levels in the speaking assessment procedures, they felt that they could reach that level and got more motivated to practise more often.

Another point they all agreed on was that it was advantageous to be assessed by such procedures on different days as they helped the students gather more points than one big exam conducted at once. Uzun and Ertok (2020) also found a similar result in their study as the majority of their participants preferred to do assessment tasks to receive their grades rather than being assessed by one or two exams.

In addition, some of the students from both levels were also aware that these procedures helped them perform without much preparation and memorization. This is in agreement with the idea of Willis and Willis (2007) as they emphasized that going straight into tasks without much time to plan and prepare gave the students the opportunity to cope with real-time interaction, which is a valuable skill they will need for real-life English use.

As for their first impressions of the blended learning environment, it was discovered that the majority of the students from both levels were pleased to experience the TBLA in the blended classes. This finding is in line with a previous study (Lu, 2022) as it was discovered that the majority of his participants held positive attitudes towards the task-based blended learning model.

Some of the students from both levels also mentioned that they were happy to attend online classes wherever they were. The study by Wang et al. (2018) revealed a similar finding as their participants asserted that the blended synchronous learning environment was more flexible than the face-to-face classes as they could attend the classes anywhere via any device.

Although there were differences in their learning environment preferences in terms of productive skills, both groups of students indicated fewer preferences in terms of receptive

skills. Surprisingly, no studies were found in the literature to directly support or contrast with the findings related to the students' learning environment preferences in terms of skills. Wijaya and Indrasari (2022) also expressed that little is known about students' attitudes towards learning receptive skills in a fully online environment and inferred from their findings that students' attitudes towards online learning of receptive skills were positive. As a result, the finding in the present study is supposed to be of great value and may be explained by the fact that the learning environments the students were in may not matter a lot during the instruction of receptive skills as they could also rely on what they could do with these tasks on their own while they needed to be physically together with their instructors and peers for effective guidance as well as better communication and interaction for the productive skills.

Last of all, all the students also agreed that they experienced several technical problems during the online sessions such as weak internet connection, sound problems, and not being able to see their instructors' screens. This finding is in accordance with the study conducted by Ishtiaq et al. (2024) as their participants raised similar concerns about weak internet connections, which also caused poor audio quality that affected their comprehension negatively.

Nonetheless, the students also perceived the effects of the TBLA in the blended learning environment in their classes from different perspectives as presented below:

To start with, more students from the B1 level indicated an increase in their motivational level by proving themselves in class and watching their peers in the face-to-face sessions. They were also happier to experience real-life occasions in public and exam-like environments in the face-to-face environments and the opportunity to work in groups or pairs in both environments. Experiencing the advantages and disadvantages of both environments was also more important for the students from the B1 level. It can be inferred that all these sub-themes were related to their WTC (Willingness to

Communicate) levels in both environments. Similarly, Alqarni (2021) also reported that course grades may be a positive predictor of willingness to communicate in online learning environments, and the students with high grades were found to be more motivated to communicate and use the target language in any environment in his study.

What is more, some of the students from the B1 level focused on the benefits of peer learning. This is in line with Alhamami's (2019) study, which revealed that his students were aware of the opportunity to ask their classmates for help in face-to-face classes.

Another important point highlighted by more students from the B1 level was that their level of anxiety and shyness decreased in the blended learning environment. This finding is in accordance with another study conducted by Abed (2021). The qualitative results obtained in this study were found to be innovative as the majority of students expressed that they were more comfortable while speaking online with others.

Most importantly, the students from the B1 level accepted that their performances were not affected by the environment they were taught, and the 8-week TBLA procedure applied during the study enriched both of their learning environments. However, when the qualitative data from the students from the A2 level were analysed, it was revealed that more students from the A2 level talked about more problems related to the online sessions. For example, they complained more about the lack of eye contact, gestures, and mimes as well as concentration problems during the online sessions. This was also mentioned in a study conducted by Imani and Elasfar (2023) as the effects of the lack of nonverbal clues were found to be connected with the proficiency levels of the students. The low-proficiency students in their study felt ambiguity and confusion due to the lack of nonverbal clues, which caused less classroom participation among them while it led intermediate and high-proficiency students to develop some more language learning skills. Furthermore, the face-to-face TBLA procedures were favoured more by the higher percentage of students from the A2 level in this study. For instance, the majority of the

students from the A2 level wanted to be physically together with their instructors and peers in class. This can be explained by the idea that physical classes may be perceived as more accessible by students to interact with their instructors in person when they have questions in mind (Wright, 2017). Imani and Elasfar (2023) also discovered that the low-proficiency students in their study mentioned their negative feelings of unsafety and fear when there was a lack of a teacher's physical presence, but higher-proficiency students perceived the same occasion as more liberating and empowering. What is more, although they complained about online learning as a part of the blended learning environment, all of the students from the A2 level in this study preferred the online writing tasks. This can be explained by the result of another study (Tusino et al., 2022) since the students in their study favoured the online classes conducted through the Zoom application as they could search for the information they needed online quickly and effortlessly.

When all these similarities and differences were considered, the qualitative data from the interviews and one-minute papers revealed that the students from the B1 level showed more positive attitudes towards the TBLA in the blended learning environment in terms of the sub-themes about performing in both environments. Therefore, it can be inferred that they were more performance-oriented than the students from the A2 level as they indicated more positive opinions about the sub-themes related to their increased motivation by the opportunity to prove themselves and watch others and experiencing real-life occasions in public and exam-like environments in the face-to-face sessions as well as the advantages and disadvantages of both environments, the opportunity to work in groups or pairs in both environments, and their decreased level of anxiety and shyness in the blended learning environment. This may be explained by the result of another study by Cha et al. (2022). It was discovered that intermediate students were prone to be more positive about online learning, so proficiency levels were found to have an important role in student engagement and their attitudes towards online learning. As a result, they concluded that their students' preferences for blended learning in the EFL learning

environment were in a positive relationship with their proficiency levels. Akbarov et al. (2018) also supported this finding as they discovered that the higher their students' level of English proficiency was, the greater tendency they showed towards blended learning to learn English. Last but not least, as more students from the B1 level in this study stated that the environment they were in during the procedures did not have a significant effect on their performances, they can be described as being more independent language users in both environments than the students from the A2 level who focused more on the problems in the online environment and favoured the face-to-face sessions more in terms of the physical presence of their instructors and being physically together with their peers. These findings correlate with those of the study by Alqarni (2021) as they revealed that the EFL students who maintained their interest and enjoyment in learning English were likely to have higher WTC levels regardless of the context they were in.

All in all, although the results from the qualitative data gathered via the interviews and one-minute papers seemed to contradict the ones from the quantitative data obtained through the questionnaire, which indicated no differences between the perceptions of the students from different proficiency levels, the results of the qualitative data also demonstrated that the majority of the students from both levels were found to be pleased to experience the overall TBLA procedures in the blended learning environment by emphasizing several positive aspects of the procedures in both environments together with some problems, concerns or difficulties about the online sessions. As a result, the statistically insignificant results of the questionnaire might be explained by the fact that the students, regardless of their gender and level of proficiency, realized the importance of the TBLA procedure that fostered classroom assessment in both environments.

c. The perceptions of the EFL instructors towards TBLA in the blended learning environment

All the instructors (three instructors teaching the A2-level classes and five instructors teaching the B1-level classes) volunteered to complete one-minute papers at the end of

each task via Google Forms and to participate in semi-structured interviews at the end of the 8-week TBLA procedure via Microsoft Teams. Sixteen one-minute papers from the instructors (eight from the instructors teaching the A2-level classes and eight from the instructors teaching the B1-level classes) and the transcribed interviews were analysed through inductive content analysis to learn more about the instructors' perceptions, practices, and the factors affecting these during the TBLA procedure in the blended learning environment. Four themes, which are *the efficiency of using rubrics in class for the speaking and writing tasks, problems with the online environment, advantages of the TBLA in the face-to-face environment*, and *first impressions of the blended learning environment*, were identified from the raw data obtained through the semi-structured interviews alongside their sub-themes, and the data from the one-minute papers were used to support them.

The analysis of the qualitative data revealed that both groups of instructors agreed on several points about the procedures as discussed below:

As for the first theme related to the use of rubrics in class for the writing and speaking tasks, they all agreed that this increased the students' motivation and engagement in classes, the efficiency of the feedback sessions, the level of awareness of their mistakes and the assessment procedures in exams. These findings collaborate with the ideas of Chowdhury (2019) as he suggested that when rubrics are used as an instructional tool in class, they help teachers provide clear guidelines to their students about what expectations they need to achieve to obtain a good grade. Therefore, students learn more from rubrics than they do from a single grade as teachers can also easily explain the reasons why their students get this grade by pointing to the rubrics, which means a consistent, fair, and more transparent way of grading. Alghizzi and Alshahrani (2024) added that using rubrics as a tool for WCF (Written Corrective Feedback) can motivate students and boost student engagement and student-centered learning as they explain the reason for the given scores to students.

Another important point highlighted by the instructors was that using rubrics in class for the writing and speaking tasks gave the instructors the opportunity to assess their students' real performances with less workload outside the class. This finding is in agreement with the ideas proposed by Finch (2012) as it was suggested that assessment is an integrated part of instructional time, and students' performances rather than their memory are assessed with real-life language-use tasks via classroom-based assessment procedures.

What is more, all the instructors also asserted that they faced some common problems in the online environment such as technical issues, the lack of non-verbal clues, and the high level of plagiarism or outer support in their students' papers. These findings were also discussed by Karanfil and Uysal İlbay (2024). The instructors in their study were also concerned with these problems and were found to be satisfied with online teaching at a moderate level, so the importance of evaluating and improving online teaching practices to foster instructors' satisfaction was highlighted in the study. Ak and Gökdaş (2021) also supported these findings as they discovered that the pre-service teachers in their study complained about the technical problems they faced, the lack of eye contact, and limited non-verbal communication in the online environment and added that they decreased the effectiveness of their online courses.   In addition, Demir and Sönmez (2021) explained the possible reason for the finding related to the problems of the lack of non-verbal clues by the interactive nature of language teaching. They stated that in a typical EFL class, continuous physical interaction is established in the form of student-student and teacher-student interactions through information exchange, body language, and eye contact, but instructors may not achieve the requirements of basic human communication when their students are online as they are not able to interact in person even though they can see each other through screens.

Some advantages of the face-to-face TBLA procedures such as being physically together with their students in class and efficient classroom management were also some

other common points they all agreed on. This can be explained by the ideas of Turanli (1999). He suggested that classroom management requires different strategies such as being at an appropriate position to observe students during tasks, using gestures and mimes, ascertaining rules at the beginning of the academic year, and acting accordingly when students violate them. That is why the face-to-face sessions were more favoured in terms of efficient classroom management.

As for their first impressions of the TBLA in the blended learning environment, the requirement for educational technology and blended learning environments in the future was the last point they all mentioned. This can be explained by the fact that their students are digital natives, so the instructors need to have more digital literacy to keep them engaged in their classes. This finding correlates with the ideas of Fernández-Raga et al. (2023) as they highlighted that instructors need to follow modern educational trends and employ different teaching methods fostered by information and communication technologies (ICTs) to motivate and engage their digital native students in the learning process. Even the instructors indicating less tendency towards blended learning in the present study accepted the future requirements for online or blended learning environments due to possible worldwide or nationwide problems resulting in the suspension of formal education. Alghamdi (2024) is also concerned with this issue as he emphasized the need for teachers' preparedness to respond to the possibility of a pandemic in the future in terms of enhanced collaboration between stakeholders, more resources, and better communication. He added that they are also required to be prepared to adapt themselves to the changing needs of their students as well as the changing teaching environment by taking the necessary steps to get better equipped for any future health problems.

The last common point mentioned by the instructors teaching both levels of classes was the opportunity to attend classes wherever they were and to record their lessons. This finding is in parallel with that of a previous study carried out by Avcıoğlu and Altay

(2022) as they discovered that the majority of instructors who participated in their study were also satisfied with the flexibility, accessibility, and comfort the online classes provided as well as the opportunity to record their lessons for future use.

On the other hand, they also focused on the effects of the TBLA in the blended learning environment in their classes from different perspectives as elaborated below:

It was clear that the instructors teaching the A2 classes emphasized more negative points regarding the online procedures in terms of their students' lower motivational and engagement levels, which resulted in inefficient classroom management. In contrast, the instructors teaching the B1-level classes in the present study were very satisfied with the procedures in both environments as they emphasized that their students' performances were not affected by their learning environments. This finding is in accordance with the idea suggested by Demir and Sönmez (2021). They asserted that classroom management is perceived to be a critical issue as giving feedback gets more difficult for instructors in the online environment, which results in low levels of student motivation and participation. Other studies (Civelek et al., 2021; Nugroho et al., 2020) also revealed that the EFL instructors' perceptions were affected by the low level of student motivation and engagement in their studies, which was reported to be the top challenge in the online contexts regardless of the proficiency levels of their students.

Another point to be discussed was how they perceived the learning environments in terms of skills. The qualitative data about the listening and speaking tasks in the blended learning environment revealed that the instructors teaching the A2-level classes were not happy to conduct listening and speaking tasks in the online environment as they thought that their students needed more guidance and interaction among themselves and with the instructors. However, although they had fewer problems in the face-to-face sessions, they were also concerned that some of their students were too shy to speak during the face-to-face speaking tasks. As for the instructors teaching the B1-level classes, they expressed their positive opinions about the online listening and speaking tasks except for the

difficulty of creating and managing rooms for group/pair work. They were also happy to realize that some of their students were less shy during the online speaking tasks. This finding is in parallel with a study by Saraç and Doğan (2022). Many of their participants trusted the blended learning model in terms of privacy issues as they expressed that they felt safer and more confident in group activities during online sessions since nobody observed them. Therefore, it was concluded that those students who may be unwilling to start L2 communication in face-to-face classes may be eager to do so during online ones.

Another aspect of this finding in the current study was about reading and writing tasks in the blended learning environment. It was discovered that while the instructors teaching the A2-level classes showed negative attitudes towards the online ones because of lower student motivation and participation, the instructors teaching the B1-level classes were found to be really satisfied with them. In addition, it was revealed that although the first group wanted to conduct all the stages of the reading and writing tasks in the face-to-face classes, the second group preferred to conduct only the production stage and the feedback process of the writing tasks in the face-to-face classes. This finding may be explained by that of a previous study (Alsahli & Meccawy, 2022). Most of the teachers in their study agreed on the fact that when students submitted their writing assignments through an online platform, they showed more tendency towards cheating and putting less effort into their papers, which would have an adverse effect on their overall performance. As for the finding about the feedback issue, it correlates with that of another study conducted by Cao (2022) since she discovered that the teachers in her study tended to prefer face-to-face sessions for important tasks such as formal assessment, lectures, and collaborative activities while they preferred online sessions for other tasks which required more flexibility and practicality. As a result, as the feedback sessions were considered to be the most important stage of the writing classes to enhance students' writing skills, they tended to prioritize the face-to-face sessions to maintain better guidance and understanding via their physical presence in class.

When all these findings are considered, although both groups of instructors were found to reach an agreement on several points, it was clear that there was a significant difference between the perceptions of the instructors teaching the A2-level classes and the perceptions of the instructors teaching the B1-level classes towards TBLA in the blended learning environment in terms of the students' motivational level in the online sessions and the differences between the online and face-to-face skills-based tasks because the ones teaching the A2-level classes elaborated more on the negative points related to the online assessment procedures more than the other group. As a result, it can be said that the proficiency level of the classes affected the perceptions of the instructors towards TBLA in the blended learning environment.

d. The differences between the perceptions of the EFL students and the perceptions of the EFL instructors towards TBLA in the blended learning environment

When the qualitative data from both groups of participants were analysed, it was revealed that they had some common ideas about the sub-themes (*the efficiency of using rubrics in class for the speaking and writing tasks, problems with the online environment, advantages of the TBLA in the face-to-face environment*, and *first impressions of the blended learning environment*) identified from the semi-structured interviews and one-minute papers.

To start with, both groups of participants were found to be satisfied with the use of rubrics during the speaking and writing tasks as it increased student motivation and engagement, the students' awareness of their mistakes and the assessment procedures in exams, and the efficiency of the feedback sessions. This finding seems to be parallel with the ideas of Sharma (2019) as he expressed that using rubrics effectively can encourage and motivate students to put in their best effort to foster a sense of autonomy, pride, ownership, and accountability by providing them clear expectations and helping

them learn from their mistakes through detailed explanations, feedback, and guidance, which allows them to improve their skills.

In addition, they agreed that they faced some problems with technical issues during the online sessions. All the instructors, the majority of the students from the A2 level, and some students from the B1 level also complained about the lack of eye contact, gestures, and mimes during the online sessions. Hussain Al-Qahtani (2019) also revealed that both instructors and students in his study complained about technical problems they frequently faced during online classes as well as the absence of body language as they may have an adverse effect on the efficiency of the teaching process.

Both groups of participants added that being physically together in class was effective for them in different ways. For example, all the instructors, the majority of the students from the A2 level, and some students from the B1 level also mentioned the effectiveness of face-to-face communication through gestures and mimes. Another common point to be highlighted by the majority of the instructors teaching the B1-level classes and the students from the A2 level as well as some of the students from the B1 level was the friendly atmosphere the face-to-face sessions offered. This finding is in parallel with that of a study conducted by Saraç and Doğan (2022) as they found out that the students in their study found the face-to-face sessions more effective and preferred the real classroom environment as it created a more authentic and friendly atmosphere for them to communicate. Another study by Aubrey and Philpott (2023) supported this finding by highlighting that the face-to-face setting helped the instructors in their study to create a more positive classroom atmosphere that fostered a smoother transmission of feelings through non-verbal communication and generated more laughter and empathic reactions during interactions.

As for their first impressions of the TBLA in the blended learning environment, both groups of participants asserted that it was the first time they had been in a blended

learning environment. The majority of the instructors and some students from both levels also added that they liked the idea of attending their classes wherever they were. This finding correlates with that of Khalawi and Halabi (2020) since both the teachers and students in their study mentioned the flexibility the online environment provided to attend their classes from anywhere at any time.

As for their teaching and learning environment preferences, both groups of participants preferred the face-to-face feedback sessions for both productive skills by emphasizing the effectiveness of instant feedback and indicated fewer preferences for the receptive skills. Arumugam et al. (2022) also found a similar result as they stated that the face-to-face sessions received more positive feedback from their participants and were found to be a more effective environment for the instruction of knowledge and skills as the students received immediate and direct feedback. Furthermore, this finding seems to be in line with that of a previous study (Baz et al., 2016) as they discovered that both the instructors and students believed that the students learnt a lot when the instructors corrected their errors. Alzamil (2021) also supported this finding as he revealed that half of his participants wanted their teacher to give face-to-face feedback on their speaking task probably because they were provided with an appropriate environment for discussion.

On the other hand, the same qualitative data revealed several differences in the perceptions of both groups of participants as they were presented below:

For the first theme, before the study, while the students were concerned about the problems they had while conducting their video tasks, the instructors were worried that the video tasks did not reflect their students' real speaking performances. Yanar and Şahinkayası (2022) also discovered that the students in their study had similar problems such as the difficulty of involving their group members in video tasks and wasting their time on explaining things to them. This finding can be explained by the idea from Long (2015) who expressed that task-based assessment in class settings provides concrete

evidence of what students can really do with the target language in a real-life context. Therefore, it can be concluded that the concerns of the instructors about assessing their students' real performances may have been allayed thanks to the TBLA procedure in the blended learning environment.

As for the online writing tasks, all the instructors were worried about the cheating problems while the students did not comment on this and focused on the positive effects of the online writing tasks on their performances. In addition, when their preferences were analysed in terms of skills, it was revealed that although all the students from the A2 level and the majority of students from the B1 were more positive about the online writing tasks, all the instructors preferred the face-to-face sessions for the production stage of the writing classes. Mellar et al. (2018) also highlighted that many teachers believed that online tests and assessment procedures made cheating and plagiarism easier. This finding is in parallel with that of a previous study (Al-Bargi, 2022) as it was discovered that the instructors in that study were also unsure about the authenticity of the writing assignments submitted online without being proctored, and they firmly preferred face-to-face assessment of speaking and writing skills. What is more, Alghamdi et al. (2016) emphasized another issue in terms of the students who did not perceive communication with each other during online writing assessment procedures as a form of plagiarism or academic dishonesty. This may be the reason why the students in this study were positive about the online writing tasks since they accepted that they were happy to have a lot of online resources they could benefit from while writing their assignments, which may not have been regarded as a form of plagiarism or academic dishonesty.

Moreover, all the students emphasized the positive effects of using the rubrics and more individual feedback in class on their self-confidence. Some of the students from the A2 level and half of the students from the B1 level also mentioned the positive effects of the opportunity to prove themselves and watch others in class on their motivation. However, the instructors did not mention these in their interviews or one-minute papers.

This finding contradicts that of a previous study by Sharma (2019) as the instructors were aware of the effects of rubrics on their students' self-confidence as they asserted that the students not only comprehended, focused, and performed better but also became more motivated and confident when the rubrics were explained in detail.

In addition, while all the instructors teaching the A2-level classes complained about the motivational problems in the lower-level classes during the online sessions, the students did not write any negative comments about their motivation apart from the negative feelings they felt because of the lack of non-verbal clues, some concentration problems caused by the distracting things around them, and spending a lot of hours in front of screens, which were mentioned by the higher percentage of students from the A2 level. The students in another study by Ishtiaq et al. (2024) also admitted that although they believed that they were good at technology, they preferred face-to-face learning environments as they could not concentrate on online learning because of excessive use of the two popular websites, Google and YouTube. As a result, this may be inferred that there may be more things to distract students' attention in the online environment, and that was why the students were perceived as being demotivated during the online sessions by their instructors.

For the last theme, the majority of students from both proficiency levels and the instructors teaching the B1-level classes were found to have positive perceptions towards the TBLA in the blended learning environment as they expressed their pleasure to experience the TBLA procedure in the blended classes while the instructors teaching the A2-level classes stated that they would prefer conducting these tasks in a face-to-face environment. They also focused on the obligatory reasons why they had to or would conduct such classes rather than their willingness to teach in a blended environment again. This may be explained by the fact that when their students remained silent during the online TBLA procedures, the instructors teaching the A2-level classes had to strive more to conduct the tasks, and that was why teacher-talking time may have increased in

classes, which had a bad effect on the instructors' perceptions towards the online procedures. Another study conducted by Deng and Jaganathan (2023) seemed to correlate with this finding. The majority of students and half of the teachers in their study were found to believe that the students' silence in the online sessions was caused by their language incompetence. They concluded by suggesting that students' language competence should be improved to prevent their silence since other factors causing their silence were more or less related to this. As a result of an improvement in their language competencies, it was expected that their confidence would increase, and their nervousness and shyness would decrease, which may result in an increase in their participation and engagement.

As for their teaching and learning environment preferences, some of the students from the A2 level, the majority of the students from the B1 level, and all of the instructors teaching the B1-level classes expressed that the students' performances did not show significant differences in both environments, which was not supported by most of the students from the A2 level and any of their instructors. As for the speaking skill, a high percentage of students from both levels and all the instructors teaching the A2-level classes preferred the face-to-face environment for the speaking tasks whereas the majority of the instructors teaching the B1-level classes focused on the advantages of the online speaking tasks and described them being as effective as the face-to-face ones in their one-minute papers. This finding is in line with that of Deng and Jaganathan (2023) since they suggested that the more the students' language skills were improved, the more factors that hindered their participation in classroom interaction would be likely to be diminished.

When all these similarities and differences were compared, it was clear that the students from both levels and the instructors teaching the B1-level classes had similar perceptions towards the TBLA in the blended learning environment since they mentioned more positive aspects of the procedures together with several related difficulties,

problems, or concerns. On the contrary, the instructors teaching the A2-level classes had more different perceptions than the other groups of participants, especially in terms of their students' motivational problems in the online sessions and their first impressions of the TBLA in the blended learning environment together with some of the advantages it offered.

Chapter 5

Conclusion and Suggestions

This chapter includes pedagogical implications based on the findings, limitations of the study, suggestions for further studies, and the conclusion.

Pedagogical Implications

This study is built on previous studies conducted in blended EFL learning environments, but it incorporated the application of the TBLA procedure in both environments and evaluated its effect in terms of students and instructors. On the whole, some pedagogical implications and suggestions can be provided for policy makers, teacher educators, curriculum developers, materials designers as well as instructors.

Erdel (2022) expressed that the COVID-19 pandemic had a significant effect on all aspects of life, especially education, over the past two years. As a result of pandemic-related precautions, face-to-face teaching was interrupted which led to emergency remote teaching (ERT). From March 2020 until the end of the 2020-2021 academic year, most educational activities around the world were conducted through distance learning, primarily using online platforms. In the following academic year, schools and universities shifted to blended (hybrid) education by obeying the strict rules on social distancing guidelines. So far, blended learning has gained much popularity in the field. As Korkmaz and Mirici (2021) asserted, preparatory schools in Turkish universities still lack standardization in English courses even though the Turkish Council of Higher Education (CoHE) has already started to take some necessary steps to enhance the distant education system and find out solutions for interruptions in higher education. They advised that these institutions are required to "reevaluate their so-called online teaching practices" (p.5756) as the arrival of the pandemic showed us the importance of life-long learning and learner autonomy. In case of the possibility of a future pandemic, it is

essential to plan and shape the future EFL settings again in terms of the lessons learned on the way, so it is suggested that instructors should learn how to benefit from technology in their classes by relating it to their pedagogical goals (Fullan & Langthworthy, 2014). Therefore, higher education institutions are required to work in collaboration with policy makers, curriculum developers, and teacher educators to provide the continuity of education under any circumstances.

Blended learning environments are expected to be a permanent part of our future educational settings, especially in the field of foreign language teaching as technology is a must to teach a language in today's digital world. As a result, curriculum developers, materials designers, as well as instructors, should design engaging and motivating blended learning environments to attract their students' attention as they are already equipped with a lot of technology skills and more likely to get excited with new technological innovations since they were born in a digital world as digital natives.

The findings of the study revealed that blended learning can also be employed as a teaching and assessment approach for students with lower English proficiency. However, it was clear that this group as well as their instructors faced more problems during the online sessions of the blended learning environment. It was also understood that these problems did not stem from their laziness but from their low level of English proficiency as they needed more help to use the target language. Therefore, instructors are suggested to be more understanding and patient towards such students if they are required to teach them in blended learning environments for some reason. What is more, it is suggested that curriculum developers plan different blended models with more teacher guidance and support for such students as they may need additional monitoring to encourage higher participation until they get more proficient in dealing with the online sessions. For example, they may start their instruction in traditional classrooms and may be transferred to blended classrooms after they reach a certain level of language proficiency.

It was evident from the findings that when the instructors managed to involve the students in teaching and learning practices in both environments, they did their best to deal with them even if their proficiency level was low. Therefore, it can be inferred that TBLA tends to nourish classroom assessment practices in the blended learning environment and foster students' willingness to participate in the learning process in both environments. The study implies also that the more students engage in the TBLA procedures in the blended learning environment, the more they become aware of their strengths and weaknesses and improve their language skills accordingly.

The results of the present study provided valuable insights for teacher trainers, material developers, and instructors to improve the role of students from passive recipients of knowledge to autonomous learners who can produce something not only in traditional classes but also in online classes. It can be concluded that we need to encourage our students to be more autonomous and independent learners by designing appropriate tasks and teaching them handy strategies on how to benefit from such procedures in different settings.

The findings of the present study imply that it is crucial for instructors to consider students' perceptions before designing learning environments and classroom assessment tasks as their perceptions would affect the effectiveness of the overall procedure as well as instructors' teaching motivation.

It was discovered that although some of the instructors in this study describe themselves as technologically competent, they still seek new ways to improve their teaching skills, especially in online settings, so it can be understood that being a teacher means being a life-long learner. Moreover, Mirici et al. (2022) also elaborate on this issue from the very first stages of teacher education as they were worried that ELT programs at universities lack courses that aim to train digitally literate teachers. As a result, professional development programs for instructors should be organized to help them keep

up with the latest educational technologies, which is required to address the needs of digital natives in classes.

Based on the findings, it was also clear that the instructors' perceptions and needs regarding the online sessions of the blended learning environment, so institutions should organize in-service training courses that include beyond basic teaching strategies in the online classes since instructors should receive more training sessions on the efficient ways of adapting their traditional teaching and classroom management strategies into online learning environments.

Policymakers should bear in mind that faculties of education and professional training programs for instructors should focus on how to develop and carry out classroom assessment tasks by integrating technology into their courses, which is an essential skill to have to be effective educators for today's young generation since instructors' attitudes towards classroom assessment practices and their level of proficiency in technology can have a strong influence on how students perceive the assessment process in class.

Limitations and Suggestions for Further Research

The current dissertation was based on the effects of the application of Task-based Language Assessment (TBLA) in the blended EFL learning environment on the students' perceptions and performances as well as the instructors' perceptions and practices. As it was already discussed in the previous section, this study has several limitations.

To start with, this dissertation may not reflect all students and instructors at different preparatory schools as it was carried out at a state university in Turkey with a limited number of participants who were already available and chosen via the convenience sampling method. Therefore, further studies with a larger number of participants selected randomly or via other statistical sampling methods are needed to generalize the findings.

Another limitation of the study can be explained as the lack of a control group to check the efficiency of the TBLA procedure in the blended EFL learning environment as all the classes in the English preparatory program were required to follow the same blended teaching model due to the strict class regulations during the COVID-19 pandemic period. As a result, a convergent parallel mixed methods research design was adopted to conduct the study, so the findings are advised to be considered tentatively. Further studies with a quasi-experimental design are required to compare the findings with pre and post-tests to ensure whether the TBLA procedure conducted in the blended learning environment was effective for EFL students.

What is more, the length of the study can be categorized as one of the limitations of the present study which lasted for eight weeks. Future studies can investigate how TBLA should be administered in the blended EFL learning environment over longer periods of time in order to ensure its effects on students' language skills since it may take students more time to be proficient in each skill.

This study does not consider students' level of autonomy or learning styles and instructors' readiness to conduct blended classes or their well-being during the study as they are out of the scope of the study. As a result, future studies can involve such factors to evaluate the effectiveness of TBLA in the blended learning environment.

The last limitation of the study is the lack of classroom observations to validate the findings as they would provide concrete evidence for the students' perceptions and performances as well as the instructors' perceptions and practices, and the factors affecting these during the TBLA procedure in the blended learning environment. Future studies may be strengthened by the inclusion of classroom observation to gain a deeper understanding of the mentioned variables.

Conclusion

The starting point of this study was the blended learning model that stood out in Turkey after the COVID-19 pandemic (Korucu & Kabak, 2020). As it was a totally new experience for students and instructors, the researcher aimed to examine blended learning in the Turkish EFL context at the tertiary level. What is more, a task-based approach was thought to be a possible solution to the problems faced during fully online education. Therefore, the primary aim of the current study was to discover how Task-based Language Assessment (TBLA) should be administered in the blended EFL learning environment. It was also carried out to understand whether the EFL students' language skills-based and overall performances in online and face-to-face TBLA environments and their perceptions towards TBLA in the blended learning environment differed. In addition, it investigated if there was a significant difference among the perceptions of the EFL instructors towards TBLA in the blended learning environment and whether the instructors and the students had similar or different perceptions towards it. Last but not least, it sought to ascertain the factors that affected the students' language skills-based performances and the instructors' practices in online and face-to-face TBLA environments and the factors that affected the perceptions of the EFL students and instructors towards TBLA in the blended EFL learning environment.

To achieve these, a study with a convergent parallel mixed methods research design was carried out with 54 students and 8 instructors at a state university in Turkey in the spring semester of the 2021-2022 academic year. An 8-week TBLA procedure was applied in the blended learning environment. One listening and speaking or one reading and writing task was conducted in the online or face-to-face environment each week, and the students were assessed by the instructors via rubrics to see whether their performances differed in online and face-to-face TBLA environments. At the end of each task, one-minute papers were completed by both groups of participants to discover more details about the students' perceptions and performances and the instructors' perceptions

and practices during the online and face-to-face TBLA procedures. At the end of the 8-week procedure, a questionnaire was conducted to understand how the students perceived TBLA in the blended learning environment. What is more, semi-structured interviews were carried out with 15 students and 8 instructors to learn more about their perceptions and practices.

When the quantitative data from the rubrics were analysed, a significant difference was found among the A2-level students' language skills-based and overall performances in online and face-to-face environments, whereas no significant difference was discovered among the B1-level students' language skills-based and overall performances in online and face-to-face environments. Another quantitative data gathered through the questionnaire demonstrated that the EFL students had quite positive attitudes towards the TBLA in the blended learning environment, but there was not a significant difference among the EFL students' perceptions of TBLA in the blended learning environment in terms of gender and level of proficiency.

Aside from the quantitative data, the analysis of the qualitative data from the semi-structured interviews and one-minute papers showed that the students' perceptions and performances and the instructors' perceptions and practices were affected by several factors such as *the efficiency of using rubrics in class for the speaking and writing tasks, problems with the online environment, advantages of the TBLA in the face-to-face environment*, and *first impressions of the blended learning environment*. When these factors were analysed and compared, the findings related to the differences in their skills-based and overall performances were also supported by the qualitative data. What is more, some differences were discovered between the students' perceptions towards the TBLA in the blended learning environment in terms of their level of proficiency despite the insignificant difference found as a result of the analysis of the quantitative data obtained from the questionnaire. Another important point was that a significant difference was discovered between the perceptions of the instructors teaching the A2-level classes and

the perceptions of the instructors teaching the B1-level classes towards TBLA in the blended learning environment in terms of the students' motivational level in the online sessions and the differences between the online and face-to-face skills-based tasks as the instructors teaching the B1-level classes demonstrated fairly positive attitudes towards the mentioned points compared to the ones teaching the A2-level classes. Last but not least, the analysis of the qualitative data uncovered that all the students and the instructors teaching the B1-level classes had similar perceptions towards the TBLA in the blended learning environment while the instructors teaching the A2-level classes had more different perceptions than the other groups of participants since they put more emphasis on the concerns, problems, and difficulties they faced during the online TBLA procedures and expressed more negative impressions of the overall TBLA procedures in the blended learning environment together with some advantages it offered.

Considering these findings, the present study proposes several pedagogical implications that may contribute to the development of teacher educators, curriculum developers, materials designers as well as instructors in terms of implementing blended learning in the EFL context and finding appropriate ways to assess students' language skills in blended learning environments.

Although this study has some limitations, it offers valuable insights into understanding the students' perceptions and performances as well as the instructors' perceptions and practices and the factors affecting these in the blended learning environment. It is also of great value to see the effects of the TBLA procedures conducted during the online and face-to-face classes not only on the students' perceptions and performances but also on the instructors' perceptions and practices. To the best of our knowledge, this might be one of the very first empirical studies in the Turkish EFL context at the tertiary level that shows that it is possible to use TBLA in a blended learning environment by implementing the assessment procedures for four skills in both environments and evaluating their effects in terms of both the students and instructors.

Based on the results, it can be concluded that TBLA can be adapted to new environments to enhance their effectiveness.

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APPENDIX-A: Student Consent Form

Dear students,

This study has been conducted by Hayriye Sakarya Akbulut, a Ph.D. candidate at the Department of ELT of the Graduate School of Educational Sciences at Hacettepe University and her supervisor, Prof. Dr. İsmail Hakkı Mirici. The main purpose of the present study is to discover how Task-based Language Assessment (TBLA) should be administered in the blended EFL learning environment and how the EFL instructors and the students perceive this. All the required permissions regarding the ethical dimension of the present research study have been obtained from the Ethical Committee of Hacettepe University. If you accept to take part in the study, an 8-week TBLA procedure will be applied in the blended learning environment. Each week, one online or one face-to-face task focusing on either listening and speaking or reading and writing skills will be conducted, and your performances will be assessed via rubrics. At the end of each task, you will be asked to answer 4 questions via one-minute papers to learn about your performances during the online and face-to-face TBLA procedures. When the assessment procedure is completed, you will be asked to respond to a questionnaire to discover your perceptions towards online and face-to-face TBLA. Finally, you will be asked to respond to 14 interview questions (upon your permission, it will be audio-recorded). Your participation is purely based on your volunteer action. The results of the study will be confidential and used just for research. You can give up the study anytime you want. There is no relationship between the study you will participate in and any grades you will get for the lesson. Therefore, leaving the study at any stage will not result in your loss of any grades. Your names will be kept safe and will not be shared at any phases of the research. In the study, there are no items or questions that may cause personal discomfort. However, you have the freedom to withdraw at any stage of the research if you feel uncomfortable during the research.

Thank you so much in advance for your valuable participation in this study. For further questions, please do not hesitate to contact us.

I read the abovementioned information and agree to take part in the study voluntarily.

☐ *I agree to be audio-recorded during the interview.*

☐ *I do not agree to be audio-recorded during the interview.*

Date:

Participant:

Name-Surname:
Address:
Mobile:
Signature:

	Principal Researcher:	**Assistant Researcher:**
Name-Surname:	Prof. Dr. İsmail Hakkı Mirici	Lect. Hayriye Sakarya Akbulut
Address:		
E-mail:		
Mobile:		
Signature:		

APPENDIX-B: Öğrenci Rıza Formu

Sevgili öğrenciler,

Bu çalışma Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi bölümü doktora öğrencisi Hayriye Sakarya Akbulut ve tez danışmanı Prof. Dr. İsmail Hakkı Mirici tarafından yürütülmektedir. Çalışmanın temel amacı harmanlanmış yabancı dil olarak İngilizce öğrenimi ortamında Görev Temelli Dil Değerlendirmesi uygulamasının nasıl olduğunu ve İngilizce öğretim görevlileri ile öğrencilerin bunu nasıl algıladığını ortaya çıkarmaya çalışmaktır. Çalışmanın yapılabilmesi için Hacettepe Üniversitesi etik komisyonundan gerekli izin alınmıştır. Çalışmaya katılmaya kabul ederseniz, harmanlanmış bir öğrenme ortamında, 8 haftalık bir Görev Temelli Dil Değerlendirme prosedürü uygulanacaktır. Her hafta, dinleme ve konuşma ya da okuma ve yazma becerilerine odaklanan çevrimiçi veya yüz yüze bir görev yürütülecek ve performanslarınız dereceli puanlama anahtarı ile değerlendirilecektir. Her görevin sonunda, çevrimiçi ve yüz yüze Görev Temelli Dil Değerlendirme prosedürleri sırasındaki performanslarınız hakkında bilgi edinmek için 4 tane soruyu yazılı olarak cevaplamanız istenecektir. Değerlendirme prosedürü tamamlandığında, çevrimiçi ve yüz yüze Görev Temelli Dil Değerlendirmesine yönelik algılarınızı keşfetmek için bir anket uygulanacak ve algılarınızı ve performanslarınızı daha derin bir şekilde anlamak için 14 tane görüşme sorusu cevaplandıracaksınız (İzin verdiğiniz taktirde, görüşmelerde ses kaydı alınacaktır.). Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Çalışmanın sonuçları gizli tutulacak ve tamamıyla araştırma amaçlı kullanılacaktır. Çalışmayı istediğiniz zaman bırakabilirsiniz. Katılacağınız bu çalışma ile derste alacağınız herhangi bir not arasında ilişki yoktur. Bu yüzden çalışmayı herhangi bir aşamada bırakmanız not kaybına sebep olmayacaktır. İsimleriniz gizli tutulacak ve çalışmanın hiçbir aşamasında paylaşılmayacaktır. Araştırmada kişisel rahatsızlık verecek madde ve sorular bulunmamaktadır. Ancak, araştırma süresince rahatsızlık duyarsanız da araştırmanın herhangi bir aşamasında geri çekilme özgürlüğüne sahipsiniz.

Değerli katılımınız için şimdiden teşekkür ederiz. Daha fazla soru için çekinmeden bizimle iletişime geçebilirsiniz.

Yukarda belirtilen bilgileri okudum ve çalışmaya gönüllü olarak katılmayı kabul ediyorum.

☐ *Görüşmelerde ses kaydı alınmasını kabul ediyorum.*

☐ *Görüşmelerde ses kaydı alınmasını kabul etmiyorum.*

Tarih:
Katılımcı:

Adı-Soyadı:
Adres:
Telefon:
İmza:

	Sorumlu Araştırmacı:	Yardımcı Araştırmacı:
Adı-Soyadı:	Prof. Dr. İsmail Hakkı Mirici	Öğr. Gör. Hayriye Sakarya Akbulut
Adres:		
Mail:		
Telefon:		
İmza:		

APPENDIX-C: Instructor Consent Form

Dear instructors,

This study has been conducted by Hayriye Sakarya Akbulut, a Ph.D. candidate at the Department of ELT of the Graduate School of Educational Sciences at Hacettepe University and her supervisor, Prof. Dr. İsmail Hakkı Mirici. The main purpose of the present study is to discover how Task-based Language Assessment (TBLA) should be administered in the blended EFL learning environment and how the EFL instructors and the students perceive this. All the required permissions regarding the ethical dimension of the present research study have been obtained from the Ethical Committee of Hacettepe University. If you accept to take part in the study, you will apply an 8-week TBLA procedure in the blended learning environment. Each week, you will conduct one online or one face-to-face task focusing on either listening and speaking or reading and writing skills and assess the students' performances via rubrics. At the end of each task, you will be asked to answer 4 questions via one-minute papers to learn about your practices during the online and face-to-face TBLA procedures. When the assessment procedure is completed, you will be asked to respond to 14 interview questions (upon your permission, it will be audio-recorded). Your participation is purely based on your volunteer action. The results of the study will be confidential and used just for research. You can give up the study anytime you want. Your names will be kept safe and will not be shared at any phases of the research. In the study, there are no items or questions that may cause personal discomfort. However, you have the freedom to withdraw at any stage of the research if you feel uncomfortable during the research.

Thank you so much in advance for your valuable participation in this study. For further questions, please do not hesitate to contact us.

I read the abovementioned information and agree to take part in the study voluntarily.

☐ *I agree to be audio-recorded during the interview.*

☐ *I do not agree to be audio-recorded during the interview.*

Date:

Participant:

> **Name-Surname:**
> **Address:**
> **Mobile:**
> **Signature:**

	Principal Researcher:	**Assistant Researcher:**
Name-Surname:	Prof. Dr. İsmail Hakkı Mirici	Lect. Hayriye Sakarya Akbulut
Address:		
E-mail:		
Mobile:		
Signature:		

APPENDIX-D: Öğretim Görevlisi Rıza Formu

Sevgili Öğretim Görevlileri,

Bu çalışma Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi bölümü doktora öğrencisi Hayriye Sakarya Akbulut ve tez danışmanı Prof. Dr. İsmail Hakkı Mirici tarafından yürütülmektedir. Çalışmanın temel amacı harmanlanmış yabancı dil olarak İngilizce öğrenimi ortamında Görev Temelli Dil Değerlendirmesi uygulamasının nasıl olduğunu ve İngilizce öğretim görevlileri ile öğrencilerin bunu nasıl algıladığını ortaya çıkarmaya çalışmaktır. Çalışmanın yapılabilmesi için Hacettepe Üniversitesi etik komisyonundan gerekli izin alınmıştır. Çalışmaya katılmaya kabul ederseniz, harmanlanmış bir öğrenme ortamında, 8 haftalık bir Görev Temelli Dil Değerlendirme prosedürü sizler tarafından uygulanacaktır. Her hafta, dinleme ve konuşma ya da okuma ve yazma becerilerine odaklanan çevrimiçi veya yüz yüze bir görev yürütülecek ve öğrencilerin performansları dereceli puanlama anahtarı ile değerlendirilecektir. Her görevin sonunda, çevrimiçi ve yüz yüze Görev Temelli Dil Değerlendirme prosedürleri sırasındaki uygulamalarınız hakkında bilgi edinmek için 4 tane soruyu yazılı olarak cevaplamanız istenecektir. Değerlendirme prosedürü tamamlandığında, algılarınızı ve uygulamalarınızı daha derin bir şekilde anlamak için 14 tane görüşme sorusu cevaplandıracaksınız (İzin verdiğiniz taktirde, görüşmelerde ses kaydı alınacaktır.). Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Çalışmanın sonuçları gizli tutulacak ve tamamıyla araştırma amaçlı kullanılacaktır. Çalışmayı istediğiniz zaman bırakabilirsiniz. İsimleriniz gizli tutulacak ve çalışmanın hiçbir aşamasında paylaşılmayacaktır. Araştırmada kişisel rahatsızlık verecek madde ve sorular bulunmamaktadır. Ancak, araştırma süresince rahatsızlık duyarsanız da araştırmanın herhangi bir aşamasında geri çekilme özgürlüğüne sahipsiniz.

Değerli katılımınız için şimdiden teşekkür ederiz. Daha fazla soru için çekinmeden bizimle iletişime geçebilirsiniz.

Yukarda belirtilen bilgileri okudum ve çalışmaya gönüllü olarak katılmayı kabul ediyorum.

☐ *Görüşmelerde ses kaydı alınmasını kabul ediyorum.*

☐ *Görüşmelerde ses kaydı alınmasını kabul etmiyorum.*

Tarih:

Katılımcı:

    Adı-Soyadı:
    Adres:
    Telefon:
    İmza:

	Sorumlu Araştırmacı:	**Yardımcı Araştırmacı:**
Adı-Soyadı:	Prof. Dr. İsmail Hakkı Mirici	Öğr. Gör. Hayriye Sakarya Akbulut
Adres:		
Mail:		
Telefon:		
İmza:		

APPENDIX-E: Students' Perceptions of Assessment Questionnaire (SPAQ)

Dear students,

The following questionnaire is about your perceptions of the assessment tasks conducted in the blended learning environment during the study. The results of the questionnaire will be confidential and used just for research. You can give up answering the questions anytime you want. There is no relationship between the study you will participate in and any grades you will get for the lesson. Therefore, leaving the study at any stage will not result in your loss of any grades. The items are written in both English and Turkish and it will take 10 minutes at most to answer them. Thanks for your contributions.

Sevgili öğrenciler,

Aşağıdaki anket, bu çalışma boyunca harmanlanmış öğrenme ortamında uygulanan değerlendirme görevlerine yönelik algılarınızla ilgilidir. Anket sonuçları gizli tutulacak ve tamamıyla araştırma amaçlı kullanılacaktır. Çalışmayı istediğiniz zaman bırakabilirsiniz. Katılacağınız bu çalışma ile derste alacağınız herhangi bir not arasında ilişki yoktur. Bu yüzden çalışmayı herhangi bir aşamada bırakmanız not kaybına sebep olmayacaktır. Maddeler hem İngilizce hem de Türkçe yazılmıştır ve cevaplamanız en fazla 10 dakika sürecektir. Katkılarınızdan dolayı teşekkür ederim.

Prof. Dr. İsmail Hakkı MİRİCİ
Lect. Hayriye SAKARYA AKBULUT

PART I. Personal Information (Kişisel Bilgiler)

In this section, provide the necessary information for each item by choosing the right answer or writing in the gaps provided.

Gender (*Cinsiyetiniz*):	Female (*Kadın*) (___)		Male (*Erkek*) (___)	
Age (*Yaşınız*):	18-20 (___)	21-23 (___)	24- and more (*ve daha fazlası*) (___)	
Where do you stay? (*Nerede kalıyorsunuz?*)	in the dorm (*Yurtta*) (___)	in your family's house (*Ailenizin evinde*) (___)	in your own house (*Kendi evinizde*) (___)	Other (*Diğeri*) (_____)
How do you join online courses? (*Çevrimiçi derslere nasıl katılıyorsunuz?*)	via your mobile (*Cep telefonunuzla*) (___)	via your laptop (*Dizüstü bilgisayarınızla*) (___)	via a computer in the library (*Kütüphanedeki bilgisayarla*) (___)	Other (*Diğeri*) (_____)
How do you access the internet? (*İnternete nasıl erişiyorsunuz?*)	through the local network at home (*Evdeki yerel ağ aracılığıyla*) (___)	through the mobile network (*Mobil ağ aracılığıyla*) (___)	through the university network (*Üniversitedeki ağ aracılığıyla*) (___)	through the dorm network (*Yurttaki ağ aracılığıyla* (___)

Bu bölümde her soru için doğru seçeneği işaretleyerek veya verilen boşluğa yazarak gerekli bilgiyi veriniz.

PART II. The Questionnaire (Ölçek)

Read the sentences below carefully and tick the appropriate options given at the end of each sentence (Almost Always-Often-Sometimes-Almost Never). Thanks for your cooperation.

Aşağıdaki cümleleri dikkatlice okuyunuz ve cümle sonunda verilen seçeneklerinden (Neredeyse Her Zaman-Sıklıkla-Bazen-Neredeyse Hiç) size uygun olanı işaretleyiniz.

İşbirliğiniz için teşekkür ederim.

1- Almost Never (*Neredeyse Hiç*)	2- Sometimes (*Bazen*)	3- Often (*Sıklıkla*)	4- Almost Always (*Neredeyse Her Zaman*)			

1.	How I have been assessed in this study is similar to what I do in class. (*Bu çalışmadaki değerlendirilme şeklim sınıfta yaptıklarıma benzerdir.*)	1	2	3	4
2.	In this study, I have been able to show others that my learning has helped me do things. (*Bu çalışmada, öğrendiklerimin bir şeyler yapmamda bana yardımcı olduğunu başkalarına gösterebildim.*)	1	2	3	4
3.	The assessment tasks in this study are useful in everyday things. (*Bu çalışmadaki değerlendirme görevleri günlük hayatta işe yarar.*)	1	2	3	4
4.	In this study, I have been told in advance when I am being assessed. (*Bu çalışmada, ne zaman değerlendirileceğim hakkında önceden bilgilendirildim.*)	1	2	3	4
5.	When there are different ways, I have been able to complete the assessment tasks in this study. (*Farklı yöntemler olduğunda, bu çalışmadaki değerlendirme görevlerini tamamlayabildim.*)	1	2	3	4
6.	In this study, I have been assessed on what the teachers have taught me. (*Bu çalışmada, öğretmenlerin bana öğrettiklerine göre değerlendirildim.*)	1	2	3	4
7.	I have known what is needed to successfully accomplish the assessment tasks in this study. (*Bu çalışmadaki değerlendirme görevlerini başarıyla tamamlamak için neler yapılması gerektiğini biliyorum.*)	1	2	3	4
8.	The assessment tasks in this study are about what I have done in class. (*Bu çalışmadaki değerlendirme görevleri sınıfta yaptıklarımla ilgilidir.*)	1	2	3	4
9.	I have completed the assessment tasks in this study at my own speed. (*Bu çalışmadaki değerlendirme görevlerini kendi hızımda tamamladım.*)	1	2	3	4
10.	The assessment tasks in this study have tested my ability to apply what I know to real-life problems. (*Bu çalışmadaki değerlendirme görevleri, bildiklerimi günlük hayattaki sorunlara uygulayabilme yeteneğimi değerlendirdi.*)	1	2	3	4
11.	I have been clear about what the teachers want in the assessment tasks in this study. (*Bu çalışmadaki değerlendirme görevlerinde öğretmenlerin benden ne istediğini tam olarak anladım.*)	1	2	3	4
12.	The assessment tasks in this study have examined what I do in class. (*Bu çalışmadaki değerlendirme görevleri sınıfta yaptıklarımı değerlendirdi.*)	1	2	3	4
13.	I have understood what is needed in all the assessment tasks in this study. (*Bu çalışmadaki bütün değerlendirme görevlerinde nelerin gerekli olduğunu anladım.*)	1	2	3	4
14.	In this study, I have been given assessment tasks that suit my ability. (*Bu çalışmada, bana yeteneklerime uygun değerlendirme görevleri verildi.*)	1	2	3	4
15.	How I have been assessed in this study is like what I do in class. (*Bu çalışmadaki değerlendirilme şeklim sınıfta yaptıklarıma yakındır.*)	1	2	3	4
16.	When I am confused about an assessment task in this study, I have been given another way to complete it. (*Bu çalışmadaki bir değerlendirme görevi hakkında kafam karıştığında, onu tamamlamam için bana başka bir yol sunuldu.*)	1	2	3	4
17.	The assessment tasks in this study have examined my ability to answer everyday questions. (*Bu çalışmadaki değerlendirme görevleri, günlük hayattaki sorulara cevap verebilme yeteneğimi değerlendirdi.*)	1	2	3	4
18.	In this study, I have known how a particular assessment task is to be marked. (*Bu çalışmada, herhangi bir değerlendirme görevinin öğretmenler tarafından nasıl puanlanacağını biliyorum.*)	1	2	3	4
19.	I have had as much chance as any other student at completing the assessment tasks in this study. (*Bu çalışmadaki değerlendirme görevlerini tamamlamada benim de diğer öğrenciler kadar şansım vardı.*)	1	2	3	4
20.	I find the assessment tasks in this study relevant to what I do outside of school. (*Bu çalışmadaki değerlendirme görevlerini okul dışında yaptıklarımla alakalı buluyorum.*)	1	2	3	4
21.	In this study, I have been given a choice of assessment tasks. (*Bu çalışmada, bana değerlendirme görevlerim ile ilgili seçenek sunuldu.*)	1	2	3	4
22.	In this study, I have been asked to apply my learning to real-life situations. (*Bu çalışmada, öğrendiklerimi günlük hayattaki durumlara uygulamam istendi.*)	1	2	3	4
23.	In this study, I have been told in advance on what I am being assessed. (*Bu çalışmada, hangi konuda değerlendirileceğim hakkında önceden bilgilendirildim.*)	1	2	3	4
24.	The assessment tasks in this study have tested what I know. (*Bu çalışmadaki değerlendirme görevleri bildiklerimi değerlendirdi.*)	1	2	3	4

APPENDIX-F: The Written Permission for the Questionnaire

Written permission for the Students' Perceptions of Assessment Questionnaire (SPAQ) Gelen Kutusu ×   ✕ 🖶 ☑

Hayriye SAKARYA   9 Haziran Per 00:08 (7 gün önce)   ☆ ↩ ⋮
Alıcı: R.Koul ▾

Dear professor,

I am a doctoral student at Hacettepe University in Turkey completing a dissertation in English Language Teaching. I am writing to ask for written permission to use " Students' Perceptions of Assessment Questionnaire" (Koul, Fisher & Earnest, 2006) in my research study. My research is being supervised by my professor, Ismail Hakkı MİRİCİ.

I plan to use the entire instrument by adapting it to correspond to English classes. The items in the SPAQ will be translated into Turkish to help the students understand them better, and the questionnaire will be piloted before the study. After a task-based language assessment procedure, it will be administered to the students in the English preparatory program at Niğde Ömer Halisdemir University in Turkey in order to measure their perceptions of the assessment procedure.

In addition to using the instrument, I also ask your permission to reproduce it in my dissertation appendix.

I would like to use and reproduce your questionnaire under the following conditions:

- I will use the Students' Perceptions of Assessment Questionnaire (SPAQ) only for my research study and will not sell or use it for any other purposes
- I will include a statement of attribution and copyright on all copies of the instrument. If you have a specific statement of attribution that you would like for me to include, please provide it in your response.
- At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript

If you do not control the copyright for these materials, I would appreciate any information you can provide concerning the proper person or organization I should contact.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mail.

Could you also attach the original questionnaire to your email, please?

Sincerely,

Hayriye SAKARYA AKBULUT

Rekha Koul   9 Haziran Per 04:51 (7 gün önce)   ☆ ↩ ⋮
Alıcı: ben ▾

文A Dili algıla ▾   >   Türkçe ▾   İletiyi çevir   İngilizce için kapat ×

Dear Hayriye

Glad to know that you will be using SAPQ for your research. This is an open resource and we don't keep any copyright on any of the resources generated. You have my permission to use this questionnaire in your study and validate a Turkish version.

Please share results of your study with me.

Best regards
Rekha

Rekha Koul

Hayriye SAKARYA <   5 Haziran Paz 02:30 (12 gün önce)   ☆ ↩ ⋮
Alıcı: sbuldur ▾

Sayın Hocam,

Ben Hacettepe Üniversitesi doktora öğrencisi ve Niğde Ömer Halisdemir Üniversitesi Yabancı Diller Yüksekokulu Öğretim Görevlisi Hayriye Sakarya Akbulut. Prof. Dr. İsmail Hakkı Mirici danışmanlığında yürüttüğüm doktora tezimde, doktora tezinizde Türkçe'ye uyarladığınız **Öğrencilerin Değerlendirmeye İlişkin Algıları Ölçeği**'ni İngilizce dersi kapsamında kullanacağım görevlere adapte ederek Niğde Ömer Halisdemir Üniversitesi Hazırlık Programındaki öğrencilere uygulamak ve bu konuda yazılı izninizi almak istiyorum. Bu konudaki mailinizi sabırsızlıkla bekliyorum.

Saygılarımla,
--
Hayriye SAKARYA AKBULUT
English Lecturer,
School of Foreign Languages, Niğde Omer Halisdemir University

---

Serkan Buldur   5 Haziran Paz 11:25 (12 gün önce)
Alıcı: ben ▾

Hayriye hanım merhaba,

Uyarlama çalışmasını yaptığım ölçeği çalışmanızda kullanabilirsiniz.

İyi çalışmalar ve kolaylıklar dilerim...

Hayriye SAKARYA   , 5 Haz 2022 Paz, 03:16 tarihinde şunu yazdı:
•••

--

APPENDIX-G: The One-Minute Paper for the Students

Please answer the questions below in full sentences by giving enough details. Feel free to answer the questions either in English or in Turkish depending on your proficiency.)

(Aşağıdaki soruları tam cümlelerle ve yeteri kadar detay vererek cevaplayınız. Soruları yeterliliğinize bağlı olarak İngilizce veya Türkçe cevaplayabilirsiniz.)

1. What was the most difficult thing about this task? (*Bu görev ile alakalı en zor şey neydi?*)

_____
_____
_____
_____
_____

2. Was there an advantage of completing this task in a/an face-to-face/online environment? If yes, what was it? (*Bu görevi yüz yüze/çevrimiçi bir ortamda tamamlamanın bir avantajı var mıydı? Varsa, neydi?*)

_____
_____
_____
_____
_____

3. How did you feel while performing this task in a/an face-to-face/online environment? Why? (*Bu görevi yüz yüze/çevrimiçi bir ortamda yaparken nasıl hissettiniz? Neden?*)

_____
_____
_____
_____
_____

4. Would you prefer to complete this task in a/an face-to-face/online environment Why? / Why not? (*Bu görevi çevrimiçi/yüz yüze bir derste tamamlamak ister miydiniz? Neden?*)

_____
_____
_____
_____
_____

APPENDIX-H: The One-Minute Paper for the Instructors

Please answer the questions below in full sentences by giving enough details. Feel free to answer the questions either in English or in Turkish)

(Aşağıdaki soruları tam cümlelerle ve yeteri kadar detay vererek cevaplayınız. Soruları İngilizce veya Türkçe cevaplayabilirsiniz.)

1. What was the most difficult thing about this task? (*Bu görev ile alakalı en zor şey neydi?*)

_____

_____

_____

_____

_____

2. Was there an efficient side of conducting this task in a/an face-to-face/online environment? If yes, what was it? (*Bu görevi yüz yüze/çevrimiçi bir ortamda uygulamanın verimli bir yönü var mıydı? Varsa, neydi?*)

_____

_____

_____

_____

_____

3. How did you feel while conducting this task in a/an face-to-face/online environment? Why? (*Bu görevi yüz yüze/çevrimiçi bir ortamda uygularken nasıl hissettiniz? Neden?*)

_____

_____

_____

_____

_____

4. Would you prefer to conduct this task in a/an face-to-face/online environment Why? / Why not? (*Bu görevi çevrimiçi/yüz yüze bir derste uygulamak ister miydiniz? Neden?*)

_____

_____

_____

_____

_____

APPENDIX-I: The Interview Questions for the Students

1. How can you describe your lessons before the blended TBLA procedure? (*Harmanlanmış Görev Temelli Dil Değerlendirmesinden önceki derslerinizi nasıl tarif edersiniz?*)

2. How can you describe your lessons during the blended TBLA procedure? (*Harmanlanmış Görev Temelli Dil Değerlendirmesinden sırasındaki derslerinizi nasıl tarif edersiniz?*)

3. Was there anything you liked about the online/face-to-face TBLA procedure? If yes, what was it? If no, why not? (*Çevrimiçi/Yüzyüze Görev Temelli Dil Değerlendirmesi ile ilgili sevdiğiniz bir şey var mıydı? Varsa neydi? Yoksa neden?*)

4. Did you face any problems during the online/face-to-face TBLA procedure? (*Çevrimiçi/Yüzyüze Görev Temelli Dil Değerlendirmesi sırasında herhangi bir problemle karşılaştınız mı?*)

5. What do you think of the tasks used in this study? Were they useful? If yes, why? If no, why not? (*Bu çalışmada kullanılan görevlerle ilgili ne düşünüyorsunuz? Faydalılar mıydı? Neden?*)

6. Did the blended TBLA procedure improve your overall language performance? If yes, why? If no, why not? (*Harmanlanmış Görev Temelli Dil Değerlendirmesi genel dil performansınızı geliştirdi mi? Neden?*)

7. Did the blended TBLA procedure improve your skills-based language performance? If yes, why? If no, why not? (*Harmanlanmış Görev Temelli Dil Değerlendirmesi beceriye dayalı dil performansınızı geliştirdi mi? Neden?*)

8. In which environment do you think you performed more successfully? What do you think about your skills-based performance in both environments? *(Sizce hangi ortamda daha başarılı performans gösterdiğini düşünüyorsunuz? Her iki ortamdaki beceriye dayalı performansınız hakkında ne düşünüyorsunuz?)*

9. Did the blended TBLA procedure reduce your anxiety level or shyness? If yes, why? If no, why not? (*Harmanlanmış Görev Temelli Dil Değerlendirmesi kaygı düzeyinizi veya çekingenliğinizi azalttı mı? Neden?*)

10. Did the blended TBLA procedure increase your motivation for learning English? If yes, why? If no, why not? (*Harmanlanmış Görev Temelli Dil Değerlendirmesi İngilizce öğrenme motivasyonunuzu artırdı mı? Neden?*)

11. Did you like studying with your friends during the blended TBLA procedure? If yes, why? If no, why not? (*Harmanlanmış Görev Temelli Dil Değerlendirmesi sırasında arkadaşlarınızla çalışmaktan hoşlandınız mı? Neden?*)

12. Did you get any information about your strengths and weaknesses after each TBLA procedure in both environments? If yes, was it useful? How did you feel? (*Harmanlanmış Görev Temelli Dil Değerlendirmesinden sonra güçlü ve zayıf yanlarınız hakkında hiç bilgi aldınız mı? Evetse, yararlı mıydı? Nasıl hissettiniz?*)

13. Would you like to continue your assessment with such tasks in a blended learning environment if you were going on studying at prep-school? If yes, why? If no, why not? (*Hazırlık programına devam ediyor olsaydınız, değerlendirmenize harmanlanmış bir öğrenme ortamında bu tür görevlerle devam etmek ister misiniz? Neden?*)

14. Would you want anything about the blended TBLA procedure to be changed? If yes, what is it? (*Harmanlanmış Görev Temelli Dil Değerlendirmesi ile ilgili herhangi bir şeyin değiştirilmesini ister miydiniz? Evetse, neler?*)

15. If you have additional opinions about the blended TBLA procedure, please share them. (*Harmanlanmış Görev Temelli Dil Değerlendirmesiyle ilgili ek görüşleriniz varsa lütfen paylaşın.*)

APPENDIX-J: The Interview Questions for the Instructors

1. How can you describe your lessons before the blended TBLA procedure? (*Harmanlanmış Görev Temelli Dil Değerlendirmesinden önceki derslerinizi nasıl tarif edersiniz?*)

2. How can you describe your lessons during the blended TBLA procedure? (*Harmanlanmış Görev Temelli Dil Değerlendirmesinden sırasındaki derslerinizi nasıl tarif edersiniz?*)

3. Was there anything you liked about the online/face-to-face TBLA procedure? If yes, what was it? If no, why not? (*Çevrimiçi/Yüzyüze Görev Temelli Dil Değerlendirmesi ile ilgili sevdiğiniz bir şey var mıydı? Varsa neydi? Yoksa neden?*)

4. Did you face any problems during the online/face-to-face TBLA procedure? (*Çevrimiçi/Yüzyüze Görev Temelli Dil Değerlendirmesi sırasında herhangi bir problemle karşılaştınız mı?*)

5. Did you consider yourself technically competent during the online TBLA procedure? Do you think you made enough use of technology? (*Çevrimiçi Görev Temelli Dil Değerlendirmesi sırasında teknik anlamda kendinizi yeterli buldunuz mu? Teknolojiden yeteri kadar yararlandığınızı düşünüyor musunuz?*)

6. Do you think the blended TBLA procedure conducted in your lessons was effective? If yes, why? If no, why not? What do you think of the tasks used in this study? Were they useful? If yes, why? If no, why not? (*Derslerinizde uygulanan Harmanlanmış Görev Temelli Dil Değerlendirmesinin etkili olduğunu düşünüyor musunuz? Neden? Bu çalışmada kullanılan görevlerle ilgili ne düşünüyorsunuz? Faydalılar mıydı? Neden?*)

7. Did the blended TBLA procedure improve your students' overall language performance? If yes, why? If no, why not? (*Harmanlanmış Görev Temelli Dil Değerlendirmesi öğrencilerinizin genel dil performansını geliştirdi mi? Neden?*)

8. Did the blended TBLA procedure enhance your students' mastery of language skills and skills-based performance? If yes, why? If no, why not? (*Harmanlanmış Görev Temelli Dil Değerlendirmesi öğrencilerinizin dil becerilerine hakimiyetini ve beceriye dayalı performansını arttırdı mı? Neden?*)

9. In which environment do you think your students performed more successfully? What do you think about their skills-based performance in both environments? (*Öğrencilerinizin hangi ortamda daha başarılı performans gösterdiğini düşünüyorsunuz? Her iki ortamdaki beceriye dayalı performansları hakkında ne düşünüyorsunuz?*)

10. Did the blended TBLA procedure meet your and your students' assessment needs and expectations? If yes, why? If no, why not? (*Harmanlanmış Görev Temelli Dil Değerlendirmesi sizin ve öğrencilerinizin değerlendirme ihtiyaçlarını ve beklentilerini karşıladı mı? Neden?*)

11. Did the blended TBLA procedure have an impact (positive or negative) on your motivation to teach English? If yes, why? If no, why not? (*Harmanlanmış Görev Temelli Dil Değerlendirmesinin İngilizce öğretme motivasyonunuz üzerinde (olumlu veya olumsuz) bir etkisi olduğunu düşünüyor musunuz? Neden?*)

12. Did the blended TBLA procedure increase the amount of your in-class feedback? If yes, did it have an impact (positive or negative) on your students? If no, why not? (*Harmanlanmış Görev Temelli Dil Değerlendirmesi sınıf içi dönütlerinizin miktarını artırdı mı? Evet ise bunun öğrencileriniz üzerinde (olumlu veya olumsuz) bir etkisi oldu mu? Hayırsa, Neden?*)

13. Would you like to continue assessing your students with such tasks in a blended learning environment? If yes, why? If no, why not? (*Öğrencilerinizi değerlendirmeye harmanlanmış bir öğrenme ortamında bu tür görevlerle devam etmek ister misiniz? Neden?*)

14. Would you want anything about the blended TBLA procedure to be changed? If yes, what is it? (*Harmanlanmış Görev Temelli Dil Değerlendirmesi ile ilgili herhangi bir şeyin değiştirilmesini ister miydiniz? Evetse, neler?*)

15. If you have additional opinions related to the blended TBLA procedure, please share them. (*Harmanlanmış Görev Temelli Dil Değerlendirmesiyle ilgili ek görüşleriniz varsa lütfen paylaşın.*)

APPENDIX-K: The A2-Level Tasks

WEEK 1 / TASK 1 (Online Reading & Writing)

A. The text below is a numbered list of rules for Internet dating. The rules summarize the explanations. They are the main ideas. Read paragraphs 2-6. Write a rule for each one.

Rules for Internet Dating

Every time that you meet someone new, you take a risk. If you meet in a grocery store, in a museum, or in an Internet chat room, you have to protect yourself. The following rules apply to Internet dating.

1. Use Common Sense

   Don't give out personal information such as your name, telephone number, or address until you are comfortable. You may want to use your first name only or use a fictitious name until you feel safe. When you feel safe enough to talk on the telephone, don't give out your home number. Get his or her number, or give them your work number, or your cellular phone number. Get together in a public place for the first date. Tell people where you are going or bring along some friends.

2. _____

   Tell the truth. If you send a photograph, make sure it's up-to-date. Telling the truth will avoid anger and disappointment later.

3. _____

   Get to know someone before getting romantic. Send e-mail messages for a while before you talk on the telephone or meet face-to-face. If he or she won't wait until you're comfortable, you should wonder why.

4. _____

   You can meet liars and cheaters on the Internet just like you can in real life. Look for the signs. Beware of Internet friends who try to persuade you to do something or make a lot of promises. Save your messages. If you think someone İs lying, you can look back at what they said before. Previous messages may give you a clue.

5. _____

   Before getting close to someone online, find out if the person is *real.* Ask for his or her home phone number, work number, and even references. It's easy to create a fake identity in cyberspace.

6. _____

   Internet dating can be as exciting as dating in person. Enjoy yourself but move slowly. Don't jump right into romance.

B. Read the text again and answer the questions.
   1. Where should you meet an Internet date in person for the first time?
   2. Why is it important to tell the truth?
   3. What should you do with the messages you receive? Why?
   4. How can you find out if a person is real?

C. WRITING AN OPINION PARAGRAPH

1. Choose one of the following topics and take small notes about your opinions before you write about it.
   a. Internet dating is a great way to meet new dates.
   b. Internet dating is a terrible way to meet new dates.

2. Write an opinion paragraph (120-150 words) and explain your opinions with examples from the reading and your experiences. Use appropriate transition words for your opinions. Do not forget to write a title, a topic sentence, and a concluding sentence for your paragraph.

RUBRIC FOR AN OPINION PARAGRAPH					
CRITERIA	**3**	**2**	**1**	**0**	**SCORE**
Topic Sentence		It introduces the topic clearly with a proper phrase.	It introduces the topic without a proper phrase.	No topic sentence is included.	
Body	It includes three major supporting details along with at least one minor supporting detail with a proper transition for each.	It includes two major supporting details with at least one minor supporting detail or includes three major supporting details with no minor supporting details.	It includes two major supporting details with no minor supporting details or less.	No supporting is included.	
Conclusion		It restates the paragraph logically with a proper transition.	It restates the paragraph logically without a proper transition.	No conclusion is included.	
Format			It is a well-structured opinion paragraph, stays within the word limit, and has a title.	It looks like an essay (even if it has a title or stays within the word limit.)	
Grammar	It has no errors in terms of grammar.	It has few (e.g., one /two) grammatical errors.	It has some (e.g., three/five) grammatical errors.	It is full of grammar, errors.	
Mechanics		It has no errors in terms of spelling, and punctuation/capitalization.	It has some (e.g., three/five) spelling and/or punctuation/capitalization errors.	It is full of spelling and/or punctuation/capitalization errors.	
Word Choice / Sentence Structure		The word choice and sentence structure are consistent with the genre. Conjunctions and transition words are used properly.	The word choice and sentence structure are close to the genre. Conjunctions and transition words are used quite properly.	The word choice and sentence structure do not seem to relate to the genre. No conjunctions or transition words are used.	
Students cannot get a score if ☐It is off-topic or a memorized paragraph, ☐It has a title and one or two sentences,			☐It has only a topic sentence, ☐It is blank.		___/15

WEEK 2 / TASK 2 (Face-to-Face Listening & Speaking)

A. Choose the correct option to complete the sentences. You're going to listen TWICE.

1. The teacher wants the students to …
a. take notes after she has finished speaking.
b. take notes while she is speaking.
c. forget about taking notes.

2. The teacher suggests eating …
a. sugary snacks.
b. only apples.
c. fruit and cereals.

3. The teacher suggests finding a study place with a lot of …
a. light.
b. space.
c. books.

4. If students feel stressed they should …
a. go to bed.
b. go out for a walk.
c. drink some water.

5. Students are advised to …
a. make notes about every topic.
b. read through everything once.
c. select the important things to learn.

6. The teacher understands that repeating things can be …
a. difficult.
b. uninteresting.
c. tiring.

7. Students can study past exam papers …
a. at home if they take photocopies.
b. in the library only.
c. in the after-school study group.

8. The teacher recommends a break of five minutes every …
a. hour.
b. two hours.
c. thirty minutes

B. Put the teacher's advice in the correct column. You're going to listen TWICE.

1. Take regular breaks	**2.** Read your notes again and again
3. Eat sugary food while you are studying	**4.** Start by choosing the important things to study
5. Try to learn everything	**6.** Photocopy past exam papers
7. Focus on the details	**8.** Get very comfortable

DO	DON'T

(Reference: learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/advice-exams)

C. GIVING ADVICE

1. Read the instructions and prepare a dialogue with a partner.

Student A

Read the problems below and explain the situation to your partner clearly. S/he will give you some advice. Then thank him/her and say if you like the advice or not by stating a reason.

Problems

1. You need a summer holiday this year, but you don't know where to go.
2. You can't get relaxed after school, and you always feel nervous.
3. You want a car, but your mother/father doesn't want you to start driving soon.
4. Your neighbour talks loudly all the time and it's very disturbing.
5. You need a new phone, but you don't know anything about the recent brands.
6. You can't understand your English course and you have an exam soon!

Now, listen to Student B and give him/her some advice.

Student B

Listen to your partner and give him/her some advice. Then read the problems below and explain the situation to your partner clearly. S/he will give you some advice. Then thank him/her and say if you like the advice or not by stating a reason.

Problems

1. Your brother/sister is very irresponsible, and s/he never helps you at home.
2. You want to go to somewhere different with your friends on Sunday.
3. You need to go to your best friend's birthday party, but you don't have nice clothes.
4. You are not feeling well, but you don't want to take any medicine.
5. You want to leave your boyfriend/girlfriend, but you don't know how to tell him/her.
6. You don't know how to learn a language.

RUBRIC FOR GIVING ADVICE					
CRITERIA	**3**	**2**	**1**	**0**	**SCORE**
Task Completion	The performance meets all the expectations that the task requires.	The performance meets some expectations but doesn't include all the details or vice versa.	The performance meets one or two expectations but does not include specific details.	It does not include any expected requirements.	
Lexical Resource	Has enough vocabulary to talk and make the meaning clear.	Can convey the meaning somehow but makes some errors in word choice.	Can only convey the basic meaning and makes frequent errors in word choice.	Has insufficient vocabulary.	
Grammatical Range & Accuracy	Uses expected structures without errors.	Produces basic sentence forms, but contains some errors	Produces only basic sentence forms with errors causing some comprehension problems	Relies on memorized utterances and/or makes numerous errors	
Pronunciation	Pronounces all the words correctly and speaks clearly.	Pronounces most of the words correctly (1-2 errors) and speaks clearly.	Mispronounces some of the words (3-4 errors) and sometimes mumbles.	Mispronunciations are frequent and cause some difficulty for the listener.	
Fluency	Speaks fluently.	Speaks at an appropriate speed with some lapses.	Frequently hesitates but tries to go on his/her presentation.	Always hesitates, loses attention, etc.	
Students <u>cannot</u> get a score if ☐ It is off-topic. ☐ They read from the notes.					__/15

WEEK 3 / TASK 3 (Online Reading & Writing)

Stress Management

We all have problems that can make us feel stressed, but the difference is in how we manage that stress. The main sources of stress in adults are money problems, job worries, relationships, and family problems. I have a demanding new boss, and I have recently had a slight disagreement with a sibling, but I hadn't really considered myself to be stressed about either issue. When I think about it, I don't really know anybody who doesn't suffer from at least one of the four major causes of stress. Does that mean we are all stressed to a certain degree? Apparently, some of us are better at taking charge of our thoughts, feelings, schedules, and the way we deal with problems than others. Some people are able to remain calm and in control, despite the demands and pressures of everyday life. So how could I become one of those people?

I went to talk to a lifestyle counsellor, who presented me with several suggestions. Firstly, I could try to take control of my environment by eliminating unnecessary stress. Clearly, I wouldn't be able to eradicate my boss or my brother. However, I could avoid travelling in a crowded train carriage every morning by getting up 10 minutes earlier and catching a bus to work. I tried it for a few days, and surprisingly enough I already felt a little more in control.

Secondly, I should try to adopt a healthier lifestyle. We all know that a healthy diet and regular exercise make us thinner and fitter, but I wasn't aware that they could also help to eliminate stress. I decided to start with some small changes, such as cutting out sweets and desserts and taking the stairs instead of the lift. Again, I immediately felt that these small changes were making a positive difference.

Perhaps the most important advice of all was to learn to accept the things that I couldn't change. I started to think of my challenges as opportunities for personal growth. Neither my boss nor my brother were going to back down, so I had to learn to compromise. I would start to expect less of people and accept that no one is perfect, least of all myself.

A couple of days ago, I met with my best friend Sandra and told her of the changes I had made to try to conquer my stress. She thought about it for a while before responding: "So, it now takes you longer to get to work, you don't allow yourself any treats, your boss and your brother are still problematic; yet you feel less stressed?". To be honest, as I hadn't really known that I was stressed in the first place, it was hard to compare my stress levels with what they had been before. But one thing was for sure; talking and laughing about it with Sandra made me feel far better than any of my other actions. Maybe it's OK to be stressed as long as there is a friend to share it with.

A. Complete the sentences above with a word, phrase, or number from the text (maximum 3 words). Write the word, phrase, or number in the space provided.

1. Money, jobs, relationships, and families are the _____ that make adults feel stressed.

2. All the people the writer knows _____ at least one of the main reasons for stress.

3. Although everybody feels stressed, some people are better at keeping _____ in difficult situations.

4. The writer decided to start avoiding a daily stressful situation by _____ to work.

5. The writer didn't know that getting in shape could also help us _____ stress.

6. The life-style counsellor recommended that the writer began to _____ that were beyond his control.

7. Sandra found it hard to believe that the steps the writer had taken would make him _____.

B. Discuss the following questions in pairs.

1. Do you agree with the advice given by the life-style counsellor? Why/ why not?

2. On a scale of 1 to 10, how stressed do you think you are? What are the causes of your stress and what do you do to manage it?

3. What lifestyle changes could you make to try to reduce your stress levels?

(Reference: Adapted from https://www.trinitycollege.com/resource?id=6706)

C. Write a process paragraph (120-150 words) about the topic given below. Make a list of all the steps in the process and number the steps in the correct time order. After you complete your list, start writing your paragraph. Use appropriate time order signal words for your steps. Do not forget to write a title, a topic sentence, and a concluding sentence for your paragraph.

• How to overcome stress

RUBRIC FOR A PROCESS PARAGRAPH					
CRITERIA	3	2	1	0	SCORE
Topic Sentence		It introduces the topic clearly with a proper phrase.	It introduces the topic without a proper phrase.	No topic sentence is included.	
Body	It includes three steps along with at least one supporting detail with a proper transition for each.	It includes two steps with at least one supporting detail or includes three steps with no supporting details.	It includes two steps with no supporting details or less.	No steps are included.	
Conclusion		It restates the paragraph logically with a proper transition.	It restates the paragraph logically without a proper transition.	No conclusion is included.	
Format			It is a well-structured process paragraph, stays within the word limit, and has a title.	It looks like an essay (even if it has a title or stays within the word limit.)	
Grammar	It has no errors in terms of grammar.	It has few (e.g., one /two) grammatical errors.	It has some (e.g., three/five) grammatical errors.	It is full of grammar, errors.	
Mechanics		It has no errors in terms of spelling, and punctuation/capitalization.	It has some (e.g., three/five) spelling and/or punctuation/capitalization errors.	It is full of spelling and/or punctuation/capitalization errors.	
Word Choice / Sentence Structure		The word choice and sentence structure are consistent with the genre. Conjunctions and transition words are used properly.	The word choice and sentence structure are close to the genre. Conjunctions and transition words are used quite properly.	The word choice and sentence structure do not seem to relate to the genre. No conjunctions or transition words are used.	
Students cannot get a score if ☐**It is off-topic or a memorized paragraph,** ☐**It has a title and one or two sentences,** ☐**It has only a topic sentence,** ☐**It is blank.**					**__/15**

WEEK 4 / TASK 4 (Online Listening & Speaking)

A. Some teenagers are going to give you some information about the education system in Britain. Listen twice and complete the missing information.

1. State education is free, but some parents pay for …………………… education.
2. Private schools are very ……………………. and about …………… % of British kids go to them.
3. Children go to ………………… school from ………………… years old to ……………….. years old.
4. They go to ……………..……. school when they are ………………. years old.
5. They start ……………..……. school at 11. Children in the UK must go to school until they are ……….. years old.
6. They can stay at school for two more years until they are ……………….. years old.
7. Children at ……………... school in Britain have to study ………….. subjects.
8. The ……………………... subjects are English, mathematics, and ……………………. Children must ……………………. more time studying these subjects.
9. The other subjects are history, geography, art, one ………………….. language (French is the most usual), design and technology, ……………………………………… and music.
10. When they are 16 years old, students have to ……………………. General Certificate of Secondary Education exams (GCSEs) in as many subjects as they can manage, often about ……..………… or ten.
11. At 18, they take A levels which qualify them for …………………….. to universities. Students in the UK specialise early, choosing just ………… or ……………… subjects to study at A level.
12. About ……………… % of young people go to study at university or college.

B. What do you think is the most important about the education system in Britain? Is it similar to the education system in your country? What about the differences?

C. Brainstorm about the questions below in your group and take notes.

1. Does your country have a good education system? What are its strengths and weaknesses?
2. Do you enjoy learning new things? If yes, give an example. If no, explain why not.
3. Does studying make you tired? How can a student get the energy to study?
4. Have you ever considered becoming a teacher? Why or why not?
5. Who has taught you a lot in your life?
6. What's your learning style? Do you learn best by listening, reading, interacting, doing things, or by some other method?
7. Were your parents involved in your studies? How?
8. Can you describe the classroom conditions in your high school? What was the atmosphere like?
9. What are the qualities of a good teacher & student?
10. Which languages are taught in school? Is it difficult to learn to speak well? Explain.
11. Does education guarantee a good job?
12. How much homework do students need to do? How much free time do they do?
13. After you graduate, should you stop learning? How can you continue to learn?
14. Do you like studying alone or in groups? Why?

D. Talk to your teacher now. Answer the question chosen randomly. Give as much information as you can. Answer his/her follow-up question(s).

(Reference: Adapted from Timesaver Intermediate Listening pp. 28-29- Mary Glasgow Magazines)

RUBRIC FOR TALKING ABOUT EDUCATION					
CRITERIA	**3**	**2**	**1**	**0**	**SCORE**
Task Completion	The performance meets all the expectations that the task requires.	The performance meets some expectations but doesn't include all the details or vice versa.	The performance meets one or two expectations but does not include specific details.	It does not include any expected requirements.	
Lexical Resource	Has enough vocabulary to talk and make the	Can convey the meaning somehow but makes some errors in word choice.	Can only convey the basic meaning and makes frequent errors in word	Has insufficient vocabulary.	
Grammatical Range & Accuracy	Uses expected structures without errors.	Produces basic sentence forms, but contains some errors	Produces only basic sentence forms with errors causing some comprehension problems	Relies on memorized utterances and/or makes numerous errors	
Pronunciation	Pronounces all the words correctly and speaks clearly.	Pronounces most of the words correctly (1-2 errors) and speaks clearly.	Mispronounces some of the words (3-4 errors) and sometimes mumbles.	Mispronunciations are frequent and cause some difficulty for the listener.	
Fluency	Speaks fluently.	Speaks at an appropriate speed with some lapses.	Frequently hesitates but tries to go on his/her presentation.	Always hesitates, loses attention, etc.	
Students <u>cannot</u> get a score if ☐ It is off-topic. ☐ They read from the notes.					__/15

WEEK 5 / TASK 5 (Face-to-Face Reading & Writing)

In 1885 Tchaikovsky wrote to a friend, 'These days I dream of settling in a village not far from Moscow where I can feel at home.'

First he rented a small house in the village of Maidanovo. But Maidanovo was too full of tourists in the summer, and Tchaikovsky had too many visitors, when what he wanted was peace and quiet. Eventually he found the perfect house, in the small town of Klin. It was 85 kilometres northwest of Moscow and he lived there until his death on 6 November 1893. It is the place where he wrote his last major work, his 6th Symphony, or the Pathétique as it is sometimes called.

It's a grey wooden house with a green roof. Tchaikovsky's servant Alexei lived on the ground floor, and the kitchen and dining room were on the first floor. Tchaikovsky himself lived on the second floor. The sitting room and study, where his piano is located, is the largest room in the house and there is a fireplace and a **bookcase** with his music books. His writing desk, where he wrote letters every morning after breakfast, is at the end of the room. But the place where he composed music was in his bedroom, on a **plain**, unpainted table **overlooking** the garden.

In his final years, Tchaikovsky's great love was his garden. It was not a **tidy** English-style garden, but more like a forest. He adored flowers, particularly lilies of the valley, and after his death, his brother Modest, who had decided to **turn the house into** a museum, planted thousands of lilies of the valley around the garden.

In 1917, after the Bolshevik revolution, an anarchist named Doroshenko lived there with his family. People say that he fired shots at the portrait of Pope Innocent **hanging** in one of the bedrooms. He was finally arrested in April, and the house became the **property** of the state.

Since 1958, the winners of the annual International Tchaikovsky Competition have all been invited to come to Klin to play his piano, and there is a tradition that each musician plants a tree in his garden in the hope that, like his music, it will **remain** beautiful forever.

A. **Do you know where Tchaikovsky was from and what he did?**

B. **Look at the photos of Tchaikovsky's house. Which do you think shows…?**

   a. The place where he composed
   b. The place where he wrote letters
   c. His favourite place

C. **Read and check your answers.**

D. **Read the guide again. What is the connection between these things and Tchaikovsky's house?**
   1. Maidanovo
   2. The Pathetique symphony
   3. Alexiei
   4. Lilies of the valley
   5. Doroshenko
   6. The International Tchaikovsky Competition

E. **Look at the highlighted words and first try to work out their meaning from context. Then match them with definitions 1-8.**
   1. _____ in good order
   2. _____ stay or continue

3. _____ having a view of
4. _____ fixed to a wall with a cord
5. _____ make sth become
6. _____ without a pattern or decoration
7. _____ sth that is owned (by someone)
8. _____ a piece of furniture with shelves to keep books in

F. **The website Homerent.com is for people who want to rent out their houses while they are away on holiday. Read the post and underline any adjectives that help to 'sell' the flat.**

Beautiful one-bedroom flat in Budapest

The flat is perfectly situated in the heart of Budapest's 5th district.

It's a cosy 55-square-metre flat on the 11th floor of a new building, with a lift. It has one large double bedroom, a spacious living / dining room with a balcony, a modern, well-equipped kitchen, and a bathroom. There's a spectacular view of the Danube from the windows. The living room has a big table, which is ideal for having a meal with friends, and there is also a large TV. The flat has wooden floors, cable television, and Wi-fi internet.

The 5th district is a lively neighbourhood in central Budapest, with plenty of shops and cafés. The flat is walking distance from Váci utca, Budapest's main shopping street. It's five minutes away from a subway station, so you can visit the city very easily.

The house is ideal for a couple who would like to go sightseeing in this beautiful town. It's a no-smoking house and no pets are allowed.

G. **DESCRIBING A HOUSE / FLAT**
1. Write a description of your house or flat for the website (120-150 words).
2. Plan what you are going to write.

Paragraph 1	A brief introduction. What kind of house / flat is it? Where is it exactly?
Paragraph 2	Describe the house / flat. What rooms does it have? Does it have any special characteristics?
Paragraph 3	Describe the neighbourhood. How far is it from places of interest, public transport, etc.?
Paragraph 4	Say who the house flat is suitable for. Are there any restrictions?

3. Check your email for mistakes (grammar, punctuation, and spelling).
4. Send it to your teacher.

Reference: (English File– Intermediate Student Book p. 71, p.118 – Third Edition – Oxford University Press)

RUBRIC FOR A HOUSE / FLAT DESCRIPTION					
CRITERIA	**3**	**2**	**1**	**0**	**SCORE**
Topic Sentence		It introduces the house/flat with proper details.	It introduces the house/flat without enough details.	No topic sentence is included.	
Body	It meets all the expectations that the task requires.	It meets some expectations but doesn't include all the details or vice versa.	It meets one or two expectations but does not include specific details.	It does not include any expected requirements.	
Conclusion		It finishes the paragraph with enough required details.	It finishes the paragraph with few required details.	No conclusion is included.	
Format			It is a well-structured paragraph, stays within the word limit, and has a title.	It looks like an essay (even if it has a title or stays within the word limit.)	
Grammar	It has no errors in terms of grammar.	It has few (e.g., one /two) grammatical errors.	It has some (e.g., three/five) grammatical errors.	It is full of grammar, errors.	
Mechanics		It has no errors in terms of spelling, and punctuation/capitalization.	It has some (e.g., three/five) spelling and/or punctuation/capitalization errors.	It is full of spelling and/or punctuation/capitalization errors.	
Word Choice / Sentence Structure		The word choice and sentence structure are consistent with the genre. Conjunctions and transition words are used properly.	The word choice and sentence structure are close to the genre. Conjunctions and transition words are used quite properly.	The word choice and sentence structure do not seem to relate to the genre. No conjunctions or transition words are used.	
Students cannot get a score if ☐**It is off-topic or a memorized paragraph,** ☐**It has only a topic sentence,** ☐**It has a title and one or two sentences,** ☐**It is blank.**					**__/15**

WEEK 6 / TASK 6 (Face-to-Face Reading & Writing)

7 A LETTER OF COMPLAINT

a Read the letter of complaint. Then answer the questions.

1 Who is Chris Mason complaining to?
2 What item is he complaining about? Why?
3 Who did he contact first?
4 What problem did he have when he phoned to complain?
5 In which paragraph does Chris use flattery? How?

b Read it again and complete the gaps with a word from the list.

~~Dear~~ delivered forward However in stock reference service unhelpful Yours

> 🔍 **Useful language: a formal letter (or email)**
>
> **You don't know the person's name**
> Start: *Dear Sir / Madam,*
> Finish: *Yours faithfully,*
>
> **You know the person's name**
> Start: *Dear + Mr / Ms / Mrs Garcia,*
> Finish: *Yours sincerely,*
>
> **Style**
> - Don't use contractions
> - Write *I look forward to hearing from you.* as the final sentence
> - Write your full name under your signature
>
> **Note:** a formal email is exactly the same as a formal letter, except in an email we don't write the address or date.

c **Write** a letter (or an email) of complaint about something you bought online. **Plan** what you're going to write. Use the **Useful language** to help you.

d **Check** your letter or email for mistakes (grammar, vocabulary, punctuation, and spelling).

Sandra Adams
Head of Department
John Leavis Customer Service
PO Box 908
Swindon

May 19th 2013

[1] *Dear* Ms Adams,

Last month, 25 April, I ordered a coffee machine from your online store (order [2]_____ #CE437184). Before placing the order I read the conditions carefully, and the item was [3]_____. Your website says that items in stock are [4]_____ in 48 hours.

Two weeks passed, and nothing arrived. [5]_____, I noticed that payment had been taken from my credit card. I phoned your customer service line, and the person that I spoke to, Becky, was rude and [6]_____. She said that the item was not in stock, and that she didn't know when they would arrive. She could not explain why the money had been taken from my card.

I have bought many things from you over the years, both from your London shop and the online store, and I have always had good [7]_____. I can only imagine that this is a departure from your usual high standards, and I am sure you will be able to resolve the situation in a satisfactory way.

I look [8]_____ to hearing from you.

[9]_____ sincerely,

Chris Mason

Chris Mason

RUBRIC FOR A LETTER OF COMPLAINT					
CRITERIA	3	2	1	0	SCORE
Content	The email meets all the expectations that the task requires.	The email meets some expectations but doesn't include all the details or vice versa.	The email meets one or two expectations but does not include specific details.	It does not include any expected requirements.	
Format		It is a well-structured formal email with all the required expressions for heading, greeting, body, and closing.	It is a well-structured formal email with some of the required expressions for heading, greeting, body, and closing.	It looks like an essay/a paragraph rather than a formal mail. No attention is paid to format instructions.	
Grammar/ Mechanics	It has no errors in terms of grammar, spelling, and punctuation/capitalization.	It has few (e.g., one /two) grammatical, spelling, and/or punctuation/capitalizati on errors.	It has some grammatical, spelling, and/or punctuation/capitaliz ation errors.	It is full of grammar, spelling, and/or punctuation/capitaliz ation errors.	
Word Choice/ Sentence Structure		The word choice and sentence structure are consistent with the model. Conjunctions (and, but, or) are used properly.	The word choice and sentence structure are close to the model. Conjunctions (and, but, or) are used quite properly.	The word choice and sentence structure do not seem to relate to the model. No conjunctions are used.	
Students cannot get a score if ☐It is **off-topic** ☐It is **blank**.					__/10 *1,5=__

WEEK 7 / TASK 7 (Face-to-Face Listening & Speaking)

A. Have you ever had these problems? Complete the sentence below with the given situations and tell what you did to solve these problems.

You bought something that _____.

> **a.** shrank when you washed it
> **b.** had a missing part
> **c.** was the wrong size
> **d.** didn't work
> **e.** changed colour when you washed it
> **f.** was damaged
> **g.** was poorly made
> **h.** other: ___

B. Which item did each person receive? Listen and Tick (✓) the correct picture. (track 1)

C. Customers are describing a problem. Listen and circle the correct answer. (track 2)

1. a. She needs a bigger size.

   b. She needs a smaller size.

2. a. The shoes are too small.

   b. The shoes are damaged.

3. a. The lock is missing.

   b. The lock isn't working.

4. a. The band is too big.

   b. The band is broken.

5. a. The shirt has shrunk.

   b. The buttons have come off the shirt.

6. a. The back doesn't close.

   b. The shutter is broken.

D. Listen again. Are these statements true or false? Tick (✓) the correct answer. (track 2)

	True	False
1. The clerk asks the customer to come back tomorrow.		
2. The clerk asks for the receipt.		
3. The customer has to bring the briefcase back in a few days.		
4. The customer should call the clerk by tonight.		
5. The clerk asks the customer to fill out a form.		
6. The customer needs to show the clerk the guarantee.		

(Reference: https://english-practice.net/practice-listening-english-exercises-for-a2-shopping-problems/)

E. ROLE-PLAY

1.

> **Student A**
> You are a customer. You bought an item of clothing (a skirt, a jacket, a coat etc.) yesterday. However, when you went home, you realized that you did not like its colour. You go back to shop to change it, but they don't have it in different colours. Finally, agree to change the product for something else (a sweater, jeans, etc.). Try to use shopping phrases and questions. Don't forget to be polite!

> **Student B**
> You are a shop assistant. Your partner has a problem with his/her product and wants to change it. You can't change it because you don't have this product in different colours. Offer him/her a different product (a sweater, jeans, etc.) or a refund. Try to use shopping phrases and questions. Don't forget to be polite!

2.

> **Student A**
> You are a customer. You come to a clothes shop because the trousers you have bought last week dyed your socks, t-shirt and even your white shoes! You are angry! You want your money back!

> **Student B**
> You are a shop assistant. You think that the customer put her clothes in a washing machine together, and that's why the trousers dyed the other clothes. This is not the product's fault because it has a label with washing instructions. You can't give his/her money back.

3.

> **Student A**
> You are a shopaholic. You don't have much money, but you feel that you have to buy two of the shirts you have just seen in a shop! They are amazing! Try to persuade the shop assistant to sell you the shirts with a big discount!

> **Student B**
> You are an experienced shop assistant. The customer wants to get a very big discount on two of the shirts which are from the next collection, but you can't sell them cheaper. Well, you have a discount card....But what should you use it?

4.

> **Student A**
> You are a customer. You bought a famous designer bag for 1500 dollars for your mother's birthday two days ago, but your mother has just realized that it is fake! You felt embarrassed just because of this shop! You are so angry that you have forgotten to bring the receipt, and you need to talk to the manager!

> **Student B**
> You are a manager of a new shop which sells very expensive products. The customer claims that one of your products is fake, but it is impossible! S/he doesn't have the receipt with him/her. Be patient! Try to calm the customer down and offer solutions.

RUBRIC FOR ROLE-PLAY ABOUT SHOPPING					
CRITERIA	**3**	**2**	**1**	**0**	**SCORE**
Task Completion	The performance meets all the expectations that the task requires.	The performance meets some expectations but doesn't include all the details or vice versa.	The performance meets one or two expectations but does not include specific details.	It does not include any expected requirements.	
Lexical Resource	Has enough vocabulary to talk and make the meaning clear.	Can convey the meaning somehow but makes some errors in word choice.	Can only convey the basic meaning and makes frequent errors in word choice.	Has insufficient vocabulary.	
Grammatical Range & Accuracy	Uses expected structures without errors.	Produces basic sentence forms, but contains some errors	Produces only basic sentence forms with errors causing some comprehension problems	Relies on memorized utterances and/or makes numerous errors	
Pronunciation	Pronounces all the words correctly and speaks clearly.	Pronounces most of the words correctly (1-2 errors) and speaks clearly.	Mispronounces some of the words (3-4 errors) and sometimes mumbles.	Mispronunciations are frequent and cause some difficulty for the listener.	
Fluency	Speaks fluently.	Speaks at an appropriate speed with some lapses.	Frequently hesitates but tries to go on his/her performance.	Always hesitates, loses attention, etc.	
Students <u>cannot</u> get a score if ☐ It is off-topic. ☐ They read from the notes.					__/15

WEEK 8 / TASK 8 (Online Listening & Speaking)

1. Do this exercise before you listen. Which five activities can you do in Australia?
Tick (✓) all the correct answers.

___ get to know Aboriginal culture
___ look at dinosaur fossils
___ learn how to cook traditional, local curries
___ go skiing
___ visit ancient Inuit monuments
___ enjoy a firework display at New Year
___ see lions and tigers in the wild
___ go surfing

2. Listen and complete the gaps with the correct word.

1. The organisation Tourism Australia is offering six jobs, for six _____.
2. If you want one of these jobs, you have to make a short _____.
3. The job of outback adventurer is for someone with a passion for _____ life.
4. Job number two is a park _____ in Queensland.
5. The wildlife caretaker job on Kangaroo Island is for someone who loves _____.
6. If you're not an outdoor person, the next job is for someone whose talents are in _____.
7. The taste master will need to _____ about food as well as enjoy eating it.
8. The final job is based in_____ .

3. Listen again. Match the job requirements with the correct job.

a. write, take photographs and make films	b. help preserve and promote plants, animals, fossils and indigenous	c. work with some dangerous animals	d. work with the organisers of festivals
e. find the best places for "wining and dining"	f. learn how to make alcoholic drinks	g. work in a state with the world's biggest sand island	h. use social media to tell people about cool events
i. find adventures and employment for young people on working holidays	j. travel in a hot air balloon and be prepared to eat insects!	k. use different types of transport and leave only footprints.	l. report on cafes, concerts, and days out

Outback adventurer	Park ranger	Wildlife caretaker
Lifestyle journalist	Taste master	Chief funster

4. Apply for one of these jobs

1. Imagine that you want to apply for one of these jobs. Get prepared to explain why you are the best person for it in detail on your own.
2. Think about all the related details you have learnt from the audio about the job you have chosen.
3. Match your personality to the job and explain why you should be employed. (English File-Unit 8B-page 79.)
4. Do not forget that you have a lot of rivals! Try to be persuasive.
5. Now, tell why you are the best person for the job to your teacher. S/he can ask you follow-up questions.

RUBRIC FOR APPLYING FOR A JOB					
CRITERIA	3	2	1	0	SCORE
Task Completion	The performance meets all the expectations that the task requires.	The performance meets some expectations but doesn't include all the details or vice versa.	The performance meets one or two expectations but does not include specific details.	It does not include any expected requirements.	
Lexical Resource	Has enough vocabulary to talk and make the meaning clear.	Can convey the meaning somehow but makes some errors in word choice.	Can only convey the basic meaning and makes frequent errors in word choice.	Has insufficient vocabulary.	
Grammatical Range & Accuracy	Uses expected structures without errors.	Produces basic sentence forms, but contains some errors	Produces only basic sentence forms with errors causing some comprehension problems	Relies on memorized utterances and/or makes numerous errors	
Pronunciation	Pronounces all the words correctly and speaks clearly.	Pronounces most of the words correctly (1-2 errors) and speaks clearly.	Mispronounces some of the words (3-4 errors) and sometimes mumbles.	Mispronunciations are frequent and cause some difficulty for the listener.	
Fluency	Speaks fluently.	Speaks at an appropriate speed with some lapses.	Frequently hesitates but tries to go on his/her presentation.	Always hesitates, loses attention, etc.	
Students cannot get a score if ☐ It is off-topic. ☐ They read from the notes.					__/15

APPENDIX-L: The B1-Level Tasks

WEEK 1 / TASK 1 (Face-to-face Listening & Speaking)

◼◀ THE INTERVIEW Part 1
VIDEO

a Read the biographical information about Julia Eccleshare and look at the book covers: have you read any of them?

> **Julia Eccleshare** is a well-known British journalist and writer on the subject of children's books. She has been children's book editor for the *Guardian* newspaper since 2000. She regularly appears as a judge or Chair of judges on some of the major children's book prizes, and is particularly interested in how to encourage children and young people to read. Julia was awarded the Eleanor Farjeon Prize in 2000 in recognition of her outstanding contribution to children's books. She has four children and lives in London.

b (2)23)) Watch or listen to **Part 1** of an interview with her. Why does she mention these four books?

Warrior Scarlet   *Little House on the Prairie*
Mouse House   *Northern Lights*

c Now listen again and mark the sentences **T** (true) or **F** (false). Say why the **F** sentences are false.

1 Julia has only re-read *Warrior Scarlet* once since she was a child.
2 She thinks people have very clear memories about books they loved as children.
3 Her parents read to her a lot when she was a child.
4 Her husband didn't want to read to the children at the end of a long day.
5 One of the things she loves about Philip Pullman's books is that they make children think.

> **Glossary**
> **warrior** /ˈwɒrɪə/ a person who fights in a battle or war (especially in the past)
> **His Dark Materials trilogy** a series of three fantasy novels by the author Philip Pullman consisting of *Northern Lights*, *The Subtle Knife*, and *The Amber Spyglass*. A film based on *Northern Lights* was released in 2007 called *The Golden Compass*.

◼◀ Part 2
VIDEO

a (2)24)) Now watch or listen to **Part 2**. Number the photos in the order she mentions them.

A
B
C LEONARDO DICAPRIO
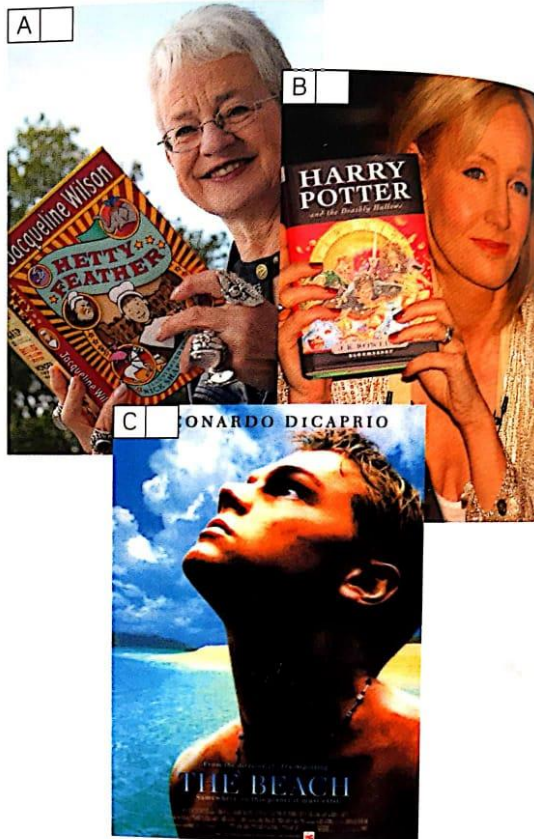
b Listen again. Circle the right answer.

1 The one big thing that she thinks makes a child a reader is *learning to read early | finding the right book*.
2 When teenagers have seen a film it *often | rarely* makes them want to read the book.
3 Parents sometimes think that children *should | shouldn't* read books which are difficult.
4 Jacqueline Wilson is an example of an author who *parents | children* used to think was very good but *parents | children* didn't.
5 Julia thinks that children *should | shouldn't* only read books which are of high literary quality.

> **Glossary**
> **a teen anthem** a song which young people strongly identify with. Here Julia uses the expression to describe a novel.
> **a literary stylist** a writer who writes in a very literary style

■◀ Part 3
VIDEO

a **(2)25)))** Now watch or listen to **Part 3**. Answer the questions.

1 Does she read print books, e-books, or both?
2 Does she think people will read fewer books because of all the new technology?
3 Does she still read for pleasure?

b Listen again. What is she referring to when she says the following things?

1 'I think we are, ought to, sort of, stop seeing the two in polarity, I think, you know. Everybody is going to read both.'
2 'So the book has always been under threat from these other media...'
3 '...I know you can do both, but most people don't...'
4 '...but as you get older it's just harder to carve out time like that and there's always something else pressing...'
5 '...and you have that kind of chemical moment when the story grabs you...'

2 ■◀ LOOKING AT LANGUAGE
VIDEO

🔍 **Ways of giving yourself time to think**
Julia often gives herself time to think when she's answering questions, either by stopping and starting again, sometimes in a slightly different way, or by using 'filler' sounds, e.g. 'um' and 'er', and certain words or phrases, e.g. 'well', 'I mean', etc. that don't add meaning but which we use for this purpose.

(2)26))) Watch or listen to some extracts from the interview and complete the missing words or phrases.

1 '_Well_, that's interesting, because if I think back to it...'
2 '...I think, there's a lot of, of talk about how children learn to read and all of this but _____ , and what strategy might be best, but actually what makes a reader...'
3 'Well, I think the biggest inspiration that I, I would, _____ I would like to say again...'
4 'You take a book like *The Beach*, _____ it wasn't a book that was written for children...'
5 '...it was a _____ almost a teen anthem novel...'
6 'And what do you say about someone like JK Rowling who is, _____ , not a great literary stylist...'

3. SPEAKING

Student A

1. **You are the interviewer. You will interview Student B and Student C about children's books. Use the following questions to interview them.**
   a. Greet them and start the interview with a small talk.
   b. Ask them what their favourite books were when they were small children.
   c. Second, ask them why they liked it so much.
   d. Ask them if there was a character in this book that they identified with and the reasons why/why not.
   e. Ask them to talk about the plot of the book and the event/thing in the book which affected them deeply as a child and the reasons why. Ask more details about the event/thing.
   f. Ask them if their parents used to read to them. If the answer is yes, ask them who read more and when and where they used to read. If the answer is no, ask them about the reasons.
   g. Ask them to talk about their favourite children's book writers. Ask more details about the writers.

NOTE: While talking to the interviewees, try to use filler sounds and certain phrases to show interest.

Student B
2. **You are the interviewee. You will answer the questions that the interviewer will ask you about children's books. Use the following instructions to answer the questions.**
   a. Greet Student A and have a small talk.
   b. Tell him/her what your favorite book was when you were a small child.
   c. Tell him/her why you liked it so much.
   d. Tell him/her if there was a character in this book that you identified with and the reasons why/why not.
   e. Tell him/her about the plot of the book and the event/thing in the book which affected you deeply as a child and the reasons why. Give more details about the event/thing.
   f. Tell him/her if your parents used to read to you. If the answer is yes, tell him/her who read more and when and where they used to read. If the answer is no, tell him/her the reasons.
   g. Talk about your favourite children's book writer. Give more details about the writer.

NOTE: While answering the questions, give yourself time to think and try to use filler sounds and certain phrases.

(FOR GROUP-WORK)

Student C

3. **You are the interviewee. You will answer the questions that the interviewer will ask you about children's books. Use the following instructions to answer the questions.**
    a. Greet Student A and have a small talk.
    b. Tell him/her what your favorite book was when you were a small child.
    c. Tell him/her why you liked it so much.
    d. Tell him/her if there was a character in this book that you identified with and the reasons why/why not.
    e. Tell him/her about the plot of the book and the event/thing in the book which affected you deeply as a child and the reasons why. Give more details about the event/thing.
    f. Tell him/her if your parents used to read to you. If the answer is yes, tell him/her who read more and when and where they used to read. If the answer is no, tell him/her the reasons.
    g. Talk about your favourite children's book writer. Give more details about the writer.

NOTE: While answering the questions, give yourself time to think and try to use filler sounds and certain phrases.

(Reference: English File– Upper-intermediate Student Book pp. 32-33 – Third Edition – Oxford University Press)

RUBRIC FOR TALKING ABOUT CHILDREN'S BOOKS					
CRITERIA	**3**	**2**	**1**	**0**	**SCORE**
Task Completion	The performance meets all the expectations that the task requires.	The performance meets some expectations but doesn't include all the details or vice versa.	The performance meets one or two expectations but does not include specific details.	It does not include any expected requirements.	
Lexical Resource	Has enough vocabulary to talk and make the meaning clear.	Can convey the meaning somehow but makes some errors in word choice.	Can only convey the basic meaning and makes frequent errors in word choice.	Has insufficient vocabulary.	
Grammatical Range & Accuracy	Uses expected structures without errors.	Produces basic sentence forms, but contains some errors	Produces only basic sentence forms with errors causing some comprehension problems	Relies on memorized utterances and/or makes numerous errors	
Pronunciation	Pronounces all the words correctly and speaks clearly.	Pronounces most of the words correctly (1-2 errors) and speaks clearly.	Mispronounces some of the words (3-4 errors) and sometimes mumbles.	Mispronunciations are frequent and cause some difficulty for the listener.	
Fluency	Speaks fluently.	Speaks at an appropriate speed with some lapses.	Frequently hesitates but tries to go on his/her presentation.	Always hesitates, loses attention, etc.	
Students <u>cannot</u> get a score if ☐ It is off-topic. ☐ They read from the notes.					__/15

WEEK 2 / TASK 2 (Face-to-face Reading & Writing)

A. Read these quotations and decide if each writer feels positive or negative about travel.

1 Whenever I prepare for a journey I prepare as though for death.

Katherine Mansfield, *Journal*, 1922

2 For my part, I travel not to go anywhere, but to go. I travel for travel's sake. The great affair is to move.

Robert Louis Stephenson, *Travels with a Donkey*, 1879

3 If God had intended us to fly, he would never have given us railways.

Michael Flanders (attrib.)

4 *What gives value to travel is fear . . . There is no pleasure in travelling, and I look upon it more as an occasion for spiritual testing.*

Albert Camus, *Notebooks*, 1962

5 I'll take three hours in the dentist's waiting room, with four cavities and an impacted wisdom tooth, in preference to fifteen minutes at any airport waiting for an aeroplane.

Patrick Campbell, *Daily Mail*, 1947

6 *My heart is warm with the friends I make,*
And better friends I'll not be knowing;
Yet there isn't a train I wouldn't take
No matter where it's going.

Edna St Vincent Millay, 'Travel', *Collected Poems*, 1956

Hong Kong high jinx

James Long relives a plane trip that turned into a very long haul indeed

Kai Tak Airport, Hong Kong. Friday, 10.45pm: The 747 is packed and it's minutes after the scheduled departure time. The captain tells us a passenger has been arrested at emigration, and they need to find his bags in the hold before we can fly. When we discover he has a false passport, we all agree.

11.15pm: 'I'm afraid this is turning into a bit of a saga, Ladies and Gentlemen. We haven't been able to find the bags so we have to offload all the containers and search them. That means that the crew will exceed its maximum hours and we'll have to organise a stop-over somewhere in Europe to take on a replacement crew.'

11.55pm: 'You'll be pleased to hear we have now found and removed the suspect bags. Unfortunately, we haven't yet been able to organise another crew.'

Midnight: As the clock strikes, Kai Tak airport turns into a pumpkin and shuts down for the night. The crew go off to bed, the first- and second-class passengers are taken to the nearby Airport Hotel and the economy-class begin a mystery tour.

Saturday, 2.30am: In the hotel foyer the scene is dreadful. We are being asked to share rooms with total strangers. I am travelling with a colleague. 'Double room', they insist. I point out she is of a different sex and we've only known each other a week.

3.30am: Those shouting loudest are being given rooms

first. I finally get one. Now everyone wants to call the UK to rearrange disrupted schedules. Our hosts regard this as unreasonable and far too expensive. We can't even call at our own cost because they've locked the phones. At last we reach a compromise. We are to be allowed a three-minute call each. Isn't that what prisoners get?

11.30am: We check out. The hotel tries to argue that my phone call was 31 seconds longer than agreed.

2.55pm: With five minutes to take-off, the captain comes on the intercom. You can tell from the way he clears his throat that he is not relishing this. 'I'm very sorry indeed to tell you that we have a minor avionics problem. We are doing our very best to fix it and I'll keep you informed.' A disaster movie camaraderie has seized most of the passengers. My colleague claims they're all working out whom they'd sleep with first. I'm trying to decide which one I'd eat.

5.55pm: By now we're all familiar with the Boeing 747-400's fuel system. The tail tank isn't talking to the wing tanks, so the plane would probably belly-flop on take-off unless they can fix it. They pump fuel out, move the freight around to balance it, and eventually solve the problem by phoning Boeing in Seattle.

6.00pm: We're ready to go . . . to Copenhagen. Yes,

the crew's allowable hours of work are once again running out.

11.45pm, Copenhagen: Our inflight magazine says they are trying to win the hearts and minds of travellers because an 'airline interacts with its consumers over long periods of time'.

We're on the ground at Copenhagen, over 32 hours into our 14-hour flight, saying goodbye to a crew which has been interacting with its consumers for much longer than the training course ever anticipated, with unrelenting cheerfulness. The new crew arrive fully briefed: they're expecting a rebellion. Our new captain says we are taking off in five minutes. Almost immediately, the lights go out. Dim emergency lighting comes on. In the gloom, the captain's voice echoes over the speaker. He seems much older. 'Ladies and Gentlemen, we do seem to have a small problem with the electrical system.'

Midnight: 'Ladies and Gentlemen. This is one of the nicest messages you've ever heard. Cabin crew, doors to automatic please.'

Sunday, 1.30am: We land at Heathrow 37 hours after checking in at Hong Kong. I bully the airline into providing a car to drive me home. Is it churlish of me to mention that the driver claims never to have driven in the dark and grinds to a halt every time a car comes the other way? By the time I get to bed at 4.30am I'm feeling pretty churlish.

B. The passage describes a flight from Hong Kong to London. Read it and find six reasons why the flight was delayed.

C. **The writer sometimes exaggerates how he feels about the delay, and sometimes he understates his feelings by leaving out details that he hopes the reader will infer. Answer the questions.**

1. *When we discover he has a false passport, we all agree*. Why do the passengers all agree? Who do they think the man might be?

2. *Those shouting loudest are being given rooms first. I finally get one.* What is the writer trying to suggest by using the word *finally*?

3. *We are to be allowed a three-minute call each. Isn't that what prisoners get?* How does the writer feel about his treatment?

4. *A disaster movie camaraderie has seized most of the passengers.* What does the writer mean by *disaster movie camaraderie?*

5. *In the gloom, the captain's voice echoes over the speaker. He seems much older.* Why does he *seem older*?

6. *'This is one of the nicest messages you've ever heard. Cabin crew, doors to automatic please.'* Why is it one of the nicest messages they've ever heard?

7. What does the writer mean by the last two sentences? *Is it churlish… I'm feeling pretty churlish.*

D. **Do you think the way the writer conveys his feelings is effective? Do you think he can say who is to blame? Is there a quotation in Exercise A which reflects his attitude towards his nightmare journey?**
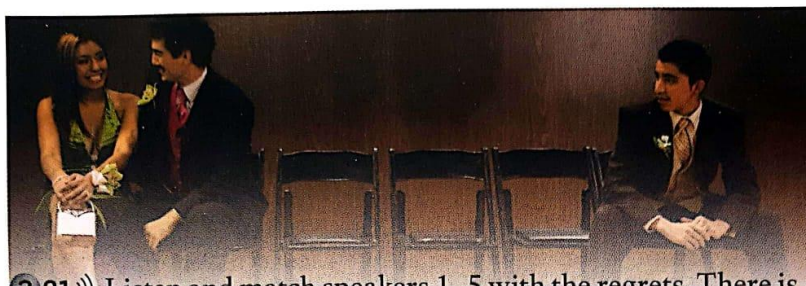
E. **Look through the passage again and add to the list you made any new words that are connected with flying or travelling.**

F. WRITING ABOUT A JOURNEY (A NARRATIVE PARAGRAPH)

1. Have you ever had a journey which has turned into a nightmare? Whose fault was it: the passengers, the weather, the means of transport, or some other reason?
2. Write a paragraph (120-180 words) describing what happened and how you felt. You can also imagine such a journey if you haven't experienced one yet. Use appropriate time-order signal words or transition words throughout your paragraph. Do not forget to write a title, a topic sentence, and a concluding sentence for your paragraph.
3. You may like to use 'Hong Kong high jinx' as a model.

RUBRIC FOR A NARRATIVE PARAGRAPH					
CRITERIA	3	2	1	0	SCORE
Topic Sentence		It introduces the topic, establishes the setting, and the people involved.	It introduces the topic but doesn't establish the setting, and the people involved, or vice-versa.	No topic sentence is included.	
Body		It effectively elaborates the topic using details, dialogues, and descriptions.	It adequately elaborates the topic using details, dialogues, and descriptions.	There is no adequate elaboration on the topic.	
Conclusion		It restates the paragraph logically with a proper transition.	It restates the paragraph logically without a proper transition.	No conclusion is included.	
Format			It is a well-structured narrative paragraph, stays within the word limit, and has a title.	It looks like an essay (even if it has a title or stays within the word limit.)	
Grammar	It has no errors in terms of grammar.	It has few (e.g., one /two) grammatical errors.	It has some (e.g., three/five) grammatical errors.	It is full of grammar, errors.	
Mechanics		It has no errors in terms of spelling, and punctuation/capitalization.	It has some (e.g., three/five) spelling and/or punctuation/capitalization errors.	It is full of spelling and/or punctuation/capitalization errors.	
Word Choice / Sentence Structure		The word choice and sentence structure are consistent with the genre. Conjunctions and transition words are used properly.	The word choice and sentence structure are close to the genre. Conjunctions and transition words are used quite properly.	The word choice and sentence structure do not seem to relate to the genre. No conjunctions or transition words are used.	
Students cannot get a score if ☐It is off-topic or a memorized paragraph, ☐It has a title and one or two sentences,			☐It has only a topic sentence, ☐It is blank.		__/15

WEEK 3 / TASK 3 (Online Listening & Speaking)

a (3 21)) Listen and match speakers 1–5 with the regrets. There is one sentence you don't need to use.

Who...?

A ☐ wishes he / she had followed somebody's advice
B ☐ wasn't old enough to do something he / she now regrets
C ☐ felt very ashamed about what he / she had done
D ☐ wishes he / she had been more grateful for everything he / she had
E ☐ wishes he / she had been a bit braver
F ☐ regretted what he / she had done immediately after doing it

b Listen again. Why do the speakers mention or say the following:

1 'I really fancied her.'; 'Now it's too late.'
2 'Someone has to say to you that you really don't have to do this.'
   'I spent the next 15 years trying to get out of it.'
3 the Russian Revolution; old letters
4 'It was a crazy idea and totally out of character'
   'in the long run it was probably a good thing'
5 'My parents were really keen for me to change'
   'but I was totally against the idea'

c Work in small groups. Tell the other students about…

• two things you wish you could do but you can't
• two things you wish you had which would improve your life
• two things you wish you had done when you were younger
• two things you wish you hadn't done when you were younger

CamScanner ile tarandı

(Reference: English File– Upper-intermediate Student Book p. 51– Third Edition – Oxford University Press)

2. SPEAKING

Student A

A. Write something for at least seven of the items listed below.

1. a TV drama or comedy you wish they had made more series of
2. something you wish drivers or cyclists would or wouldn't do
3. somebody you wish you could see more often
4. somewhere you wish you had a house or flat
5. a free time activity you wish you had more time to do
6. a group or singer you wish would come and play in your city
7. something you wish hadn't been invented

8. something you wish people wouldn't do on social networking sites
9. something annoying you wish someone in your family wouldn't do
10. something you wish you had learnt to do when you were younger

B. Say what you have written for the items you have chosen one by one to your partner. Start your sentences with 'I wish…' S/he will ask you follow-up questions about them. Give as many details as you can. Then change roles.

Student B

A. Write something for at least seven of the items listed below.

1. a well-known person you wish you could meet or could have me
2. a new gadget you wish you had
3. a name you wish your parents had called you (instead of the one they gave you)
4. something you wish the local government would do to improve your city
5. a concert or sporting event you wish you'd been able to go to
6. something you wish people wouldn't do in the cinema
7. an activity you wish you didn't have to do every day
8. a language (other than English) you wish you could speak
9. something you wish you had learned to do when you were younger
10. something you wish you hadn't spent money on

B. Say what you have written for the items you have chosen one by one to your partner. Start your sentences with 'I wish…' S/he will ask you follow-up questions about them. Give as many details as you can. Then change roles.

(Reference: English File– Upper-intermediate Teacher's Book pp. 197-198– Third Edition – Oxford University Press)

RUBRIC FOR TALKING ABOUT WISHES					
CRITERIA	**3**	**2**	**1**	**0**	**SCORE**
Task Completion	The performance meets all the expectations that the task requires.	The performance meets some expectations but doesn't include all the details or vice versa.	The performance meets one or two expectations but does not include specific details.	It does not include any expected requirements.	
Lexical Resource	Has enough vocabulary to talk and make the meaning clear.	Can convey the meaning somehow but makes some errors in word choice.	Can only convey the basic meaning and makes frequent errors in word choice.	Has insufficient vocabulary.	
Grammatical Range & Accuracy	Uses expected structures without errors.	Produces basic sentence forms, but contains some errors	Produces only basic sentence forms with errors causing some comprehension problems	Relies on memorized utterances and/or makes numerous errors	
Pronunciation	Pronounces all the words correctly and speaks clearly.	Pronounces most of the words correctly (1-2 errors) and speaks clearly.	Mispronounces some of the words (3-4 errors) and sometimes mumbles.	Mispronunciations are frequent and cause some difficulty for the listener.	
Fluency	Speaks fluently.	Speaks at an appropriate speed with some lapses.	Frequently hesitates but tries to go on his/her presentation.	Always hesitates, loses attention, etc.	
Students <u>cannot</u> get a score if □ It is off-topic**.** □ They read from the notes.					__/15

WEEK 4 / TASK 4 (Face-to-Face Listening & Speaking)

c **(4 8))** Look at the sentences from the listening and try to work out what the missing words are. Then listen and check.

1 But of course it's **easier said** _____ _____.
2 If you're the person who's _____ the _____, just admit it!
3 ...it's important to _____ **things** _____ **control**...
4 Raising your voice will just make the other person _____ **their** _____, too.
5 ...stop for a moment and _____ **a** _____ **breath**.
6 It's also very important to _____ _____ the **point**.
7 There's much more chance that you'll be able to _____ **an** _____.
8 ..._____ _____ **conflict** is an important part of any relationship...

d With a partner, decide which two of the psychologist's tips you think are the most useful, and why they're useful.

a **(4 7))** You're going to listen to a psychologist giving some tips to help people when they disagree with somebody about something. Listen once and tick (✓) the six things she says.

1 ☐ Think carefully what to say when you begin a discussion.

2 ☐ Try to 'win' the argument as quickly as you can.

3 ☐ Say sorry if something really is your fault.

4 ☐ Never avoid an argument by refusing to talk.

5 ☐ Don't say things that aren't completely true.

6 ☐ Don't shout.

7 ☐ Don't talk about things that aren't relevant to the argument.

8 ☐ Use another person to mediate.

9 ☐ Postpone the argument until later when you have both calmed down.

10 ☐ It's a bad thing for a couple to argue.

b Listen again and with a partner, try to add more detail to the tips you ticked.

(Reference: English File– Upper-intermediate Student Book p. 66– Third Edition – Oxford University Press)

ROLE-PLAY CARDS

A: You are waiting in line to buy an ice cream. You turn around to talk to someone and when you turn back, **B** has stepped in front of you.
B: A friend was holding your place for you before A arrived.

Expression:
"You've got a nerve!"

A & B: You are a couple driving to see some friends outside of town. When the car breaks down. You are alone on a deserted road. **A** was supposed to take the car to a garage for servicing last week but forgot.

Expression:
"It's not my fault!"

A: You are an English teacher on a summer course. **B** is always late for class and never listens to you.
B: Your parents are making you take a stupid English course this summer. It is boring. You want to be with your friends.
Expression:

"This is the last time. I'm warning you!"

A: You've taken your child to a big theme park, but it is time to go. You don't want to spend another 30 minutes waiting to go on a ride.
B: You really want to go on the giant roller-coaster. It's the best ride in the park and your parent wants to leave.

Expression:
"That's it! I've had enough!"

A: You bought a train ticket two minutes ago, but you've just realized you gave the wrong date. You want to change your ticket.
B: A bought a non-refundable train ticket. S/he cannot make changes or get his/her money back.
Expression:

"I don't believe it. This is ridiculous!"

A: You are going out for an evening walk with your girlfriend/. When she arrives, you think she is wearing inappropriate clothes.
B: Your boyfriend is very jealous. He doesn't like it when other boys look at you. He is also paranoid.

Expression:

"Your attitude really bugs me!"

A & B: You both work in a nice cool shop, but one of you has to go outside and clean the front windows (a 30-minute job!) You can't agree who has to go outside.

Expression:
"I'm tired of getting all the bad jobs!"

A: You came to the clinic because you have a stomachache. A nurse told you that someone would see you in 10 minutes. You have been waiting for 45 minutes.
B: You are the nurse.

Expression:
"I'M NOT SHOUTING!"

A: This is your wife's birthday today, but you haven't had time to go shopping. You stopped at a petrol station and bought her some chocolates and flowers because you are too late.

B: It's your birthday today. You've prepared a great dinner, and you've been dropping hints that you want some jewelry for your birthday. **A** arrives home late with some chocolates and flowers.

Expression: **"Don't give me that!"**

A: You're a doctor. Your child was keen on studying journalism, but you persuaded him/her to study medicine. You've just discovered that s/he has failed all the first-year exams. You think that s/he didn't study hard for his/her exams.

B: You're in your first year of university. You haven't enjoyed studying medicine and have just failed all the first-year exams. You'd like to change your department and study journalism.

Expression: **"This is my life!"**

RUBRIC FOR ARGUMENT (ROLE-PLAY)					
CRITERIA	**3**	**2**	**1**	**0**	**SCORE**
Task Completion	The performance meets all the expectations that the task requires.	The performance meets some expectations but doesn't include all the details or vice versa.	The performance meets one or two expectations but does not include specific details.	It does not include any expected requirements.	
Lexical Resource	Has enough vocabulary to talk and make the meaning clear.	Can convey the meaning somehow but makes some errors in word choice.	Can only convey the basic meaning and makes frequent errors in word choice.	Has insufficient vocabulary.	
Grammatical Range & Accuracy	Uses expected structures without errors.	Produces basic sentence forms, but contains some errors	Produces only basic sentence forms with errors causing some comprehension problems	Relies on memorized utterances and/or makes numerous errors	
Pronunciation	Pronounces all the words correctly and speaks clearly.	Pronounces most of the words correctly (1-2 errors) and speaks clearly.	Mispronounces some of the words (3-4 errors) and sometimes mumbles.	Mispronunciations are frequent and cause some difficulty for the listener.	
Fluency	Speaks fluently.	Speaks at an appropriate speed with some lapses.	Frequently hesitates but tries to go on his/her presentation.	Always hesitates, loses attention, etc.	
Students <u>cannot</u> get a score if ☐ It is off-topic. ☐ They read from the notes.					__/15

WEEK 5 / TASK 5 (Face-to-Face Reading & Writing)

DESCRIBING A PHOTO

a Look at the photo and read the description. Do you agree with what the writer says about the people?

I think this is a family photo, although none of the family members is actually looking at the camera. ¹*In the foreground* we see the inside of a room with a glass door leading into a garden. ²_____ of the photo there is a girl sitting at the table, resting her head on one hand, with an open book ³_____ her. There are two other empty chairs around the table. The girl is smiling; she looks as if she's daydreaming, maybe about something she's read in the book. ⁴_____, there is another woman, who looks older than the girl, perhaps her mother. She's standing with her arms folded, looking out of the glass doors into the garden. She seems to be watching what's happening ⁵_____, and she looks a bit worried.

⁶_____, we can see a terrace, and ⁷_____ that a beautiful garden. Outside the glass doors on the right you can see a boy and a man who may be father and son. The boy is standing looking at the man, who is crouching ⁸_____ him. It looks as though they're having a serious conversation. Maybe the boy has been naughty, because it seems as if he's looking at the ground. This photo reminds me of a David Hockney or Edward Hopper painting, and it immediately makes you speculate about who the people are and what they are thinking.

b Complete the description with a word or phrase from the list.

_____

behind   in front of   in the background   in the centre
in the foreground   to her right   opposite   outside
_____

> 🔍 **Useful language: describing a photo or picture**
> In the foreground / background / centre of the photo...
> The (man) looks as if / looks as though...
> It looks as if / as though...
> The (woman) may / might be... / Perhaps the woman is...
> The photo reminds me of...

c You are going to write a description of the photo below. **Plan** the content. With a partner, look at the photo carefully and decide what you think the people are thinking or feeling. Decide how to organize what you want to say into two paragraphs.

d **Write** 120–180 words. Use the phrases in **Useful language** to help you.

e **Check** your description for mistakes (grammar, punctuation, and spelling).

◄ *p.71*

(Reference: English File– Upper-intermediate Student Book p. 117– Third Edition – Oxford University Press)

RUBRIC FOR DESCRIBING A PHOTO					
CRITERIA	3	2	1	0	SCORE
Topic Sentence		It introduces the photo, the setting, and the people involved.	It introduces the photo but doesn't introduce the setting, and the people involved, or vice-versa.	No topic sentence is included.	
Body		It effectively elaborates the photo using details and descriptions.	It adequately elaborates the photo using details and descriptions.	There is no adequate elaboration of the photo.	
Conclusion		It finishes the paragraph with enough required details.	It finishes the paragraph with few required details.	No conclusion is included.	
Format			It is a well-structured paragraph, stays within the word limit, and has a title.	It looks like an essay (even if it has a title or stays within the word limit.)	
Grammar	It has no errors in terms of grammar.	It has few (e.g., one /two) grammatical errors.	It has some (e.g., three/five) grammatical errors.	It is full of grammar, errors.	
Mechanics		It has no errors in terms of spelling, and punctuation/capitalization.	It has some (e.g., three/five) spelling and/or punctuation/capitalization errors.	It is full of spelling and/or punctuation/capitalizatio n errors.	
Word Choice / Sentence Structure		The word choice and sentence structure are consistent with the genre. Conjunctions and transition words are used properly.	The word choice and sentence structure are close to the genre. Conjunctions and transition words are used quite properly.	The word choice and sentence structure do not seem to relate to the genre. No conjunctions or transition words are used.	
Students cannot get a score if ☐It is off-topic or a memorized paragraph, ☐It has only a topic sentence, ☐It has a title and one or two sentences, ☐It is blank.					**___/15**

WEEK 6 / TASK 6 (Online Reading & Writing)

Reading skills practice: Video games are good for you – exercises

You know all those people that told you that video games are bad for you? They were wrong. Read this to find out more.

Preparation

Write the type of computer game next to the description.

Fighting game	Role-playing game (RPG)	Strategy game
Platform game	Racing game	Shooter

1. A game that involves travelling and jumping across platforms, often with obstacles and other elements like ladders. _____

2. A game that focuses on one-on-one combat against an opponent. _____

3. A game whose main focus is combat involving guns or other projectile weapons such as missiles. _____

4. A game in which the player controls a central character. They explore the game world, solve puzzles and take part in tactical fights to complete their quest. _____

5. A game that requires careful planning and tactics to achieve victory, often from a godlike perspective over the game world. _____

6. A game in which the player races against opponents in some type of transportation. _____

For years video games have been criticised for making people more antisocial, overweight or depressed. But now researchers are finding that games can actually change us for the better and improve both our body and mind.

Games can help to develop physical skills. Pre-school children who played interactive games such as the ones available on Wii have been shown to have improved motor skills, for example they can kick, catch and throw a ball better than children who don't play video games. A study of surgeons who do microsurgery in Boston found that those who played video games were 27 per cent faster and made 37 per cent fewer errors than those who didn't. Vision is also improved, particularly telling the difference between shades of grey. This is useful for driving at night, piloting a plane or reading X-rays.

Games also benefit a variety of brain functions, including decision-making. People who play action-based games make decisions 25 per cent faster than others and are no less accurate, according to one study. It was also found that the best gamers can make choices and act on them up to six times a second, four times faster than most people. In another study by researchers from the University of Rochester in New York, experienced gamers were shown to be able to pay attention to more than six things at once without getting confused, compared with the four that most people can normally keep in mind. Additionally, video games can also reduce gender differences. Scientists have found that women who play games are better able to mentally manipulate 3D objects.

There is also evidence that gaming can help with psychological problems. At the University of Auckland in New Zealand, researchers asked 94 young people diagnosed with depression to play a 3D fantasy game called SPARX and in many cases, the game reduced symptoms of depression more than conventional treatment. Another research team at Oxford University found that playing Tetris shortly after exposure to something very upsetting – in the experiment, a film of traumatic scenes of injury and death was used – can actually prevent people having disturbing flashbacks.

The effects are not always so positive, however. Indiana University researchers carried out brain scans on young men and found evidence that violent games can alter brain function after as little as a week of play, affecting regions in the brain associated with emotional control and causing more aggressive behaviour in the player. But Daphne Bavelier, one of the most experienced researchers in the field, says that the violent action games that often worry parents most may actually have the strongest beneficial effect on the brain. In the future, we may see many treatments for physical and neurological problems which incorporate the playing of video games.

1. Check your understanding: multiple choice

Circle the best option to complete these sentences.

1.   Only relatively recently have people started to realise ___.
   - a. the harmful effects of video games
   - b. the beneficial effects of video games
   - c. how much we don't know about video games' effects
   - d. how much video games affect the people that play them

2.   Very young children show improved ___ after playing video games.
   - a. muscle control and co-ordination
   - b. social interaction
   - c. decision-making
   - d. ability to differentiate between different colours

3.   Playing video games helps doctors ___.

       a. do operations and read X-rays
       b. make decisions under pressure
       c. operate complex equipment
       d. tend to more than one patient at a time

4.   Video gamers' decision-making speed is significantly improved by ___.

       a. years of gaming experience
       b. long periods of game playing
       c. playing video games in short bursts
       d. certain types of video game

5.   Women who play video games demonstrate ___.

       a. faster reaction speeds
       b. reduced stress levels
       c. better spatial awareness
       d. better multitasking ability

6.   In one research study, the video game Tetris helped people to ___.

       a. improve their concentration
       b. overcome depression
       c. forget disturbing experiences
       d. make decisions faster

7.   Research shows that violent video games ___.

       a. have no negative effects on players
       b. only affect players' brains after extended hours of play
       c. may have positive and negative effects on the brain
       d. only affect players' brains in beneficial ways

8.   In the future, computer games may be used for ___.

       a. treating a variety of medical problems
       b. training doctors to deal with emotional pressure
       c. helping parents to deal with difficult teenagers
       d. treating prisoners with a history of violent behaviour

2. Check your vocabulary: gap fill

Complete the gaps with a noun from the box.

shades	attention	decisions	behaviour
errors	skills	field	scans	difference

1. Playing video games improves the speed at which people can make _____.

2. Video gamers also demonstrate an improved ability to pay _____ to several things at once.

3. Pre-school children who play video games have been shown to have improved motor _____.

4. Playing video games also has a beneficial effect on vision, increasing players' ability to tell the _____ between varying _____ of grey.

5. Surgeons who play computer games work faster and make fewer _____.

6. Researchers from Indiana University investigated the effects of violent video games by doing some brain _____ on video gamers.

7. Their research showed that violent video games affect emotional control and may cause more aggressive _____.

8. Daphne Bavelier is one of the most experienced researchers in her _____.

Vocabulary Box	Write any new words you have learnt in this lesson.

Discussion
What kind of computer games do you like?
Do you think they are good for you? Why or why not?

(Reference: https://learnenglishteens.britishcouncil.org/skills/reading/b2-reading/video-games-are-good-you)

3. **Write an opinion paragraph (120-180 words) about the topic given below. Use appropriate transition words for your opinions. Do not forget to write a title, a topic sentence, and a concluding sentence for your paragraph.**

• Video games have a positive/negative influence on teenagers. Do you agree or disagree? Why or why not?

RUBRIC FOR AN OPINION PARAGRAPH					
CRITERIA	**3**	**2**	**1**	**0**	**SCORE**
Topic Sentence		It introduces the topic clearly with a proper phrase.	It introduces the topic without a proper phrase.	No topic sentence is included.	
Body	It includes three major supporting details along with at least one minor supporting detail with a proper transition for each.	It includes two major supporting details with at least one minor supporting detail or includes three major supporting details with no minor supporting details.	It includes two major supporting details with no minor supporting details or less.	No supporting is included.	
Conclusion		It restates the paragraph logically with a proper transition.	It restates the paragraph logically without a proper transition.	No conclusion is included.	
Format			It is a well-structured opinion paragraph, stays within the word limit, and has a title.	It looks like an essay (even if it has a title or stays within the word limit.)	
Grammar	It has no errors in terms of grammar.	It has few (e.g., one /two) grammatical errors.	It has some (e.g., three/five) grammatical errors.	It is full of grammar, errors.	
Mechanics		It has no errors in terms of spelling, and punctuation/capitalization.	It has some (e.g., three/five) spelling and/or punctuation/capitalization errors.	It is full of spelling and/or punctuation/capitalizatio n errors.	
Word Choice / Sentence Structure		The word choice and sentence structure are consistent with the genre. Conjunctions and transition words are used properly.	The word choice and sentence structure are close to the genre. Conjunctions and transition words are used quite properly.	The word choice and sentence structure do not seem to relate to the genre. No conjunctions or transition words are used.	
Students cannot get a score if ☐It is off-topic or a memorized paragraph, ☐It has a title and one or two sentences,		☐It has only a topic sentence, ☐It is blank.			___/15

WEEK 7 / TASK 7 (Online Listening & Speaking)

1. **What kinds of campaign promises do political candidates make to persuade people to vote for them?**

Idioms

"pull strings" = influence people to get what you want, manipulate

"Company officials tried to pull a few strings within the local government in order to win the construction contract."

"under the table" = money paid secretly

"A number of monetary gifts were paid under the table to win political influence."

2. **Listen to the recording and answer the questions.**

1. In the candidate's first point, taxes will be used to _____.
   a. retain teachers
   b. add new playgrounds
   c. improve existing schools

2. The candidate's proposal for economic development is to _____.
   a. increase new housing
   b. add more small businesses
   c. build a sports arena

3. The man's third point is the construction of _____.
   a. parks and other green areas
   b. a new transportation system
   c. a new educational system

4. The candidate says that he is the best person for the job because he ____.
   a. understands the needs of the common man
   b. has fought against big business interests
   c. has had a long career as a politician

(Reference: https://www.esl-lab.com/academic-english/elections/)

ROLE-PLAY CARDS

A & B

You are the leader and deputy leader of a local political party. Tonight you're going to attend a 'live' radio programme with the leader and deputy leader of the opposition party.

a Prepare some ideas to <u>defend</u> your six policies before the interview. Think of reasons which explain why your policies are good ideas. Make notes. Add one new policy of your own.

b Now prepare some other ideas to '<u>attack</u>' your opponent's policies. Think of reasons which explain why the other party's policies aren't good ideas. Make notes.

c take turns to present and debate your policies.

Your party's policies
- To ban all dogs from the town centre
- To close the town centre to traffic on Saturday mornings from 9 a.m. – 1.00 p.m.
- To promote tourism in the town by organizing a big sporting event (decide which)
- To introduce strict fines for people who download music or films from the internet without paying
- To ban fast food restaurants near all schools and universities
- _____

Your opponent's policies
- To ban cyclists from using all main roads
- To make it compulsory for everyone to vote in local elections
- To make tourists pay a tax when they come into the country.
- To make bars and restaurants in the town centre close before 11 p.m. during the week
- To give free internet access to all homes and mobile devices
- _____

C & D

You are the leader and deputy leader of a local political party. Tonight you're going to attend a 'live' radio programme with the leader and deputy leader of the opposition party.

a Prepare some ideas to <u>defend</u> your six policies before the interview. Think of reasons which explain why your policies are good ideas. Make notes. Add a new policy of your own.

b Now prepare some other ideas to '<u>attack</u>' your opponent's policies. Think of reasons which explain why the other party's policies aren't good ideas. Make notes.

c take turns to present and debate your policies.

Your party's policies
- To ban cyclists from using all main roads
- To make it compulsory for everyone to vote in local elections
- To make tourists pay a tax when they come into the country.
- To make bars and restaurants in the town centre close before 11 p.m. during the week
- To give free internet access to all homes and mobile devices
- _____

Your opponent's policies
- To ban all dogs from the town centre
- To close the town centre to traffic on Saturday mornings from 9 a.m. – 1.00 p.m.
- To promote tourism in the town by organizing a big sporting event (decide which)
- To introduce large fines for people who download music or films from the internet without paying
- To ban fast food restaurants near all schools and universities
- _____

(Reference: English File– Upper-intermediate Teacher's Book p. 204– Third Edition – Oxford University Press)

RUBRIC FOR A POLITICAL DEBATE					
CRITERIA	3	2	1	0	SCORE
Task Completion	The performance meets all the expectations that the task requires.	The performance meets some expectations but doesn't include all the details or vice versa.	The performance meets one or two expectations but does not include specific details.	It does not include any expected requirements.	
Lexical Resource	Has enough vocabulary to talk and make the meaning clear.	Can convey the meaning somehow but makes some errors in word choice.	Can only convey the basic meaning and makes frequent errors in word choice.	Has insufficient vocabulary.	
Grammatical Range & Accuracy	Uses expected structures without errors.	Produces basic sentence forms, but contain some errors	Produces only basic sentence forms with errors causing some comprehension problems	Relies on memorized utterance and/or makes numerous errors	
Pronunciation	Pronounces all the words correctly and speaks clearly.	Pronounces most of the words correctly (1-2 errors) and speaks clearly.	Mispronounces some of the words (3-4 errors) and sometimes mumbles.	Mispronunciations are frequent and cause some difficulty for the listener.	
Fluency	Speaks fluently.	Speaks at an appropriate speed with some lapses.	Frequently hesitates but tries to go on his/her presentation.	Always hesitates, loses attention etc.	
Students <u>cannot</u> get a score if ☐ It is off-topic. ☐ They read from the notes.					__/15

WEEK 8 / TASK 8 (Online Reading & Writing)

A REPORT

a Read the report on restaurants. With a partner, think of suitable headings for paragraphs 1, 3, and 4.

b You have been asked to write a report on either **good places for eating out** or **entertainment in your town** for an English language magazine. With a partner, **plan** the content.

1 Decide which report you are going to write.
2 Decide what headings you can use to divide up your report.
3 Decide what information to include under each heading.

🔍 **Useful language: talking in general**
Most / The majority of (cinemas in my town...)
(Cinemas) are usually / tend to be (quite cheap)
In general... / Generally speaking...
almost always... / nearly always...

Eating out in London

This report describes various options for students who want to eat out while staying in London.

1 _____

Fast food – The majority of fast-food restaurants are cheap and clean and the service is fast, but they are often noisy and crowded, and of course the food is the same all over the world.

World food – London has restaurants offering food from many parts of the world, for example India, and China. These are often relatively inexpensive and have good-quality food and a nice atmosphere.

2 Value for money

Gastropubs – These are pubs which serve high-quality food but tend to be slightly cheaper than the majority of mid-range restaurants. Generally speaking, the food is well-cooked and some have very imaginative menus.

Italian restaurants – You can normally get a good pasta dish and a salad in most Italian restaurants without spending too much, but be careful, some restaurants have very expensive wine lists.

3 _____

There are many options if you want to try somewhere special, but be aware that this nearly always means spending a lot of money. French restaurants, for example, are often expensive, and also restaurants run by celebrity chefs.

4 _____

- Don't make your meal cost more by ordering expensive drinks.
- If you have a special restaurant in mind, don't forget to book in advance because the best restaurants are usually full, especially at weekends.
- Even if you have a limited budget, take advantage of the different restaurants that London has to offer.

(Reference: English File– Upper-intermediate Student Book p. 119– Third Edition – Oxford University Press)

c. Read the example report on Entertainment Facilities in Niğde and underline the useful expressions for generalizing. After you finish, compare the entertainment facilities in Niğde with the ones in your hometown/your favourite city with your partner.

Entertainment Facilities in Niğde

This report aims to describe different entertainment facilities available for university students in Niğde.

Sport

Niğde has several public and private sports facilities. There is a large modern leisure centre on the campus and its facilities include a swimming pool, a tennis court and a sports hall for other activities such as Pilates, Zumba or other kinds of exercises which help you get fit and stay in shape. Generally speaking, the centre runs courses in all these sports and tends to be very popular with students. Membership was felt to be rather expensive, but a special temporary membership is available to students. The public swimming pool near the campus is older, less attractive, and almost always overcrowded, but the entry is quite cheap for students.

The Theatre Hall and the Cinema

There is a theatre hall in the High Street and a cinema near the castle. The majority of plays performed in the theatre hall are nearly always preferred by university students as the tickets are generally sold at a reasonable price. In addition, university students are usually interested in most of the latest films at the cinema, but the sessions may be crowded as the halls at the cinema are a bit small.

The City Museum

The City Museum has an extensive collection of maps, pottery, and other articles connected with the history of Niğde and its surroundings near Cappadocia. There is even a collection of mummies including a woman and four children which were found in Ihlara Valley. Interestingly, it is known that many local people have never been to the museum, but it has been recommended highly by tourists.

General Recommendations

- Don't spend a lot of time in your dorms if you don't want to be overweight. You should take advantage of the special temporary membership for students provided by the leisure centre on the campus.
- Don't forget to buy your cinema tickets in advance as it will be really crowded, especially at weekends.
- If you are interested in history, don't miss the opportunity to see the fascinating mummies in the city museum.

d. Write a report about one of the given topics above (120-180 words) organized in three or four paragraphs with a heading. Use a neutral/formal style and expressions from 'Useful Language' for generalizing.

RUBRIC FOR A REPORT					
CRITERIA	**3**	**2**	**1**	**0**	**SCORE**
Content	The report meets all the expectations that the task requires.	The report meets some expectations but doesn't include all the details or vice versa.	The report meets one or two expectations but does not include specific details.	It does not include any expected requirements.	
Format		It is a well-structured report, stays within the word limit, and has a title and subtitles.	It is a well-structured report with/ without a title and/or subtitles and/or under the word limit.	It looks like an essay or a paragraph (even if it has a title or stays within the word limit.)	
Grammar / Mechanics	It has no errors in terms of grammar, spelling, and punctuation/capitalization.	It has few (e.g., one /two) grammatical, spelling, and/or punctuation/capitalization errors.	It has some grammatical, spelling, and/or punctuation/capitalization errors.	It is full of grammar, spelling, and/or punctuation/capitalization errors.	
Word Choice / Sentence Structure		The word choice and sentence structure are consistent with the genre. Conjunctions and transition words are used properly.	The word choice and sentence structure are close to the genre. Conjunctions and transition words are used quite properly.	The word choice and sentence structure do not seem to relate to the genre. No conjunctions or transition words are used.	
Students cannot get a score if ☐It is off-topic or a memorized/copied report, ☐It has only a topic sentence, ☐It has a title and one or two sentences, ☐It is blank.					__/ 10*1.5 =

APPENDIX-M: Eğitim Bilimleri Enstitüsü Araştırma Etik Kurulu Onay Bildirimi

Tarih: 18/04/2022
Sayı: E-35853172-300-
00002139953

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-300-00002139953   18.04.2022
Konu : Etik Komisyon İzni (Hayriye SAKARYA AKBULUT)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 21.03.2022 tarihli ve E-51944218-300-00002098108 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi doktora programı öğrencilerinden **Hayriye SAKARYA AKBULUT'un, Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü "**Görev Temelli Dil Değerlendirmesinin Harmanlanmış Yabancı Dil Olarak İngilizce Öğrenimi Ortamında Uygulanması**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **12 Nisan 2022** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

APPENDIX-N: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(20)/(09)/(2024)

Hayriye SAKARYA AKBULUT

APPENDIX-O: Dissertation Originality Report

21/10/2024

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Department of Foreign Language Education

Thesis Title: APPLICATION OF THE TASK-BASED LANGUAGE ASSESSMENT IN THE BLENDED EFL LEARNING ENVIRONMENT

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
21/10/2024	236	361264	24/09/2024	14%	2489198271

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname:	Hayriye SAKARYA AKBULUT
Student No.:	N19145000
Department:	Foreign Language Education
Program:	English Language Teaching
Status:	☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED
(Prof. Dr. İsmail Hakkı MİRİCİ)

APPENDIX-P: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan **"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"** kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

o   Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

o   Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]

o   Tezimle ilgili gizlilik kararı verilmiştir. [3]

20 /09 /2024

Hayriye SAKARYA AKBULUT

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1)   *Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.*

(2)   *Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*

(3)   *Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.