



## The Effect of Task-Based out-of-Class Activities on Language Learning Processes to Create a Natural Language Environment in Teaching Turkish to Foreigners\*

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### Abstract

In the interaction environment, individuals are considered as social actors who perform various tasks in society and use language in various fields while doing these. Activities performed using language for a purpose are called tasks. Organizing out-of-class activities with such tasks in an activity environment aimed at getting to know the target language and culture for learners, is effective in increasing motivation and creating a realistic language environment. In this study, it is aimed to introduce the task-based activities performed outside the classroom with Mongolian students learning Turkish in order to create the closest environment to nature by carrying language teaching out of the classroom in Mongolia, where Turkish is taught as a foreign language, and to reveal the effects of these on the language learning processes of the students. In the study, which was designed with a holistic single case study pattern, the activities that students learning Turkish in Mongolia do outside the classroom under the guidance of researchers during their active education periods is presented in detail in three categories as 'programs, academic activities and social activities'. The opinions of fifteen Mongolian students, who were determined by stratified sampling method, about these activities and their effects on the process were examined. It was seen that these increase the students' ability to use Turkish, teach them how to use the language in which situation, and increase their motivation to learn language positively.

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## INTRODUCTION

While language functions as the most basic communication tool through the development of listening, reading, speaking and writing skills so that people can 'understand' and 'tell', it also functions as a social interaction tool in education and training processes. Language learning approaches also developed different perspectives on language in this respect. According to some, language has an impact on human life only because it is a means of communication, while according to others, it is a set of basic skills that exist for the socialization of people. For example, "in the activity approach, individuals are considered as 'social actors' members of society who fulfill various roles and duties in society" (Güneş, 2017). As social actors, language users perform various tasks in society. The concept of 'task' is defined in the Common European Framework of Reference for Languages as "any purposeful action deemed necessary by an individual in order to achieve a particular result". This may be a problem to be solved, a necessity encountered, or a self-determined goal. This definition applies to many actions, such as relocating a wardrobe, writing a book, getting certain conditions accepted during a contract negotiation, playing cards, ordering a meal in a restaurant, translating a foreign language text, or publishing a classroom newspaper through teamwork (CEFRL, 2013, 19). These are also called 'functional activities'. Thus, concepts such as 'activity, task, activity approach, learning by activities' came to the fore in the field of education. "With the activities, work is done on language for language. In the task, on the other hand, work is carried out with activities taken from real life. Both require communication, both use language, but the actual processes of language are applied while performing tasks. The use of language in the task not only results in communication, but is also practiced in the natural setting within the community. Tasks and activities also provide interaction between students" (From Manganot, 2000; Güneş, 2017). In order to achieve all these, language learners need to perform various tasks both inside and outside the classroom during the education and training processes. Therefore, it is necessary to make use of the task-based teaching method.

Task-based teaching, which is one of the foreign language teaching methods, is a method that enables students to learn the language by doing the tasks given to them in interaction. Prabhu was the first to put the task-based teaching method into practice (Wang, 2006, 10). According to Willis (1996), the importance of task-based teaching is to transfer the activities that involve real communication to the classroom environment. These activities should include meaningful tasks. 'Task' is the keyword for this method. In task-based teaching, where the process is created by defining various language tasks to the students, the implementation of these tasks is sometimes carried out in the form of planned in-class activities. Accordingly, various task classifications were made (Pica, Kanagy & Falodun 1993; Nunan, 1989, 2004; Willis, 1996, cited in Yorulmaz, 2009, 34). Willis put forth the most detailed study at this point and analyzed the tasks in three main sections. These are "pre-task", "task cycle" and "language focus" The needs of the individual learning the target language will determine the task framework. According to the level and individual differences of individuals learning a foreign language, their terms of office and their types should be determined. Some tasks may go unfulfilled if complex tasks are understood. Concretizing the tasks and supporting them with different disciplines will positively affect the target language learners (Willis, 1996, 56-57, cited in Yorulmaz, 2009, 34). However, this is seen not only in the classroom, but also as a part of both in-class and out-of-class learning processes. Yoğurtçu and Yoğurtçu (2013) conducted research to determine the factors that most affect performance in foreign language learning and they concluded that the factors for effective teaching in the physical environment, equipment and learning attitudes where language teaching is carried out come to the fore as the primary factor in learning motivation. However, it is frequently emphasized by scientists that focusing on out-of-class learning along with the necessary equipment for this teaching will increase efficiency. As a matter of fact, "out-of-school education is a process-based approach that focuses on the active interaction between the student and the environment.

In this process, students actively construct the information they have obtained from their environment, instead of getting the information directly from the teacher. The activities performed provide more concrete foundations for understanding abstract concepts; In addition, out of class activities color the learning process and facilitate the learning process.” (Tatar & Bağrıyanık, 2012, 884). Out-of-class environments will also provide new opportunities for diversification and implementation of tasks. The tasks coincide with real life. Students may encounter such learning situations in their daily lives. In other words, situations such as buying clothes from the store, going to the movies, visiting touristic places are not only real life, but also language situations. Regardless of the level of the students, the tasks should be prepared in a way that includes real-life language. Drawing attention to the structure of the language with the technique of raising awareness in the last part of the task does not mean that grammar rules are directly explained or taught. Here, the importance of interaction developed within the group is emphasized (Yorulmaz, 2009). Out-of-class learning activities are a model that paves the way for learning with fun and understanding by involving students in the process by ensuring active participation of students and making certain practices. As required by the constructivist approach have preferred today, the activities performed by the students by living, traveling, seeing and making associations facilitate the student's learning more than the activities carried out in the classroom (Armağan, 2015). There is a multi-faceted process in the understanding of learning that centers the learner and it is imperative to establish a relationship with real life. In this regard, travel, theatre, cinema, friends and family gatherings etc. Informal learning environments, in other words out-of-school activities, can be a bridge in establishing a relationship with real life. Activities in out-of-school environments can be beneficial, especially in terms of realizing learning through real experiences. It is stated that out-of-school learning environments increase the desire to learn and improve motivation and attitude towards learning (Ramey-Gassert, 1997). Learning outside of school offers individuals practical learning opportunities in real life in different situations and environments. Students can learn in accordance with their own characteristics in such learning environments. They can learn and use knowledge, skills and behaviours in the amount and time they want. Out-of-school learning environments such as museums have enriching, supportive, complementary and concretizing features (Siedel & Hudson, 1999). This concretization also provides an opportunity for learners to create their own experiences. Therefore, learning by doing has an effect on the experience of knowledge and skill levels with various applications and the creation of them step by step. “In the cone of experience prepared by Edgar Dale, it was revealed that the individual should start teaching with concrete, simple and easy experiences that appeal to many sense organs” (Köksal & Varışoğlu, 2014).

Learning is affected by the culture, context, and practices in which it emerges (Lave & Wenger, 1991). “As Gardner and Lambert (1972) indicated that motivation to learn a second language creates positive attitude toward the target language and its culture and attitudes then become the milestone of motivation itself.” (From Gardner & Wallace, 1972; Kuuk & Arslan, 2020). However, the information presented in traditional classrooms is presented to students by abstracting from the context in which it makes sense. This causes students to be unsuccessful in solving real-life problems. Accordingly, one of the most important points for learning is interaction and the student must be involved in the application. With the activity approach that supports task-based teaching, students are not motivated to learn grammar or culture, on the contrary, they are directed to do interesting tasks and activities. The teacher first prepares the students for the activity, and then puts the activity into practice. Thus, students learn language and culture by doing various activities. In this approach, students are also given various projects. Some of the tasks are making a poster of a favorite hero, preparing a radio broadcast about animals, completing the end of a story, organizing events to celebrate the founding of the school, panel, forum, discussion, etc. (From Puren, 2004; Güneş, 2017). In this direction, going out of the classroom for educational purposes, organizing a planned out-of-class education process, taking an active role in the process, and professional evaluation of the process are the necessities of an effective out-of-class education process. In the study of Lynch and Maclean (2000), both in-class

and out-of-class learning environments were combined on the task axis. Fourteen medical personnel learning English for special purposes were divided into pairs, given a research paper and asked to make a poster about it. Afterwards, questions from other couples about the poster hung in the hall were answered, and then there was a collective discussion. As a result of the research, it was stated that task repetitions could be beneficial and contribute to the students' intermediate language research process.

Göçer (2017) suggests choosing the task together with the students during the task-based education activity in teaching Turkish as a foreign language. He emphasizes the importance of creating new tasks, adjusting the learning-teaching environment, practicing spoken texts and conversational exercises. The importance of the effect of the teacher factor in the process was also discussed. While it is accepted that when students are given tasks in areas they are not interested in, motivation is lacking and motivation decreases (Yaylı, 2004), that's why teacher guidance is important from the determination of the task to the last stage and at the same time, it was determined that students experience permanent learning with a task-based approach (Yaylı, 2005). In addition, it was determined that it has an advantage on speaking skills in the study carried out considering that it may have a positive effect for each skill in language learning processes (Şahin, 2019). Especially for learners who are not in the environment (country) where the learned language is spoken, assigning such tasks in an activity environment aimed at recognizing the target language and culture, organizing out-of-class activities to provide the natural environment of the language are very effective in both increasing motivation and creating a language environment that is close to reality.

#### **PURPOSE OF THE RESEARCH**

In this study, it is aimed to introduce the task-based activities carried out outside the classroom with Mongolian students learning Turkish in order to create the closest environment to nature by carrying language teaching out of the classroom in institutions where Turkish is taught as a foreign language in Mongolia and to reveal the effects of these on the language learning processes of the students. For this purpose, answers to the following questions were sought:

1. What are the views of Mongolian students learning Turkish about the effect of celebration and commemoration activities outside the classroom on their language learning processes?
2. What are the opinions of Mongolian students learning Turkish about the effect of academic activities outside the classroom on their language learning processes?
3. What are the opinions of Mongolian students learning Turkish about the effect of social activities outside the classroom on their language learning processes?
4. What are the positive / negative effects of task-based activities outside the classroom on the language learning process of Mongolian students learning Turkish?

#### **METHOD**

##### **RESEARCH DESIGN**

In the study, a case study, one of the qualitative research designs (Miles & Huberman, 2015), which provides a holistic view of the characteristics of the environment in which it is made, was used. The most basic feature of case studies is the in-depth investigation of one or more cases. In other words, the factors related to a situation (environment, individuals, events, processes, etc.) are investigated with a holistic approach and focused on how they affect the relevant situation (Yıldırım & Şimşek, 2016). Since there is only one analysis unit in the research, the study was designed with a holistic single case study pattern. In this study, a case study, which is one of the qualitative research methods, was used due to the in-depth analysis of the views of the Mongolian students learning

Turkish on the effects of the activities they perform outside the classroom on the language learning processes and their effects on the language learning processes.

**STUDY GROUP**

The study group of the research consists of 15 Mongolian students studying Turcology in the Department of Asian Studies at National University of Mongolia (NUM). 12 female and 3 male students learning Turkish at B2 and C1 levels were selected by stratified sampling among 28 students studying in the department from the first to the fourth grade and at basic, intermediate and advanced language levels. In the stratified sampling technique, before selecting the sample, the axis is divided into some substrata, and then the samples are selected from these strata (Sencer & Sencer, 1978). The students who made up the study group were at the second, third and fourth grade levels and took an active role in the out of class activities that were the focus of the study. Students are coded as S1, S2,... The student information participating in the research is as follows:

**Table 1. Personal Characteristics of Teachers**

<i>Student</i>	<i>Gender</i>	<i>Age</i>	<i>Mother Tongue</i>	<i>Grade / Language Level</i>
S1	Female	19	Mongolian	2 / B2
S2	Female	19	Mongolian	2 / B2
S3	Female	19	Mongolian	2 / B2
S4	Female	20	Mongolian	2 / B2
S5	Female	19	Mongolian	2 / B2
S6	Female	19	Mongolian	2 / B2
S7	Female	18	Kazakh	2 / C1
S8	Female	20	Mongolian	2 / B2
S9	Female	20	Kazakh	3 / C1
S10	Female	21	Mongolian	3 / C1
S11	Male	22	Mongolian	3 / B2
S12	Female	21	Mongolian	4 / B2
S13	Female	21	Mongolian	4 / B2
S14	Male	22	Mongolian	4 / C1
S15	Male	22	Mongolian	4 / C1

**DATA COLLECTION**

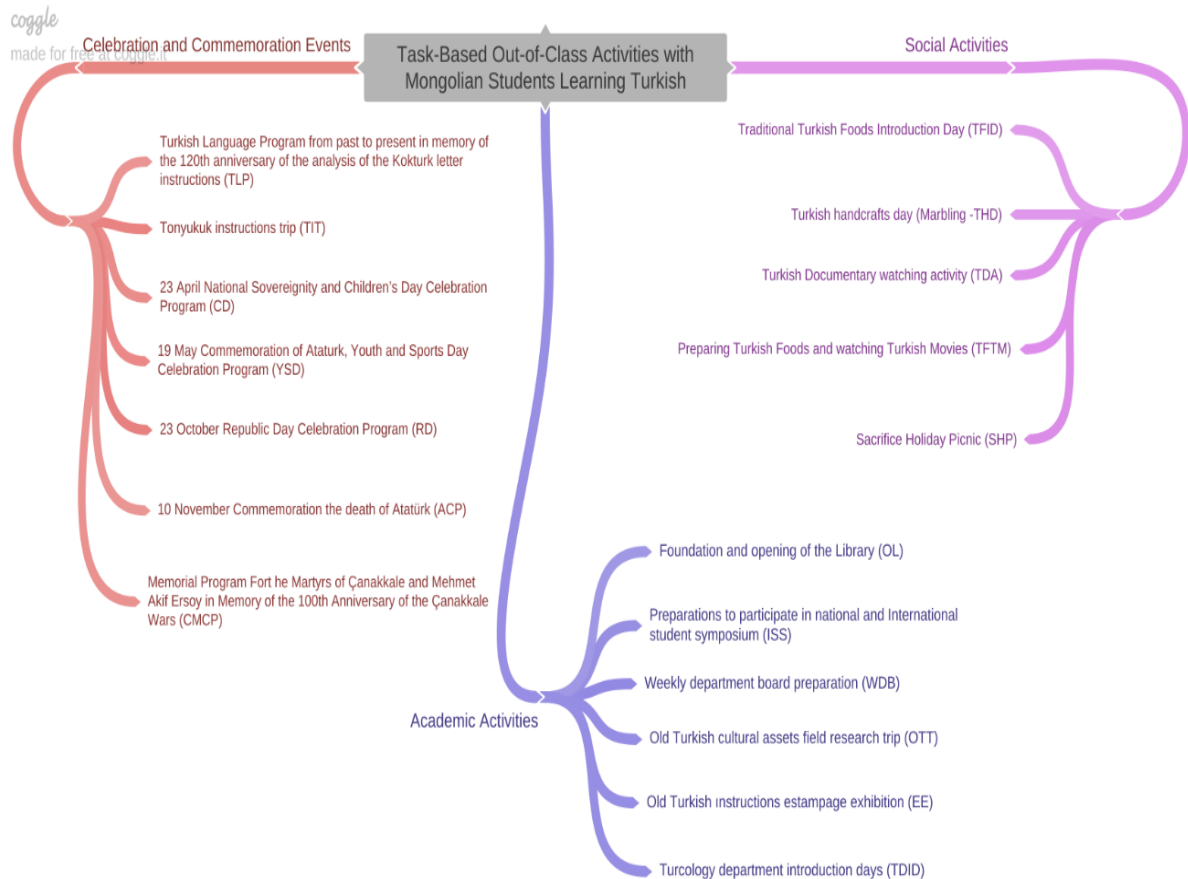
In the study, a semi-structured measurement tool was developed in order to determine the views of Mongolian students about celebration and commemoration activities outside the classroom, as well as academic and social activities, and their effects on language learning processes. The measurement tool prepared in the research was given its final shape by taking expert opinions. In the first part, students were asked to fill in the relevant information and it was reported that their identity information would not be used in the study.

In the second part, the activities that they can do outside of the lesson, which are thought to affect the Turkish learning processes, are presented as items, and they are also asked to write down different activities that are not on the list but that they do.

Thirdly, the celebration and commemoration activities, academic and social activities that Mongolian students do outside the classroom under the guidance of their teachers were listed and the students were asked to rank them numerically from the most effective to the least. In addition, two open-ended questions were asked to measure the effects of activities on language learning processes and they were asked to write their opinions. The measurement tool, which was given its final shape, was applied by the researchers by planning separate interview times with the students at each grade level. During the 30-minute form filling process, Turkish communication was established. Celebration

and commemoration activities, academic and social activities that Mongolian students do outside the classroom under the guidance of their teachers are as follows. The activities are presented in the Figure 1.

**Figure 1. Task-Based Out-of-Class Activities with Mongolian Students Learning Turkish**



**A. CELEBRATION AND COMMEMORATION ACTIVITIES**

**A.1. TURKISH LANGUAGE PROGRAM FROM PAST TO PRESENT IN MEMORY OF THE 120TH ANNIVERSARY OF THE ANALYSIS OF THE KÖK TURK LETTER INSTRUCTIONS (TLP):**

The anniversary event was held on December 15, 1893, when the linguist Vilhelm Thomsen explained the analysis of the Orkhon Inscriptions to the scientific world at the Royal Danish Academy of Sciences. During the two-week period, the content of the program, which included activities such as the Old Turkish Artifacts exhibition, the Turkish language commemoration program (poetry reading, documentary screening, exhibition of folk dances), was prepared and implemented.

**A.2. TONYUKUK INSTRUCTIONS TRIP (TIT):**

In Mongolia, they visited the Tonyukuk Inscriptions, which are 60 km away from the center of the Turkish cultural assets complex, which is the closest to the capital Ulanbator, and they learned the information within the scope of Turkish Language History, Kök Turks and Turkish Culture courses on site. In this trip, the students also made short presentations and gained on-site information through the question-answer method.

**A.3. 23 APRIL NATIONAL SOVEREIGNTY AND CHILDREN'S DAY CELEBRATION PROGRAM (CD):**

Elective Turkish lessons are also given at Atatürk School in Mongolia. NUM Turcology students also supported the Children's Day celebrated by the Mongolia-Turkey partnership, the program content was prepared under the guidance of the researcher, and the program was prepared with a

three-week out of class study plan. Students of the Department of Turcology and Atatürk School came together and sang songs and poems with the theme of April 23.

**A.4. 19 MAY COMMEMORATION OF ATATURK, YOUTH AND SPORTS DAY CELEBRATION PROGRAM (YSD):**

Students of the Department of Turcology came together at certain times outside the classroom and took an active role in the selection of poems, memorization, preparation and translation of Turkish-Mongolian speeches for the Youth and Sports Day. Program preparations were carried out in three weeks and on 19 May, A celebration program was held under the auspices of the TR Ulanbator Embassy.

**A.5. 29 OCTOBER REPUBLIC DAY CELEBRATION RECEPTION (RD):**

NUM Turcology Department students voluntarily learned the Turkish Republic National Anthem by working under the guidance of a researcher during extracurricular times. They sang at the protocol welcoming ceremonies at the reception of the TR Ulanbator Embassy. They applied what they learned at the celebration ceremony held on October 29.

**A.6. 10 NOVEMBER COMMEMORATION THE DEATH OF ATATÜRK (ACD):**

In the program prepared for Turcology Department students to get to know Turkish literary works in more detail in extracurricular times, Atatürk-themed poems and speeches were selected in a two-week period, while preparing for the program, Turkish conversations about Atatürk's life were made.

**A.7. MEMORIAL PROGRAM FOR THE MARTYRS OF ÇANAKKALE AND MEHMET AKIF ERSOY IN MEMORY OF THE 100TH ANNIVERSARY OF THE ÇANAKKALE WARS (CMCP):**

With the support of the TR Ulanbator Embassy, a commemoration program was prepared for the 100th anniversary of the Çanakkale Wars and also the anniversary of Mehmet Akif Ersoy; NUM and Mongolian National Defence University (MNDU) university came together. During the two-week preparation period, soldiers and Turcology students studying in Turkish classes performed many activities together on the stage, from marching songs to singing folk songs, from poetry reading to prepared speeches.

**B. ACADEMIC ACTIVITIES**

**B.1. FOUNDATION AND OPENING OF THE LIBRARY (OL):**

The process of sorting, numbering and organizing the library of 2000 books sent to Mongolia by YEE within the scope of the "100 Turkey Library Establishment Project" took about three months, and during this process, students came together on certain days of the week under the guidance of the researcher during extracurricular times and took an active role.

**B.2. PREPARATIONS TO PARTICIPATE IN NATIONAL AND INTERNATIONAL STUDENT SYMPOSIUM (ISS):**

Meetings were held with the volunteer students about processes such as the selection of the subject of the paper, resource scanning, and academic writing, and the preparation of the students to the symposium held in Turkey and their participation with the financial support provided by the department were ensured in a total of 2 weeks.

**B.3. WEEKLY DEPARTMENT BOARD PREPARATION (WDB):**

One of the activities outside the classroom is the weekly department board preparation activity, which is given as a group assignment and in which alternate groups are assigned. Students were assigned to include various information from Turkish culture to history, from news from Turkey to the promotion of department activities, on the section board, the content of which is regularly renewed at the end of each week.

**B.4. OLD TURKISH CULTURAL ASSETS FIELD RESEARCH TRIP (OTT):**

A cultural heritage expedition was organized under the guidance of a researcher in order to get to know the rich Turkish cultural assets in Mongolia. The students and faculty members, who camped in Mongolia for two weeks, examined the Turkish cultural artifacts in Central Mongolia.

**B.5. OLD TURKISH INSTRUCTIONS ESTAMPAGE EXHIBITION (EE):**

The process of obtaining copies of Turkish inscriptions, called estampage, was done by the students themselves during the field research trip carried out under the guidance of the faculty members. The resulting copies were prepared by the students to be exhibited later. The preparation process took a week and then the exhibition, which lasted for three days, was held at the Mongolia National History Museum.

**B.6. TURCOLOGY DEPARTMENT INTRODUCTION DAYS (TDID):**

Turcology Department students prepare an introductory corner on the department introduction days held in May every spring semester. The students, who conducted research on Turkey and Turkish culture in a three-day period under the guidance of their researcher teachers and then turned it into a introduction board, took an active role in the introduction day.

**C. SOCIAL ACTIVITIES****C.1. TRADITIONAL TURKISH FOODS INTRODUCTION DAY (TFID):**

A one-day traditional Turkish food introduction day was organized in the NUM Faculty of Foreign Languages and Cultures. The researcher asked the students to research the recipe of Turkish foods and make them with their own means without too much expense, and the faculty members supported the cooking phase.

**C.2. TURKISH HANDICRAFTS DAY (MARBLING-THD):**

After the Turkish food introduction day, the handicrafts introduction day was organized, and in the process, the students did research on Turkish handicrafts and prepared introductory material about them. In addition, on the presentation day, with the participation of a marbling artist, they made examples of marbling art on site.

**C.3. TURKISH DOCUMENTARY WATCHING ACTIVITY (TDA):**

A two-hour program was organized in the university conference hall to watch Turkey Promotional videos and documentaries shot by the Ministry of Culture in Turkey. In the program, the documentaries were watched in Turkish, and then Mongolian translations were made by the students of the Turcology Department to the other participating guests.

**C.4. PREPARING TURKISH FOODS AND WATCHING TURKISH MOVIES (TFTM):**

Students and Turkish citizens, who came together to watch movies in Turkish at the embassy residence with the support of the TR Ulanbator Embassy, first watched the preparation of Turkish foods with the recipe of the embassy cook, and then watched the movie. Later, they had the opportunity to chat in Turkish about the movie they watched.

**C.5. SACRIFICE HOLIDAY PICNIC (SHP):**

A picnic was organized by the faculty members for the sacrifice they donated for the students of the TR Ulanbator Religious Representation Department; While celebrating the festival in a cultural context, an environment for communicating in Turkish was provided for students.

**DATA ANALYSIS**

This research was designed as a qualitative study and qualitative data analysis techniques were used in the analysis of the data. Content analysis was used to analyze the data obtained from the



opinions of Mongolian students learning Turkish. Content analysis is a qualitative data reduction and interpretation effort aimed at determining basic coherence and meaning by taking voluminous qualitative data (Patton, 2014). After the transliteration of the data obtained with the semi-structured measurement tool, the researcher made coding on the raw data. During the coding, support was received from two local faculty members who supported the design and implementation of the activities. Categories were created from the determined codes. After the code and category were created, an expert in the field of Turkish education also coded. The data were finalized by comparing the coding process made by the researchers and the expert. The sentences were transcribed as they were, without making any changes or corrections on the expressions of the participants. The findings are presented in tables and sample sections are given from the opinions of the participants to support the codes.

## FINDINGS

First of all, in order to determine the variables that affect students' learning Turkish outside of the classroom and to determine their use of Turkish as a language of communication, the question "In which areas / for what purpose do you use Turkish outside of school?" question was asked. The answers given by the students are presented in Table 2:

**Table 2.** *Using Turkish Out of School by Mongolian Students Learning Turkish*

Student opinions	S	f	%
In official institutions of Turkey (Turkish Embassy, TIKA)	S1, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15	14	93.3
With those who speak Turkish/ while speaking Turkish	S1, S3, S4, S5, S7, S8, S9, S10, S13, S14, S15	11	73.3
With those who speak Turkish on the Internet/ While texting with my Turkish friends	S3, S4, S7, S8, S9, S10, S12, S14, S15	9	60
Turkish businesses	S3, S5, S7, S9, S10, S15	6	40
I never use	S2	1	6.6

According to the table, the most effective variable in the language learning process of students is the limited number of native speakers of Turkish in Mongolia and the limited use of Turkish in its natural environment. Because for Mongolian students learning Turkish as a foreign language, it is most possible to transfer Turkish to the communication environment in the official institutions of Turkey (Turkish Embassy, TIKA) (n=14). The second striking variable is that students prefer distance communication channels to create a Turkish language of communication (n=9). According to the table in general, it is seen that the environment for students to learn Turkish and use Turkish outside of the classroom is limited.

The opinions of the students learning Turkish as a foreign language on the activities to improve their Turkish language skills individually outside of school are given in Table 3.

**Table 3.** Activities of Mongolian Students Learning Turkish to Develop Individual Turkish Language Skills Out of School

Student opinions	S	f	%
Listen to Turkish music	S1, S3, S4, S7, S8, S9, S10, S11, S12, S13, S14, S15	12	80
Doing Turkish research on the Internet	S1, S3, S4, S5, S6, S7, S9, S10, S12, S14, S15	11	73.3
Watching Turkish movies/series	S3, S4, S5, S7, S8, S9, S10, S12, S14, S15	10	66.6
Reading a book in Turkish	S5, S7, S8, S9, S10, S14	6	40
Watching Turkish TV channels	S3, S7, S9, S10, S14	5	33.3
Keeping a diary in Turkish	S7, S14	2	13.3

According to the table, listening to music (n=12) comes first among the activities that students do individually to improve their Turkish language skills outside the classroom. This is followed by doing research in Turkish on the internet (n=11) and watching Turkish movies/series (n=10). From at the table, it can be seen that students generally prefer internet-based methods that provide distance communication in order to encounter examples of using Turkish as mother tongue and to use Turkish as a tool language. This is followed by online-based remote access TV channels. While the communication environment provided with written materials such as reading Turkish books is less preferred (n=6), only 2 students stated that they kept a diary in Turkish.

In the process of teaching Turkish as a foreign language in Mongolia, in order to determine the effect of task-based out-of-class activities aimed at creating a natural language on the language learning processes of Mongolian students learning Turkish as a foreign language, they were asked to rank the activities divided into categories separately. Then, they were asked to briefly explain the reasons for their preferences. Table 4 shows the order of the celebration and commemoration activities outside the classroom from the most positive to the least positive for the Mongolian students learning Turkish.

According to Table 4, among the task-based celebration and commemoration activities performed outside the classroom, the activity that students think has the most positive effect on language learning processes is CMCP (n=7). This is followed by TLP (n=4) in the second place and RD (n=3) in the third place. According to the activities, it is remarkable that the first three programs are the programs in which the students take part in all processes from start to finish, as well as the activities supported by the official institutions of Turkey and carried out with the participation of native Turkish speakers. The opinion of S4, who thinks that CMCP is the most effective activity, is as follows:

*The Çanakkale program was the most beneficial one because we students recited poems, sang the National Anthem, and watched a movie.*

The opinion of S7, who thinks that TLP is the most effective activity, is as follows:

*The 120th Anniversary of the Analysis of Kök Turk Letter Inscriptions. I learned the National Anthem for the first time. I knew things that I didn't know. I enjoyed it all. It's been a great program. It is very important to me.*

The opinion of S5 about the activity of RD as follows:

*The 29 October Republic Day celebration reception was very nice. We sang and had dinner there.*

**Table 4.** Statistical Information on the Ranking of Out of Class Celebration and Commemoration Activities of Mongolian Students Learning Turkish

Act	1			2			3			4			5			6			7		
	S	f	%	S	f	%	S	f	%	S	f	%	S	f	%	S	f	%	S	f	%
CMCP	S1, S3, S4, S9, S10, S11, S12	7	46.6	S13, S15	2	13.3	S2, S5, S6, S7, S8, S14	6	40	-	-	-	-	-	-	-	-	-	-	-	-
TLP	S6, S7, S8, S14	4	26.6	S1, S2, S4, S11	4	26.6	5	5	33.3	S5, S12	2	13.3	-	-	-	-	-	-	-	-	-
RD	S2, S5, S15	3	20	S12	1	6.6	1	1	6.6	S1, S3, S6, S7, S8, S14	6	40	S4, S9, S10	3	20	-	-	-	S13	1	6.6
TIT	S13	1	6.6	S3, S5, S6, S7, S8, S9, S10, S14	8	53.3	3	3	20	S2	1	6.6	-	-	-	S15	1	6.6	S11	1	6.6
YSD	-	-	-	-	-	-	-	-	-	S9, S10, S15	3	20	S2, S5, S7, S11, S13	5	33.3	S3, S4, S8, S12, S14	5	33.3	S1, S6	2	13.3
ACP	-	-	-	-	-	-	-	-	-	S4, S11, S13	3	20	S3, 8, S12, S14, S15	5	33.3	S1, S5, S6, S7, S9, S10	6	40	S2	1	6.6
CD	-	-	-	-	-	-	-	-	-	-	-	-	S1, S6	2	13.3	S2, S11, S13	3	20	S3, S4, S5, S7, S8, S9, S10, S12, S14, S15	10	66.6

ACP and CD activities, on the other hand, lag behind in terms of their impact on language learning processes. The program is similar to what has been done before and the fact that it is carried out especially with younger age groups may have an effect. However, no student mentioned a negative effect for all of the activities.

The order of the academic activities outside the classroom from the most positive to the least positive according to Mongolian students learning Turkish is shown in the table below:

**Table 5.** Statistical Information on the Ranking of Academic Activities Performed by Mongolian Students Learning Turkish Out of Class

Act.	1			2			3			4			5			6		
	S	f	%	S	f	%	S	f	%	S	f	%	S	f	%	S	f	%
SAG	S2, S3, S6, S8, 12, S13, S14	7	46.6	S1, S4, S5, S7, S9, S10	6	40	-	-	-	-	-	-	-	-	-	S11, S15	2	13.3
ISS	S5, S7, S9	3	20	S14, S15	2	13.3	-	-	-	-	-	-	S10, S11	2	13.3	S1, S2, S3, S4, S6, S8, S12, S13	8	53.3
OL	S4, S10	2	13.3	S6	1	6.6	S1, S7, S8, S9, S12, S14, S15	7	46.6	S5, S11, S13	3	20	S2, S3	2	13.3	-	-	-
TDID	S11, S15	2	13.3	-	-	-	S2, S13	2	13.3	S3, S4, S7, S10, S12	5	33.3	S1, S5, S6, S8, S9, S14	6	40	-	-	-
EE	S1	1	6.6	S3, S12, S13	3	20	S4, S10, S11	3	20	S2, S6, S8, S9, S14	5	33.3	S7, S15	2	13.3	S5	1	6.6
WDB	-	-	-	S2, S8, S11	3	20	S3, S5, S6	3	20	S1, S15	2	13.3	S4, S12, S13	3	20	S7, S9, S10, S14	4	26.6

According to Table 5, among the task-based academic activities performed outside the classroom, the activity that students think has the most positive effect on language learning processes is OTT (n=7). It is considered as an important activity for Turcology Department students to examine the history and culture of the department they are studying in their own country. The opinion of S10, which thinks that OTT is the most effective activity, is as follows:

*Research trip. We went to Del Uul District with our fourth graders and teachers. I saw historical things there, we took estampage. We traveled and worked. It is a very important program for us.*

This is followed by ISS (n=3) in the second place and OL (n=12) and TDID (n=2) in the third place. Although volunteerism was the basis for the ISS activity, it was observed that the students mostly tended to participate and tended to join academic activities during extracurricular times. In addition, the fact that the programs will be held in Turkey is a direct factor in this. As a matter of fact, students frequently express that they want to travel to Turkey by learning Turkish. On the other hand, students who did not participate in the ISS activity mostly (n=8) showed this activity in the last place in terms of positive effect.

The opinion of S4, who thinks that OL is the most effective activity, is as follows:

*I liked the most about the establishment and opening of the library. It was the most perfect thing for me to see that 2 thousand books were together, to organize them and to make categories. We learned a lot during the time we made them, I was satisfied.*

No student mentioned a negative effect for all of the activities. However, the second of the activities with the weakest effect was WDB (n=4). Although it is a factor in this that the event, which is held alternately every week, is based on repeated assignment, it was observed that in the process, it creates a fun environment for students to prepare a board with visuals on a topic that changes every week. The order of the social activities outside the classroom from the most positive to the least positive according to Mongolian students learning Turkish is shown in Table 6:

**Table 6.** Statistical Information on the Ranking of Out- of- Class Social Activities of Mongolian Students Learning Turkish

Act.	1			2			3			4			5		
	S	f	%	S	f	%	S	f	%	S	f	%	S	f	%
SHP	S6, S7, S9, S10, S14, S15	6	40	S1, S2, S5, S8, S12, S13	6	40	S11	1	6.6	S3, S4	2	13.3	-	-	-
TFTM	S4, S, S12, S13	4	26.6	S6, S9, S10, S15	4	26.6	S3, S5, S7, S14	4	26.6	S1	1	6.6	S2, S11	2	13.3
TFID	S1, S2, S3, S5	4	26.6	S7, S14	2	13.3	S4, S6, S8, S9, S12, S3	6	40	S11, S15	2	13.3	S10	1	6.6
THD	S11	1	6.6	S3, S4	2	13.3	S, S2, S10	3	20	S5, S6, S7, S9	4	26.6	S8, S12, S13, S14, S15	5	33.3
TDA	-	-	-	S11	1	6.6	S15	1	6.6	S2, S8, S10, S12, S13, S14	6	40	S1, S3, S4, S5, S6, S7, S9	7	46.6

According to Table 6, the activity that students think has the most positive effect on language learning processes among task-based social activities outside the classroom is SHP (n=6). Along with the students of the Turcology Department learn all the features of Turkish culture theoretically in the lessons, they find the activities carried out as social activities and supported by the official institutions of Turkey useful. It is in question that students who have limited encounters with native language users

want to learn by experiencing a cultural feature as it is lived in Turkey. Considering the fact that TFTM (n=4) and TFID (n=4) are in the second place after BP, which is seen in the first place in terms of positive impact, it is noteworthy that each of them reflects a part of Turkish culture, also includes food that it is carried out as a stakeholder with native Turkish speakers. The opinion of S9, who thinks TFID is the most effective event, is as follows:

*Turkish food day. Because I love Turkish food, especially meat dishes. I recognized them.*

The opinion of S3, who thinks THD is the most effective activity, is as follows:

*I think the most useful Turkish handicrafts day (marbling making) is very interesting.*

The opinion of S8 about TFTM activity as follows:

*Every event is good at the Turkish Embassy. It was very interesting and fun.*

When all activities are evaluated, it can be stated that it has a positive effect in the form of being student-centered, supporting cooperation, experiencing a real communication process, and focusing on the use of the target language in this process, the interaction of four basic language skills, and as a result, the development of students' language levels. In addition, it turns out that all of them are seen as activities that reflect the target language and culture, offer an environment close to nature even though they are far from the country where they are spoken, and allow the transfer of culture with the language. The fact that no negative effects are mentioned also supports this situation.

Students from Mongolia, who learn Turkish as a foreign language, were also asked, "What did you learn about Turkish and Turkish culture through these activities?" The concepts that the students stated that they learned about Turkish and Turkish culture at the end of these activities were coded and presented in the Figure 2.

In order to measure the overall effect of all task-based activities outside the classroom on the language learning processes of Mongolian students learning Turkish as a foreign language, the question "What are the positive / negative effects of these activities you do outside of class on your language learning process?" the question was asked. The answers given by the students to this question were coded and three categories were formed: the effect on language skills, the effect on communication skills, and the effect on information acquisition processes. Accordingly, the students stated that they achieved 6 gains in terms of language skills, 6 in terms of communication skills, and 4 in terms of acquiring knowledge.

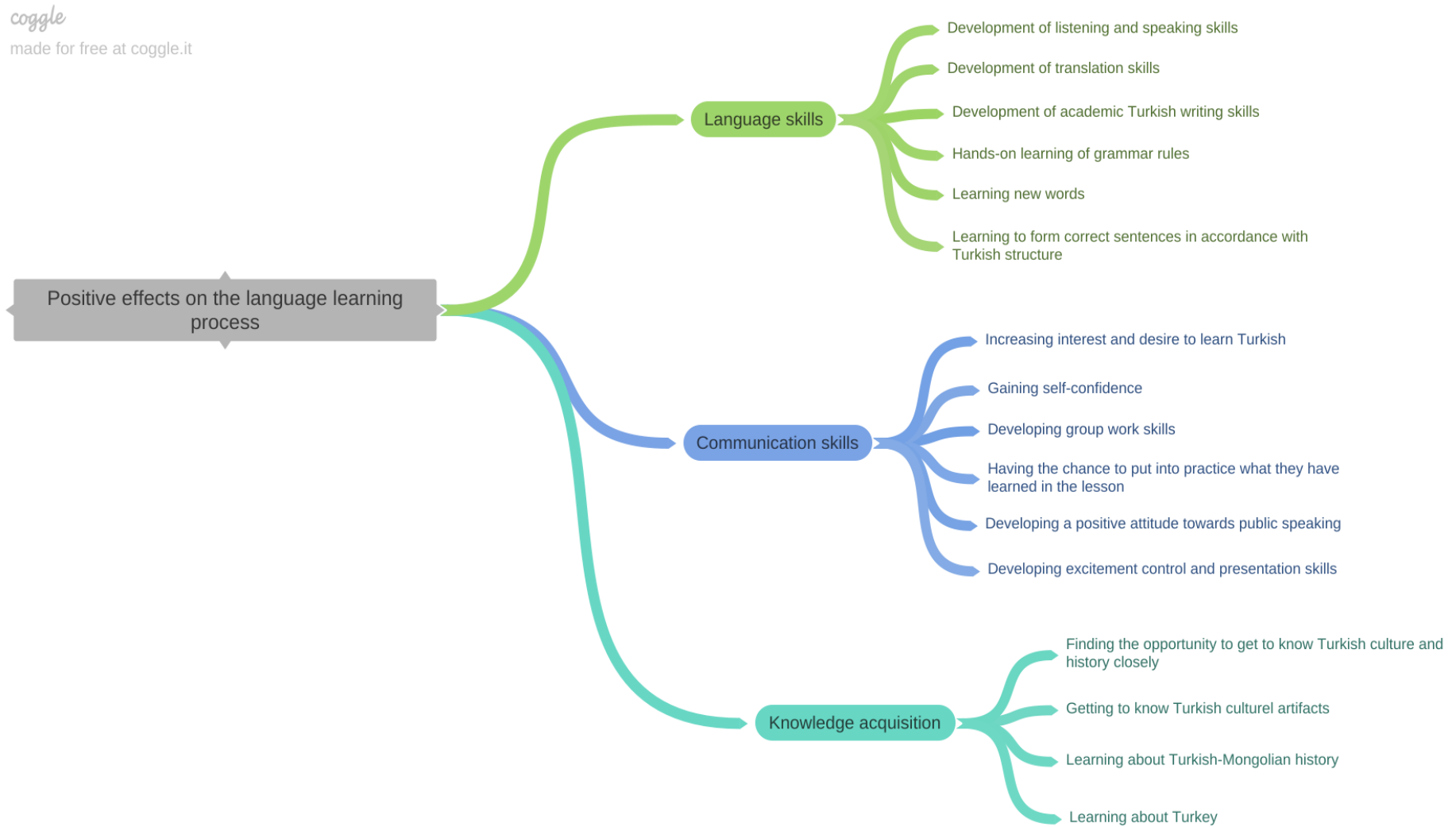
All of them gave positive opinions and said that they liked it very much and that it was beneficial for them.



**Figure 2.** *Learned About Turkish and Turkish Culture*

Apart from this, the students said that they found the activities fun and useful. There was no mention of an adverse effect. It was observed that these activities increase the students' ability to use Turkish throughout the learning process, increase their skills in how they will use the language, and positively affect their language learning motivation. Student acquisitions are presented in the diagram below:

Figure 3. Positive Effects on the Language Learning Process





## DISCUSSION & CONCLUSION

In this study, which was carried out in Mongolia in order to create the closest environment to nature by carrying language teaching out of the classroom in institutions where Turkish is taught as a foreign language, to introduce the task-based activities performed outside the classroom with Mongolian students learning Turkish and to reveal the effects of these on the language learning processes of the students, based on the students' opinions, it was revealed that the preparation of environments where students can engage in social interaction outside of the classroom has a positive effect. It was observed that students who move out of school and take an active role in the whole planned process, especially in regions where the native speakers of the target language are few, also get the chance to experience the natural language environment by being brought together with native speakers, and this develops a positive perspective in the language learning process.

Due to the distance of Mongolia from Turkey and the small number of Turkish population living in the country, it is difficult for Mongolian students learning Turkish to come together with individuals whose mother tongue is Turkish in social environments. Various social activities are organized from time to time in order to prepare environments where students can speak Turkish. In foreign language teaching, the interest in cultural environments is brought to the forefront with activities such as food and handicraft promotion days, and students are provided to get to know the culture to which the language belongs. As Merrill, Li, Jones (1990) and Jonassen (1991) pointed out, isolated and artificial school environments cannot provide a context for learning. Learning environments should offer rich contexts that reflect the real world and daily life, and at the same time give students the opportunity to apply their acquired knowledge in environments with the same characteristics as real environments (Cited Alkan, Deryakulu & Şimşek, 1995).

The activities, which cover approximately 2 years / 4 teaching periods mentioned in the study, were carried out on a voluntary basis. Out-of-class activities, which are planned between 3 days and 3 weeks and where students take an active role from the beginning to the implementation stage, enriched the learning environments. With out-of-school activities, the individual uses what s/he has gained in the learning environment in real situations. It was demonstrated once again with these activities that out-of-school learning environments increase the desire to learn, improve motivation and attitude towards learning (Ramey-Gassert, 1997). Out-of-school learning environments have enriching, supportive, complementary and concretizing features. At the same time, it gives the individual skills such as developing mental skills, making empathetic associations, looking critically, producing and applying appropriate solutions to problems, and acting creatively (Siedel & Hudson, 1999, 9).

When it is looked at all the activities carried out in the process in general, it is seen that the embassy and centers of other institutions, other universities and Mongolia educational institutions, as well as museums, picnic areas, exhibition centers, cultural centers, where official contacts with Turkey will be established, have been turned into learning environments. Due to the low number of Turkish citizens residing in Mongolia, the means of communicating with people whose mother tongue is Turkey Turkish are also very limited. In this respect, it can be said that learning environments are enriched and while these are being done, cooperation and interaction with existing country institutions are ensured, and communication is established with the carrier and representative institutions of the target language. This has increased the power of education to provide real environments. As a matter of fact, out-of-class education refers to the educational channels one is in from the moment one leaves the classroom. While these educational channels can be zoos, museums, aquariums, science camps, science centers, planetariums, they can also consist of places such as school gardens, trekking and camping areas (Ertaş, Şen & Parmaksızoğlu, 2011). For this reason, it has provided an advantage for students in creating a language environment closest to nature.

Learning is influenced by the culture, context, and practices in which it emerges. Accordingly, one of the most important points for learning is interaction and the student must take part in practice (Kılıç, 2004). In the study, when the students were asked what they learned about Turkish and Turkish culture, it was concluded that many new learnings such as the National Anthem, Turkish food, songs and dances took place. Therefore, the transfer of culture along with the language was supported, and it was ensured that they came together with native speakers of Turkish, especially in situations such as the sacrifice holiday picnic, the Çanakkale Martyrs' Commemoration Program.

It is an accepted fact that motivation stimulates the student in the foreign language learning process and increases the determination to use the target language (Cited from Ahmed 1989, Karcı & Gündoğdu, 2018). In the answer given by the students to the question about the positive or negative effects of all activities in the process, it was concluded that "new learning occurs with the development of language skills and communication skills". Students stated that their motivation and self-confidence increased with the task-based activities carried out during the language learning process, their interest and desire to learn Turkish increased, and they participated in all activities willingly. In addition, the fact that they stated that they did not have any negative effects supported the situation.

Among the celebration and commemoration activities carried out by the students, they showed the activities celebrated on historical and cultural grounds as those that had a positive effect on their language learning processes. It was observed that the students, who are intertwined with Mongolian history and show great interest in the history of the Republic of Turkey as well as in general Turkish history, work devotedly in the preparations for celebrating such holidays, and try to learn by following every detail carefully.

It is important for students to continue their academic learning even if they move away from the classroom environment with academic activities carried out outside the classroom. In such activities it is aimed that students come together and do work in Turkish. and this way they learn the knowledge they will acquire in classrooms in social environments.

Mongolia provides language proximity and historical unity to students learning Turkish; It offers opportunities for students to learn the starting points of history on site and to see cultural assets closely. This situation also increases students' desire to learn by seeing themselves closer to this language and culture. The academic activities based on the task, the unity of history, language and culture, and the fact that there are many works of Turkish culture in the region, provided an advantage for the students to see the right information on site and to obtain and share them. In addition, in the international activities in the field of Turcology, students were supported to do their own studies and they were provided to learn Turkish at an academic level.

A social interaction environment in which the target language Turkish can be used was provided for students with task-based social activities outside the classroom. In the interviews held with the students, they stated that one of the most effective ways of learning a language for them is to meet with Turks living in their country from time to time. The social activities organized by the teacher in the process provided a rich environment and colored the process.

#### **AUTHOR CONTRIBUTION**

First author has made substantial contributions to conception and design, have been involved in drafting the manuscript, acquisition of data, analysis and interpretation of data and have given final approval of the version to be published.

The second author revised it critically for important intellectual content, analysis and interpretation of data.

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