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## The Use of Computer-Mediated Tasks in an ESL Classroom

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### ABSTRACT

The use of ICT especially computer technology match the task based learning framework where students and teachers can benefit from having direct access to real audiences synchronously or asynchronously. This leads to positive perceptions and attitudes towards technology use in language teaching among educators especially in cultivating language tasks in learning and teaching. However, most of the educators are more concern of their own knowledge of the technology use. This has brought so many issues related to the application of computer-mediated tasks among teacher trainees during their teaching practicum. Therefore, this study reports on the implementation of computer-mediated tasks in teaching English as Second Language among teacher trainees pursuing a diploma in TESL from a local university in Malaysia. The quantitative findings showed that majority teacher trainees have positive perceptions towards the implementation of computer-mediated tasks. Ironically, the qualitative findings revealed a contrasting result where more than half of the teacher trainees rarely used computer-mediated tasks in the classroom due to several factors. These factors have given huge implication on the policy makers, schools, lecturers and teacher trainees themselves. The findings finally point to the need for future studies on the level of teacher trainees' exposure to computer-mediated tasks.

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## INTRODUCTION

Task-based language teaching (TBLT) or task-based instruction (TBI) has grown in popularity and has been implemented in language learning to promote meaningful use of the target language and develop communicative competence (Ellis, 2003; Nunan, 2004). TBLT is now focusing more on the learners' engagement in authentic interaction with others rather than the study of the language itself. With the advent of TBLT, previous studies exhibit three recurrent features related to English classroom practice: TBLT is compatible with a learner-centered educational philosophy (Ellis, 2003; Nunan, 2005; Richards and Rodgers, 2001); it consists of particular components such as goal, procedure, specific outcome (Murphy, 2003; Nunan, 2004; Skehan, 1998); and it advocates content-oriented meaningful activities rather than linguistic forms (Carless, 2002; Littlewood, 2004; Willis and Willis, 2007). These imply that TBLT provides learners with natural sources of meaningful material, ideal situations for communicative activity, and supportive feedback allowing for much greater opportunities for language use. Consequently, TBLT has become popular in language education over the past 15 years, parallel to the emergence of digital technologies or ICT. Similar to TBLT, digital technologies have been considered 'innovative' and 'transformative', particularly in the sphere of educational practice and classroom methodology (Thomas, 2009). As a result, computer-assisted language learning (CALL) becomes another prominent teaching method which helps to provide students with opportunities to engage in interaction. In addition, students are also no longer restricted to typed communication, but they can engage with other groups of users in real-time communication either synchronously or asynchronously.

With regard to TBLT, CALL may help to provide the advantages as a source of language learning materials and input (Skehan, 2003). Even so, after more than a decade, current literature shows that in most studies, TBLT has been conducted mainly in FTF traditional classroom settings (Ahlquist, 2013; Carless, 2002; Chapelle, 2003; Deng and Carless, 2009; Ellis, 2003; Thomas and Reinders, 2012; Willis and Willis, 2009). This is quite the opposite of today's situation where learners are increasingly exposed to web-based learning environments. It also seems odd at first glance, as there is an obvious link between TBLT and CALL. Indeed, Levy and Stockwell (2006), cited in Thomas and Reinders (2012), identified 'task' as the seventh most frequently used

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keyword identifier in their corpus of major CALL research between 1999 and 2005. This suggests that technology plays a powerful role in providing opportunities for learners to engage in authentic task-based activities. For that reason, TBLT can no longer continue to develop without more attention paid to the use of computer. Thus, the use of computer-mediated contexts in TBLT deserves further attention (Thomas and Reinders, 2012).

Many teachers have started to realise that the combination of TBLT and CALL may help to promote authentic communicative learning environment among students. However, many of them are still holding back this idea of integration for they are too concerned about their own knowledge regarding computer technology, as well as about the flexibility and capability of computers as a tool in language teaching (Aydin, 2012; Marlia, 2002). Furthermore, there are also teachers who believe or perceive computers not to be fulfilling their own or their students' needs (Askar and Umay, 2001; Gilakjani and Leong, 2012). They do not realise that the use of computer technology in language teaching classroom would bring about changes not only in learners' motivation, but also their autonomy, learning strategies and their interactive and cooperative learning as a whole. Thus, these teachers are likely to resist any attempts to incorporate computer technology into their face-to-face (FTF) TBLT.

The lack of knowledge and doubts many teachers have towards the use of computer technology in cultivating tasks in their teaching have formed some issues related to the levels of technological practice among them when they underwent their training and teaching practicum as a teacher trainee. However, little research to date has focused on pedagogical challenges which involve teacher trainees' attitudes, willingness and readiness in implementing TBLT through the use of computer technology. Thus, this study aims to determine how frequent teacher trainees incorporate computer-mediated tasks (CMT) in their language teaching and how they perceive the use of CMT in language teaching. To help meet this aim, three research questions were addressed:

1. What are teacher trainees' views on the implementation of computer-mediated tasks?
2. What is the frequency of use of computer-mediated tasks among teacher trainees during their language teaching?
3. What are the practical reasons for teacher trainees to choose, or avoid, implementing computer-mediated tasks in an ESL classroom?

#### **Background Study:**

TBLT has added to the repertoire of the second and foreign language teacher in the eighties both theoretically and empirically by influencing syllabus design, materials development, and language teaching methodology (Nunan, 1991). It has now emerged as a central concept of curriculum guidelines and syllabi in the Asia-Pacific countries including Japan, Vietnam, China, Hong Kong, Korea and Malaysia (Nunan, 2003). This is due to the realization that learners need to be provided with real opportunities to be exposed to language use in the classroom (Jeon, 2005).

In Malaysia, most of the school students are considered as those who have limited accessibility in using the target language on a daily basis. Thus, TBLT has become the main approach used by teachers in many educational institutions in order to promote the language use in classroom. This is an evident as teachers, during their college years, have been trained to teach their future students on the basis of three main stages; presentation, practice and production. This is a well-known form-focused approach which is often known as PPP (Willis and Willis, 2007). As communicative language teaching comes into popularity, this approach moves from form-focused into a meaning-based approach which is believed to be more effective to encourage students to use the language as much as possible. Due to this transformation, teachers were trained to come out with formalized activities to promote interest and interaction among students, rather than just focusing on form. When learners are provided with opportunities to participate in meaningful activities, teachers are considered engaging their students in task-based learning (Willis and Willis, 2007).

As information and communication technology (ICT) has now rapidly developed, the FTF TBLT seems to be less attractive and effective. This is simply because students nowadays are widely exposed to the use of technology and a web-based learning environment. Therefore, many of them are more interested in technology-integrated classrooms rather than the traditional ones. This is evident as Cook et al. (2007) found that students like the idea of using a new technology, even if the device does not work exceptionally well for the task they experiment with. Another study carried out by Li (2012) investigating how students are given autonomy to take control of their own learning through the use of technology reveals that when students take more control over their goals of learning and achieved favourable results of their own decisions, their awareness of setting a definite goal at the beginning of learning process increases. These have shown how technology application has been effective in intriguing learners' interests in language learning and greatly enhanced their self-esteem.

Since the incorporation of technology in language teaching gives positive impact on students' performance, teachers are expected to integrate ICT in their language teaching. This is proven when Malaysian Education Ministry, in 2005, introduced and implemented SchoolNet Project, followed by 1BestariNet Project in 2011 to encourage the use of ICT in education. SchoolNet produces data systems and Internet programmes to manage

and make data accessible to teachers, parents, and school and district leaders. It seeks the use of data to increase academic achievement. Thus, the SchoolNet data systems are essential tools to facilitate teacher and administrator use of data in ways that will inform curricular and instructional decisions. In the meantime, 1BestariNet has been introduced as a complement to SchoolNet which objectives are to grow human capital and increasing the rate of internet penetration, while improving the education and equip students with the skills that are in line with today's world. Its introduction came with an integrated solution that allows teaching, learning, collaboration and administrative functions to take place through the Internet-based Virtual Learning Environment.

Both SchoolNet and 1BestariNet were executed with the use of computer technology. This is simply because the computer technology invented usually comes with inbuilt systems for Internet connection. Besides, computer technology is favourable by many students who are techno-savvy and used to ICT. As proven in Galvis' (2011) study that seeks to explore the behaviour and attitudes that students display when switching from a traditional communicative type of language instruction to the one based on computer technology, the students were willing to simply use such tools, even when English served as a means for communication. Therefore, with the availability of facilities provided in schools, it is a good start for teachers to promote CMT instead of FTF tasks in their classroom so that students are able to be provided with the basic technology for assisting language learning to acquire important communication skills especially in English language (Hassanzadeh et al., 2012).

### **Research Methodology:**

#### **Participants:**

This study employed both qualitative and quantitative research methods, including group interviews and online questionnaires. Both research methods were administered to a total of 60 teacher trainees who are in their final year of a Diploma TESL programme in Universiti Sultan Zainal Abidin, Malaysia. These teacher trainees had undergone their teaching practicum in primary schools for three months when they were asked to participate in current study. In terms of their age, they were quite a homogeneous group, ranging from 19 to 21 years old. Seven of them were males while the rest were female teacher trainees. These numbers are not a threat to the findings of the study as the research questions do not require any answers related to gender.

#### **Instruments:**

There were two sets of instruments used in this study. The first set of instruments was used during the online survey. The instrument was adapted from Jeon and Hahn (2006) and Tabatabaei and Hadi (2011). It was designed as an online questionnaire, using SurveyMonkey for convenience purposes – saves time. It was also designed to gather data related to teacher trainees' understanding of TBLT concepts, attitudes towards the use of computer technology in language teaching and views on the implementation of CMT in language teaching. There were 34 items formed and they were divided into four sections: Part A: Demographic Information (six items), Part B: Understanding of Tasks and TBLT (seven items), Part C: Attitudes towards the Use of Computer Technology in ESL Classrooms (twelve items), and Part D: Implementing Computer-mediated Tasks in Classrooms (nine items). Another set of instruments was used during the group interviews. An interview protocol was prepared with four primary items were created beforehand. The items were in the form of open-ended, adapted from the online survey.

A pilot test on all instruments was done before carrying out the real study. A total of 30 teacher trainees who were also doing a Diploma in TESL programme involved in the online survey. Meanwhile, the interview protocols were tested on only ten teacher trainees and two lecturers. Based on their comments, a few adjustments were made to the instruments.

#### **Data Analysis:**

All Quantitative data were analysed descriptively using SPSS involving frequency, percentage, minimum and maximum values, mean and standard deviation. On the other hand, all qualitative data were analysed qualitatively using Atlas.ti. The reliability of the qualitative data was determined through Cohen's Kappa coefficient of agreement index, with the average of 0.88. This is an almost perfect strength of agreement showing that the data was reliable.

## **RESULTS AND DISCUSSION**

### **Addressing Research Question 1: Teacher Trainees' Views on the Implementation of Computer-Mediated Tasks:**

The quantitative findings indicate that the teacher trainees' understanding of TBLT and positive attitudes towards the use of technology in language teaching somehow influenced their views on the implementation of CMT in language teaching. A total of 73.3% of the respondents claimed that they were interested in implementing CMT in the classroom. As shown in Table 1, the respondents agreed that CMT would provide a relaxed atmosphere to promote the target language use (71.7%) and increase students' interests (78.4%). This is

probably due to the multiple modes of CMT that could be used. For instance, asynchronous CMT help to provide students with a greater amount of time to read and consult other resources such as dictionaries before composing their responses. As a result, the use of asynchronous CMT place a smaller time burden on the learners in responding to tasks assigned. Since there is no requirement to send an immediate response, students can enjoy doing the tasks in the target language.

**Table 1:** Respondents' views on the implementation of CMT in ESL classrooms (N=60).

	Questionnaire Items	Strongly Agree/ Agree (%)	Neutral (%)	Strongly Disagree/ Disagree (%)	<i>M</i>	<i>SD</i>
1.	I am interested in implementing computer-mediated tasks in the classroom.	73.3	23.3	3.4	4.03	.901
2.	Computer-mediated tasks provide a relaxed atmosphere to promote the target language use.	71.7	23.3	5.0	3.92	.829
3.	Computer-mediated tasks increase learners' interests.	78.4	18.3	3.3	4.03	.901
4.	Computer-mediated tasks enhance the development of integrated skills in the classroom.	73.3	23.3	3.4	3.97	.863
5.	Computer-mediated tasks give much psychological burden to teacher as a facilitator.	28.3	21.7	50.0	3.33	1.244
6.	Computer-mediated tasks require much preparation time compared to other approaches.	16.6	30.0	53.4	3.40	1.077
7.	Computer-mediated tasks are proper for controlling classroom managements.	56.6	33.3	10.0	3.57	1.079
8.	Materials for computer-mediated tasks should be meaningful	78.4	18.3	3.3	4.08	.926

In addition, 73.3% of the teacher trainees agreed that CMT may help to enhance the development of integrated skills in the classroom and 78.4% of them believe CMT are meaningful and purposeful, and reflect the real world context. Besides, more than half of the teacher trainees found that CMT are proper for controlling classroom management. This is because the students attempted most of the tasks online or on their own computer. This eases these teacher trainees in terms of managing them during class. In addition, more than half of the respondents did not agree that they need much preparation time (53.4%). Due to these reasons, most of the teacher trainees had positive views towards CMT in language teaching.

However, there were some teacher trainees agreed that CMT require much preparation time compared to other approaches (16.6%). This must have had to do with their level of exposure in the technology integration development courses. Consequently, they admitted that CMT give much psychological burden to teacher as a facilitator. These are probably because the teacher trainees had to make choices that are based on the practicality and the possibility. As depicted by Thomas and Reinders (2012), the use of multiple modes may affect the way students engaged in learning activities, thus they had to choose the available medium and methods in order to achieve their pedagogical goals. In other words, teacher trainees had to make complex decisions about the tasks they are expected to use in their teaching. Even though a few teacher trainees found CMT depressing, many of them believed that CMT are worth implemented. This may result from the fact that most of them were well aware of the need to be flexible and dynamic in controlling the language learning environment, due to students' active participation in language use activities.

#### **Addressing Research Question 2: The Frequency of Use of Computer-Mediated Tasks among Teacher Trainees:**

From the quantitative findings, it is quite obvious that most of the teacher trainees had positive perceptions towards the use of CMT in language teaching. Thus, as expected, all teacher trainees did use CMT in their teaching. They had had at least carried out CMT once in their lessons. This has been confirmed by their lecturers who observed them throughout the three-month teaching practicum.

Even though all teacher trainees did use computer-mediated task in their teaching, surprisingly, the qualitative findings from the group interviews showed that these teacher trainees did not frequently implement CMT during their teaching. There was only one teacher trainee who carried it out for four times in a three-month practicum, while nine of them used it for three times. More than half of them spent only two times of their lessons doing CMT and the rest were only one. These results were quite surprising because the teacher trainees had positive perceptions towards the use of computer-mediated task in language teaching and learning in the first place. Thus, interviews were performed to find out the reasons behind these results.

The findings finally gave an interesting, yet significant overview about the reasons why these teacher trainees implemented CMT and decided not to continue using it later. These reasons will be discussed in the next subheadings.

**Table 2:** Frequency of use of computer-mediated tasks among teacher trainee participants (N=60).

Frequency	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	TOTAL
once	2	4	2	4	3	2	17
twice	6	6	7	4	4	6	33
three times	1	0	1	2	3	2	9
four times	1	0	0	0	0	0	1
TOTAL	10	10	10	10	10	10	60

### ***Addressing Research Question 3: The Practical Reasons for Teachers Trainees to Choose or Avoid Implementing Computer-Mediated Tasks in an ESL Classroom:***

In relation to the final research question, there were 23 themes coded altogether. Of all the 23 themes, 14 themes addressed the reasons why teacher trainee participants chose to implement CMT in their classroom, while nine other themes indicated the practical reasons why they avoided the use of CMT in a language lesson.

#### ***1. The Reasons Teacher Trainees Chose to Implement Computer-Mediated Tasks in a classroom:***

Based on the findings, many of the teacher trainees mentioned that the main reason they used CMT was to grab the students' attention. They believed that the use of computer-mediated task might attract the students' attention to learn the target language better. In addition, the use of CMT may help teacher trainees in providing students with stimulating visual aids to support understanding the language learned. Besides, a few teacher trainees also claimed that they implemented CMT because they wanted to provide the students with a less traditional lesson. Since computer technology has the ability to integrate all multimedia materials into one single screen simultaneously, thus this might help to entertain the students at the same time. As its consequences, students would be able to learn the target language in a more fun and interesting environment. This is consistent with some of other teacher trainees' views who mentioned that CMT could make their lessons more fun and interesting. They claimed that the class seemed boring with traditional method, thus they used CMT so that their students would not be bored during lesson. This, in a way, depicts that some teacher trainees used CMT to improve the quality of their teaching.

There were also several teacher trainees who believed that CMT would help them to provide a different learning environment to the students who were so used to traditional teaching methods. They mentioned that by using CMT, the students would enjoy the use of technology in language learning. This indirectly made the learning process more exciting, thus gave students more enjoyable and interesting learning experiences, different from their current experiences. As the students take pleasure in attempting CMT, their interest and motivation to learn the target language will also increase, thus greatly enhanced their self-esteem (Li 2012). Moreover, there were a few teacher trainees mentioned that students might get good exposure in learning language through the use of computer technology. Thus the students would be better prepared for real-life exposure, especially to the cultures of other people and countries where the target language is spoken. At the same time, this little exposure could facilitate students' interaction and communication with native speakers because they were exposed to the use of language for real purposes and in real contexts.

Other than that, preference towards out-of-classroom teaching had also been a reason why few of them implemented CMT in their lessons. Since they preferred to teach outside of the classroom, so they had chosen computer laboratory as their teaching place and carried out CMT in their class. In the meantime, some of the teacher trainees also stated that the use of computer-mediated task eases their job in managing their students. As one of the teacher trainees said;

"When I play the music in the computer, they will sit still. When I show them a video, they will just keep quite and watch the video. It eases me a lot" (P6; P4: Group Interview 4.docx - 4:36 (105:106).

This is one of the reasons why, as the quantitative findings indicated, many of the teacher trainees agreed that CMT are proper for controlling classroom management.

Besides the reasons mentioned above, there were two teacher trainees confessed that they implemented computer-mediated task because they wanted to save the amount of worksheets used. Thus these teacher trainees did not need to print out any handouts to students and it automatically reduced the use of paper. In the meantime, one teacher trainee said that he used CMT in his lesson because he knew it could be a good reward for students who participated well in class. This, in a way, encouraged students to always give their fully attention to participate in class activities.

#### ***2. The Reasons Teacher Trainees Avoided Implementing Computer-Mediated Tasks in a classroom:***

Even though majority of the teacher trainees were very positive about the use of CMT in language teaching and they had many reasons for implementing it in their classrooms, many of them decided to stop doing so after once or twice they had carried out CMT in their lessons. Based on the data analysed, it was found that these teacher trainees were too frustrated and exhausted with the students. They mentioned that the students' behaviour and attitudes made them realised how difficult it was to carry out a lesson using CMT. The students were too hyperactive and some of them refused to listen to instructions. In addition, some of the students did not

pay attention to what they were taught because they were busy doing their own work behind the monitor while the teacher was teaching. Due to these reasons, many teacher trainees found that the students learned less if they used CMT in the teaching. Thus, they no longer continued using it after the first few attempts. Furthermore, many teacher trainees realised that the students were quite difficult to handle especially when they were brought to the computer laboratory. This is found to be conflicted with their ideas of controlling classroom management. They thought that CMT would ease them in managing the classroom environment. However, they had come to a realisation that the CMT they implemented were not suitable for young children. This had made many of the teacher trainees become less motivated to continue using CMT. Instead, they implemented the FTF TBLT in their language teaching, which was more suitable and safe for the students.

On the other hand, the good students, who had intermediate to advance level of proficiency, preferred to learn English traditionally. As a result, the teacher trainee who tried to carry out CMT had to resort to traditional method using chalk and board. This rare occurrence contradicts Cook et al. (2007) who claimed that students like the idea of using a new technology, even if the device does not work well for the task they are attempting. Even though this seems weird in the case of students, but it was nearly expected that there would be a few teacher trainees who might not like the idea of using CMT every time they carried out their lesson. This is consistent with the quantitative findings, where two teacher trainee participants chose to use traditional method in their teaching, instead of CMT.

Apart from this, the teacher trainees were also dissatisfied with the facilities provided in their schools. Majority of the teacher trainees claimed that they decided not to use CMT frequently due to the lack of facilities, involving the computer laboratory, the computers and the Internet connection. Besides having only one computer laboratory, these teacher trainees stated that they could not implement CMT during the lesson because the laboratory did not have enough computers for each student. As a result, the students had to share computers. This had given the teacher trainees some difficult time to handle the class since their students tend to do their own work and did not listen to them because they were too occupied with their own computers and partners. Due to these reasons, these teacher trainees refused to implement CMT again. Besides the fact that the schools had lack of facilities, a few teacher trainees claimed that most of the time, the computers, speakers and the projectors were dusty and rusty. The worst part was when these teacher trainees tried to give tasks online and found that there was no Internet connection due to server error. This shows that those equipments were never sent for quality test or maintenance. Thus, a lot of equipments were malfunction and sometimes technical problems occurred in the middle of the lesson. This made them discouraged to implement CMT, thus, they preferred to teach in the FTF environment.

Another factor that had become an influential factor was procedures. Since many schools had only one computer laboratory, the procedures to use the room seemed too complicated. Some of the teacher trainees mentioned that they had to write their names and looked out for suitable time in the lab's schedule. Sometimes, when the computer laboratory was already booked, the teacher trainees still had to share the room with other classes. There was also one teacher trainee who claimed that she needed to "book the computer lab two weeks before the class" (T3; P5: Group Interview 5.docx - 5:55 (221:221)). This had become more complicated especially when the person in charge of the room was not around to reserve the room on the requested date.

The next factor that influences teacher trainees' decision for not using CMT in their teaching is knowledge. Some teacher trainees admitted that the lack of knowledge had become one of the many factors why they were not able to continue using CMT in their teaching. Some of them admitted that they were too concerned about their preparation time. This is similar to the quantitative findings which show that 16.6% of the teacher trainees agreed that CMT require much preparation time compared to other approaches. In addition, others claimed that they did not learn how to come out with a lesson that required students to use a computer. In other words, these teacher trainees informed that they had never been taught of how to create CMT for their lesson. They claimed that they used to be exposed to CMT while they were taught in the previous semesters since they were asked to attempt tasks online. However, there was not even once they were told to come out with CMT for an English lesson. Due to this reason, one of the teacher trainees expressed his feeling by stating that they "should have been exposed not only to CMT, but also to how it can be prepared for a lesson" (T9; P6: Group Interview 6.docx - 6:79 (450:451)).

Other than that, time constraint was another factor that hindered teacher trainees' from continue using CMT in their teaching. Most of them stated that a thirty-minute lesson was too short for a lesson integrating CMT and going to the laboratory took a lot of time. This was mainly because the students needed to queue and walked to the computer laboratory which was quite a distance from the classroom. Even when the lesson was an-hour lesson, technical problems could sometimes waste a lot of time and several teacher trainees had to finally distribute handouts or worksheets for students to attempt as homework. Consequently, these teacher trainees decided to implement an FTF TBLT so that they will have more time to focus on the activities done, without have to think of any possible technical problems.

Besides all the factors mentioned above, there was one teacher trainee stated that he used CMT as a reward for his students. Therefore, he did not frequently implement CMT in his teaching. He stated that it would not be

special, and it would not be called a reward if CMT were to be carried out frequently. This seems to be interesting. However, the fact that he did not frequently use CMT in his lesson shows that this particular teacher trainee did not consider CMT as one of his effective teaching approach. This is because he realised how difficult it was to implement CMT even though it was only meant to be a reward. He added that, "the computer will only act as a distraction most of the time. It's harder to make them focus on the task at hand" (T9; P 2: Group Interview 2.docx - 2:82 (701:702)).

In summary, majority of the teacher trainees understood the TBLT concepts and showed positive attitudes towards the use of computer technology in language teaching. They were also positive about implementing CMT in language teaching. Thus, they chose to use CMT in their teaching in order to attract attention, change environment, increase interest and release tension. In addition, classroom management, different experience, entertainment, exposure, fun, interesting, less traditional, preference, reward, and worksheets-less are also among the many reasons teacher trainees chose to implement CMT in their class. Even though the teacher trainees had positive views towards the implementation of CMT in language teaching and they did implement CMT, it was found that they did not frequently use CMT in their teaching. Findings indicate that lack of facilities, lack of knowledge, malfunction of equipments, procedures, reward, students' behaviour, students' safety, traditional preference and time constraint were a few factors that impede these teacher trainees' willingness to implement CMT in their teaching. These factors have given some big implications to the policy makers, school administrators, lecturers and teacher trainees themselves.

### ***Implications and Recommendations:***

Based on the findings and the previous discussion, it was found that some teacher trainees were lack of knowledge of CMT. Thus, there is a need to implement teacher trainee preparation programmes so that future teacher trainees will be prepared and ready for the 21st century technology rich classrooms. With such exposure, it is hoped that future language teachers may be able to grasp the nature of technology mediated tasks that were meant to engage students in language acquisition. In addition, the teaching and learning process should also include ongoing authentic assessments that target the effective use of CMT to improve the teachers' teaching and the school students' learning. As proposed by some researchers, the assessment should involve either the observation of behavior in the real world or a simulation of a real-life activity in a pedagogical setting (Bachman, 2002; Norris et al., 2002; Weigle, 2002). It is believed that a carefully designed peer assessment may help to develop more effective assessment, thus bring about an impressive result that shows the effectiveness of the use of CMT.

In the meantime, findings from qualitative data of current study might have shown a real situation among teachers in schools. This should not be taken lightly as it implies many weaknesses in certain schools and their system that affect teachers' teaching performance in general. The lack of facilities should not be the factor for teacher trainees to hold back the use of CMT in language teaching. Thus, the school administrators should be aware of the necessity of these technologies and working into providing excellent and conducive teaching and learning environment. They can start off by looking into the insufficiency of certain equipments and then figuring out how to maintain them for longer usage. In addition, the teachers should also be given a wider opportunity to play their part as a facilitator rather than a 'spoon feeder' so that they could provide a student-centered instructional approach in their teaching. Thus, the school administration should be more tolerant about letting the teachers to use the technology tools to their best level and appreciate the teachers' effort in offering a more autonomous learning to students. This may create students who will not only excel in the examination, but also live the outside world knowing how to use the language, especially with the latest technology in hand.

Given that there were only some lecturers who used CMT during their lectures, there is a possibility that the level of exposure the teacher trainees gained from the beginning were quite limited. As stated earlier, these teacher trainees had to face with complex decisions about the tasks they are expected to use in the web-based environment (Thomas & Reinders, 2012). Therefore, lacking of exposure in the use of CMT may keep these teacher trainees behind their time. In light of this, it is necessary for lecturers to offer an opportunity for the teacher trainees to acquire knowledge about CMT which includes its basic principles. They should be responsible in presenting the new learning environment so that the future teachers will not be left behind. Besides, lecturers should also start employing certain strategies to promote CMT among their teacher trainees so that they are able to apply those strategies when they become teachers. Moreover, lecturers should educate the teacher trainees on how to overcome potential obstacles that they may come across in a computer-mediated task based classroom. For example, in order to solve issues related to time constraint, teacher trainees can be taught to come out with a simple computer-mediated task that involve communication among all students at the same time. Furthermore, lecturers must also gain knowledge about certain computer software that they are not familiar with, so that they could expose the teacher trainees with the latest technology tool. Knowing the softwares may give advantage to the lecturers especially in educating teacher trainees how to go about using those technologies into their TBI. This will directly help the teacher trainees to gain motivation to create a positive environment for exploring new ways of teaching. It is hoped that through the support provided by

lecturers, teacher trainees will do well in their future undertakings, considering that they are no longer lack of the knowledge of computer-mediated task.

Despite the positive views the teacher trainees had towards the use of CMT in the ESL classroom, it is necessary for the teacher trainees to be given the opportunity to acquire knowledge about CMT related to planning, implementing, and assessing. This might be important for their ability to overcome potential obstacles that they face in a classroom featuring CMT. At the same time, these teacher trainees must be trained in certain computer software with which they are not familiar, and must learn how to go about using those technologies in their task-based instruction. These will allow teacher trainees to become more dynamic in order to control class modes; SCMC and ACMC.

### Conclusions:

If all factors that impede the use of CMT can be overcome, there might be a huge possibility for students to acquire their second or foreign language in an authentic language learning environment. Therefore, future teachers need to do a total adjustment in their teaching process to suit this new web-based environment. However, they should not expect that the presence of new technologies will greatly help students' learning; however, they can be assured that technology, if integrated into effective teaching and learning practices will enhance students' learning motivation. The most important aspect of all is that it can support teaching and learning in a number of ways.

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