
Although task-based language teaching (TBLT) has been recognized as an effective way of teaching English, it seems far less applicable to the Korean EFL context for many reasons. This study attends to the barriers to task-based language instruction in FL learning environments and suggests ways to incorporate online tasks into the EFL curricula. First of all, this study introduces and analyzes four online activities: Treasure hunts, Ask-an-expert, Webquests, and Virtual field trip, from a second language task frame (Chapelle, 1999) to examine whether they are qualified as authentic L2 tasks from a TBLT perspective. Second, this study looks into how these online tasks are integrated into the existing curriculum with only minor modifications. The new software, *Tasks Online* in English Teacher’s Desk, designed in this project is suggested as a solution that can reduce teachers’ effort and time in creating online tasks. Some suggestions to working with current textbooks and curricula are also explained with some sample activities.

**I. INTRODUCTION**

The importance of Task-Based Language Teaching (TBLT) has been noted for more effective L2 learning, and instructional ideas of using tasks have been proposed in many
Analysis and Application of Web-Based L2 Tasks

studies for two decades (Breen, 1987; Candlin, 1987; Ellis, 2003; Lee, 2000; Willis 1996). Although researchers differ on exactly what characterizes as a task and how it is applied into the classroom, all seem to agree that learners best acquire the target language by engaging in activities that they likely encounter in real-world contexts, and that such activities are referred to as tasks. In addition, it is said that the tasks work better only if they are selected and directed by learners based on their needs. To evaluate a language-learning task is thus to judge how closely it approximates a real-life task, in other words, target tasks (Long & Crookes, 1992). Taken together, authenticity is the key notion of tasks in TBLT.

TBLT seems far less applicable to the Korean EFL contexts, particularly, within the public school curriculum, for the following reasons. First of all, there is little room to consider students’ individual needs in the context of larger than medium-sized classes with pre-selected textbooks. This makes it difficult for learners to find a clear purpose of the lesson and to work at their own pace. Consequently, they easily lose motivation and feel either stress or boredom. Second, the public school language curriculum including materials, methods, and evaluation, is product-oriented where the learning outcome is evaluated numerically by checking students’ knowledge with a test score. Consequently, teachers seldom give students credit for meaningful communication, and cognitive processes, such as decision-making or problem-solving. Most of all, the language input and stimulus both in and out of the FL class are inauthentic. There are only artificially designed interactions far from those in real life. Little opportunity is given for learners to interact with people of the target language community.

This study attends to the barriers to task-based language instruction in the FL learning environment and suggests ideas to bring online tasks into the EFL curriculum for a task-based instruction. For this purpose, this study first provides analytical framework of authentic tasks and explains the correspondence between target tasks and classroom tasks. Second, this study introduces five online tasks that have been widely recognized as effective ways of learning online in previous studies and discusses their utilizability as authentic language tasks in L2 classroom. Finally, this study specifies concrete ways on how Korean English teachers can create and integrate web-based tasks into daily lesson within their current curriculum.
II. LITERATURE REVIEW

1. Analytical Framework of L2 Tasks

To effectively embed language tasks into the classroom, many researchers have attempted to develop criteria or conditions to evaluate L2 tasks. Lee (2000) defines a task "1) a classroom activity or exercise that has: (a) an objective obtainable only by the interactions among participants, b) a mechanism for structuring and sequencing interactions and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plans (cited in Ellis, 2003, p. 4)." Similarly, with emphasis on two conditions, goals and outcomes of tasks, Willis (1996) defines "activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome" (p. 23).

Most recently, Ellis (2003) provides criterial features of a task: "1) a task is a workplan 2) a task involves a primary focus on meaning 3) a task involves real-world processes of language use 4) a task can involve any of the four language skills 5) a task engages cognitive processes 6) a task has a clearly defined communicative outcome (p. 9-10, Italics are added)." Thus, for example, if the primary lesson goal is to practice relative clauses, or if the outcome is not more than a clerk-customer role play with given dialogues, the activity cannot be considered as a task. Chapelle (1999) also suggests a frame of second language tasks that includes five features, goal, process, topic, location, and duration, to judge the authenticity of a task as presented in Table 1.

<table>
<thead>
<tr>
<th>Feature of Task</th>
<th>Questions for analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goal</td>
<td>Is the task communicative?</td>
</tr>
<tr>
<td></td>
<td>Is there one or more than one possible outcomes?</td>
</tr>
<tr>
<td></td>
<td>Is the conveyance of information necessary for reaching the goal?</td>
</tr>
<tr>
<td>2. Process</td>
<td>What are the learners engaged in—in everyday terms (e.g. listening to a lecture)?</td>
</tr>
<tr>
<td>3. Topic</td>
<td>What is the content? Is it personal or no personal? Is it field specific or general?</td>
</tr>
<tr>
<td></td>
<td>How precisely is the topic defined?</td>
</tr>
<tr>
<td></td>
<td>How cognitively complex is the topic?</td>
</tr>
<tr>
<td>4. Location</td>
<td>Where are the participants located as they work on the task?</td>
</tr>
</tbody>
</table>

[Table 1] Features and Questions for Analyzing the Frame of Second Language Tasks (Chapelle, 1999, p. 102)
5. Duration

What is the duration of the tasks?
Under what time constraints is the task performed?

Her features and questions lend themselves to criterial features of a task (Ellis 2003). Chapelle gives an example of a house description based on the questions in this frame, to compare a real life speech event and an authentic classroom task. From her analysis, it reveals that the house description speech event has a few more goals than classroom tasks, such as to maintain friendship and to achieve multiple possible outcomes as well as to communicate, and to convey information about houses to complete the picture. Although the real life task (target task) is more situation (or agent) specific, from Chapelle’s general analysis, there is not much difference between the target task and the L2 task. Thus, her analytic frame can render a proper guidance for understanding the degree of authenticity of online tasks in this study and designing appropriate L2 tasks.

Chapelle (1999) also indicates that CALL task can be more appropriately designed and evaluated especially in this frame with location and duration specified because, unlike face-to-face communication task, CALL tasks are performed beyond the time and space boundary.

2. Online Tasks

From the literature review, this study notes four online tasks that have been frequently found over the Internet and also have been studied as school/class projects: Treasure hunts, Ask-an Expert, Webquests, and Virtual field trip.

1) Treasure Hunt (Scavenger Hunt)

Online treasure hunts are a way for students to learn how to search the Internet, to practice problem-solving, and to improve their reading and comprehension skills. In a hunt, there are series of questions and website links. Students in pairs or in groups will click the link to explore to answer the questions together. Students employ reading strategies appropriate for the questions such as skimming and scanning, or inferencing, during the activity (Kim, 2002; Seo, 2003). While group members interact with each other for discussing the content, their language development will be stimulated and enhanced (Baxter, 1996; Reily, 1994; Seo, 2003, Starr 1999). This can be done as a whole group, a small team, or individually in or out of the classroom.
2) Ask-an-Expert

‘Ask-an-expert’ is an online activity, which allows students to communicate with online experts from a wide range for fields to get the answers to their questions. Many websites provide ‘Frequently Asked Questions (FAQs),’ ‘Question and Answer (Q&A)’ boards, or individual email service to access expert’s opinion from nearly every profession. Students can negotiate meaning with experts around the world to complete the task. An Ask-An-Expert project is an effective way to reach beyond the confine of the classroom and into the real world. (Kasowitz, 2000).

3) Webquests

A WebQuest is an inquiry-oriented activity, as Dodge (1995), creator of WebQuest defines. It is a content-based task that asks students to use the World Wide Web as a resource to discover and build in-depth knowledge in a selected topic. In general, WebQuest guides students to complete their assignment using a five-step procedure: introduction, task, process, evaluation, and conclusion. Collaborative work is required to successfully produce the required outcome that is non-linguistic. WebQuest offers a dynamic approach to teaching the value of research, reading, writing, and grammar (Boswell, 2003; Dodge, 1995; Gaines, 2003; Kim, 2002).

4) Virtual Field Trip

A virtual field is defined as an online collaborative activity to organize information on the web into manageable and useful educational resources. In this activity, students learn the target knowledge while they are taking a trip on the web space by clicking the links and by reading selected websites on a single topic. A virtual field trip can quickly transport students to a national museum, a historical park, or even a dinosaur dig. It engages more active and self-directed learning. Some studies report that technology plays a role in making possible that students feel like they are on a real field trip (Clark, Hosticka, Schriver, & Bedell, 2002; Holiday, 2001).

These are the tasks used by many teachers and frequently referred to as discovery/inquiry-based projects in the literature. However, there are neither research results for using them as tasks in the classroom nor analysis of the task design in the (language) curricula. Thus, it is meaningful to investigate these activities or projects from

1) The official WebQuest site is http://webquest.sdsu.edu/
the TBLT criterial standard and to explore the potential of using them in EFL classroom.

III. FINDINGS

From the needs and significance of this study explained above two research questions are addressed. They are as follows:

1. Are these online activities qualified as L2 tasks in TBLT?
2. How can these web-based tasks be integrated into Korean English language curriculum?

The first question will be examined by reviewing four online tasks from Chapelle’s L2 task framework (1999). For the second question this study suggests some ideas on how to merge online tasks into the existing curricula and how textbooks can be easily revised to incorporate online tasks.

1. Analysis of Online L2 Tasks

This study provides one sample activity for each of these four online activities from TBLT perspective, and then attempts to addresses Chapelle’s five features (1999, p.102): goal, process, topic, location and duration. The first two activities have been created by the researcher and the other two have been cited from the Internet. These activities are all considered appropriate for the specified target students in terms of language difficulty and cognitive complexity. This study presupposes that students will have a pre activity, such as computer orientation, to enhance students’ understanding of web-based activities before the main activity (e.g., online task).

1) Treasure Hunt: Jeanette Lee

Jeanette Lee is the title of a treasure hunt designed for 2nd or 3rd middle school students. The two students-to-one computer setting is required for this 15 min. in-class group activity. Although designed as guided pair work to be timed by a teacher in a computer lab, it would also suit an individual home assignment.
Start your hunt by clicking http://www.wpba.com/cms/ after reading the following questions:
1. Who is Jeanette Lee?
2. What’s her nickname?
3. Give one adjective that she describes her as a player. What does this mean?
4. What do you think “pet peeve” means inferring from Jeannette’s (and other players’) description?
5. What disease has Jeanette been suffering from since she was 13? Briefly describe what this is.

When students click the website, they can see several photos and a title to help them understand that this site is for a women’s professional billiard association. To answer the questions, they need to scan the first page and study menu buttons, and they should then find "Meet a player," the first sliding menu from the left. The billiard players are listed alphabetically by their last name. The students should be able to find Jeanette Lee’s name in the middle. Once they open Jeanette Lee’s page most of the answers can be easily found. The answer to the last question is in her official homepage linked in the same page.

**Table 2** Analysis of “Jeanette Lee” Treasure Hunt Task

<table>
<thead>
<tr>
<th>Design Features</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1. Goal         | Increase knowledge about a professional billiard player  
                  Achieve the correct outcome (answers)  
                  Collect information about a billiard player to answer the questions |
| 2. Process      | Active reading, skimming and scanning, |
| 3. Topic        | Jeanette Lee: personal profile  
                  Topic is field specific, cognitively complex, not personal, precisely defined |
| 4. Location     | Classroom or home |
| 5. Duration     | Fast reading. Some time pressure (15 min.) to finish the activity |

As indicated above, the Jeannette Lee treasure hunt seems qualified as a second language task. There are clear non-linguistic goals, a complex cognitive process such as problem-solving or inferencing, and interactive meaning negotiation between the texts and readers or between learners. The primary focus is on meaning rather than form, and
both the texts and story were written for an authentic purpose.

2) Ask-an Expert: Who Invented That?

"Who invented that?" is an information-seeking activity targeted at learners of any ages above low intermediate language proficiency. This can be inserted into the regular class as a supplement to a reading and writing lesson. With questions given by the teacher, students can explore recommended web resources and find an expert or information provided by experts. Students should individually form questions to an expert by email in order to answer the teacher’s questions. This will take generally 2–5 days to receive the email response from the expert and summarize the expert’s answer in their own words.

<table>
<thead>
<tr>
<th>Sample Ask-An-Expert: Who invented that?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Setting:</strong> Any age of low Intermediate or above, out-of-class assignment, 2–4 days</td>
</tr>
</tbody>
</table>

**Introduction**
Ask the expert about the following questions by his/her email. Click the expert website introduced below to check who can help you and how. You can also check their FAQ archives to find this answer.

**Good Luck!**

**Questions**
1. Who invented a hula hoop?
2. Explain what the expert says about when and where a hula hoop was invented.

**Expert Websites**

[FIGURE 2] Sample Ask-An-Expert: Who Invented That?

There are FAQs and invention lists in “Ask an Inventor,” so that students can find the factual information on hula hoops. Allexpert.com provides expert email service, so that anyone can ask questions about any field categorized in the website. It is recommended that students should use both websites to compose a better answer.
TABLE 3 Analysis of “Who Invented That?” Ask-an Expert Task

<table>
<thead>
<tr>
<th>Design Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goal</td>
<td>Communicate with an expert</td>
</tr>
<tr>
<td></td>
<td>Increase knowledge of a hula hoop inventor</td>
</tr>
<tr>
<td></td>
<td>Achieve the one correct possible outcome (answer)</td>
</tr>
<tr>
<td></td>
<td>Seek information on an invention and inventor to write a brief report message</td>
</tr>
<tr>
<td>2. Process</td>
<td>Active reading, communicating, and paraphrasing, summarizing</td>
</tr>
<tr>
<td>3. Topic</td>
<td>Inventor: background information on an invention</td>
</tr>
<tr>
<td></td>
<td>Topic is not field specific, cognitively complex, not personal, precisely defined</td>
</tr>
<tr>
<td>4. Location</td>
<td>Classroom</td>
</tr>
<tr>
<td>5. Duration</td>
<td>Moderate rate of online communication</td>
</tr>
<tr>
<td></td>
<td>Some time pressure of 2-5 days to finish the activity</td>
</tr>
</tbody>
</table>

“Who invented that?” can be also used as a second language task in TBLT. Real-life communication is required. Meaning is exchanged with experts and a teacher, and non-linguistic knowledge is developed through the task process. Students can interact with members of the target culture and for an authentic purpose. The topic is precisely defined and cognitively complex.

3) Webquests: Let’s have a Picnic

This webquest was originally designed for 7th grader (NS)’s mathematics practice, but this can also be used as a content-based inquiry project for 3rd grade middle school or 1st grade high school English class. The four language skills are equally used: students are expected to discuss, read, and write during the task process. The timing can be set up in many ways depending on class schedule and teacher’s parameter. It can range from 90 min. (whole class hour) to one week (including class discussion, group assignment, and in-class group reports).

Sample Webquest: Let’s have a Picnic

(Originally Designed by Kurt J. Ulle)

Target EFL use: 3rd year middle school students and 1st year high school students, in & out-of-class activities, group work (3 students per group), one week project

**Introduction** If you were to organize a picnic for the entire class, what would you serve? How much would it cost? How much would each student have to contribute to pay for it? In other words, how would you, along with two of your classmates, organize a picnic for the entire class?
**Tasks**

You will have to compile a menu for our picnic. Your menu needs to consist of, at least, a main course, a snack, a dessert, and a drink. You will also have to determine the quantities needed of each item. Once you’ve decided on a menu, you need to determine "How much is this going to cost?" To do this, your group will use the internet to visit at least 3 online grocery websites to compare prices. Everyone in the class has agreed to contribute $4.00 towards the picnic. Your final results will be compiled on the worksheet provided. You will need to report the items on your menu, the quantities of each item, the unit price of each item, the total cost of each menu item, the total cost of the picnic, and the amount each student must contribute.

**Process**

**Part 1 Researching**

- The class as a whole will brainstorm possible menu items. What are some items that we could include in our menu? What are some things that we might have to consider in determining our menu?
- Once these questions are answered, your teacher will assign you to groups of three. Each group will have to print 3 copies of the worksheet. You will use this worksheet to compile your information.
- With your group, make a list of your menu for the picnic. Keep in mind what we discussed while making up the menu. For each menu item, write down the ingredients that will be needed. Review the sample on the worksheet. You may want to do this on a sheet of scratch paper until your menu is finalized.
- You will have to determine the quantities needed of each ingredient. How much will each person eat? You may want to visit some of the online shopping websites to get a better understanding of the sizes and quantities available for each ingredient in your menu. Show all your calculations and assumptions on a separate sheet of paper.
- Assign your group members to be the researcher, calculator, and recorder. The researcher will visit the website to determine prices. The calculator will determine the total cost for each item, the total cost of each menu item, the total cost, and the cost per student. The recorder will complete the worksheet. Keep in mind the different brands of each item. Why did you choose the brand that you did? Is it the cheapest? Is it the best?
- Visit 2 online grocery shopping websites to determine unit cost of each item on your list. You may use the website links introduced in "Resource", or you may find a website on your own. For each website visited.
- Record the results of your calculations on your worksheet. You should have one worksheet.

**Part 2 Compiling**

Now that you have compiled the information needed to determine the costs of our picnic, which site do you recommend? Select the best worksheet that you will use for your final recommendation. Use a separate sheet of paper to answer the following questions:

- Provide a recommendation for the best website to do our shopping. Why do you recommend this website?
• For each menu course on your worksheet, explain why you chose that menu item.
• For each ingredient item on your worksheet, explain why you chose that brand.
• Your group will turn in your three worksheets along with the associated calculation sheets and
  your final recommendation

Resources
Evaluation
Conclusion

[FIGURE 3] Sample Webquest: Let’s have a Picnic

Planning a picnic in this context is a culturally colored task, unfamiliar to Korean English learners. The currency and grocery products are all authentic. The teacher needs to explain the meaning of school picnic in the target language culture before the webquest task. Worksheets can be downloaded from the Internet. Students can discuss and do a brief survey in class to fill out the worksheet in a group and also search the grocery shopping sites and finish writing a report paper at home within a week. Other online communication medium, such as listserv, web board, chat room, can be provided for group discussion outside of class. Teacher should choose web resources, three grocery shopping website.

[TABLE 4] Analysis of “Let’s Have a Picnic” WebQuest Task

<table>
<thead>
<tr>
<th>Design Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goal</td>
<td>Organize a picnic</td>
</tr>
<tr>
<td></td>
<td>Achieve the multiple possible outcomes</td>
</tr>
<tr>
<td></td>
<td>Convey information on group members’ food preferences, grocery costs, and ingredients to fill out the worksheets</td>
</tr>
<tr>
<td>2. Process</td>
<td>Researching and compiling</td>
</tr>
<tr>
<td>3. Topic</td>
<td>School Picnic: preparing food</td>
</tr>
<tr>
<td></td>
<td>Topic is field specific, cognitively complex, group opinion involved, precisely defined, not personal</td>
</tr>
<tr>
<td>4. Location</td>
<td>Classroom</td>
</tr>
<tr>
<td>5. Duration</td>
<td>Moderate rate of speech and reading</td>
</tr>
<tr>
<td></td>
<td>Some time pressure (90 min.) to finish activity</td>
</tr>
</tbody>
</table>

As seen above, "let’s have a picnic" requires complex cognitive processes, such as

2) This task is simplified and revised to suit Korean EFL considerations. Resources, evaluation and conclusion were omitted and not analyzed in this study. The original webquest is in: http://eprentice.sdsu.edu/jf3op/ulle/wq/picnic
researching, decision making, critical thinking, calculating, problem-solving, etc. The task participants can produce many more outcomes beside linguistic achievement by completing the whole task; for example, a complete picnic plan, oral presentation, knowledge about target language picnic, grocery items, math skills and the other group members’ food preferences etc. There are very active meaning-negotiation skills demanded of group members to reach an agreement on the final menu.

(4) Virtual Field Trips: Dinosaur Field Trip

"Dinosaurs" is a field trip task designed for developing research and writing skills. Dinosaurs are recognized as one of the most engaging topics for any age. Each stop directs students to a certain website on the top frame of the window. Students can explore the website and study dinosaurs based on a teacher-provided focus. This task can be integrated into the curriculum as long-term group project (2–3 weeks). Students can read and summarize the information on the websites individually and then discuss and write a response together with group members.

Sample Field Trip: Dinosaur Field Trip
(Originally created by Tramline Inc.)

Target setting: any ages of high intermediate or advanced language proficiency, home assignment, individual or group work, 2–3 week

- **Stop 1 The Terrible Lizard**: What was a dinosaur? This site is for a course on dinosaurs at Columbia University. It gives an introduction into what dinosaurs are and how they evolved.
- **Stop 2 The Size of Dinosaurs**: Dinosaurs and The Expanding Earth by Stephen William Hurrell gives an explanation for the gigantic size of dinosaurs.
- **Stop 3 Enchanted Learning**: If you want to know about a specific dinosaur, then Enchanted Learning Software is the place. They are all listed in alphabetical order with pictures for reference that you can click on and detailed information will open about the one you have chosen.
- **Stop 4 Dinosauria**: This site by the University of California allows you to learn about dinosaur nests, footprints and diets.
- **Stop 5 Where are dinosaur fossils found?**: This site from The Hunterian Museum provides information on fossils and where they have been located. It has fantastic photographs of some fossils.
- **Stop 6 Dinosaur Hunting**: Commonly known as "fossil hunters" or "dinosaur hunters," paleontologists are the people who find and study fossils. Paul Sereno from the Centre for Research Technology has online information and photographs of paleontologist expeditions around the world from 1988 to 1997.
- **Stop 7 When Were Dinosaurs Alive?**: Find out at the Children’s Stomping Ground.
- **Stop 8 Dinosaur Evolution**: The Evolution and history of dinosaurs are presented in an easy to understand timeline at the Dinoman website. It gives names of the different periods of time.
Stop 9 Dinosaur Reproduction: How did dinosaurs reproduce? Enchanted Learning Software site discusses possibilities discovered so far about dinosaur reproduction, their eggs and their nests.

Stop 10 Extinction: Read about extinction on this page, then click the links at the top of the page to explore some theories about how the dinosaurs disappeared.

![Sample Virtual Field Trip: Dinosaur](http://www.tramline.com/tours/sci/dino/_tourlaunch1.htm)

<table>
<thead>
<tr>
<th>Design Feature</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1. Goal        | Increase knowledge of dinosaurs  
|                | Achieve the multiple possible outcomes (research paper)  
|                | Gather information on dinosaurs to write a research paper |
| 2. Process     | Extensive reading, summarizing, writing an academic paper |
| 3. Topic       | dinosaurs  
|                | Topic is field specific, cognitively complex, not personal, precisely defined |
| 4. Location    | Anywhere where PCs are available, outside classroom |
| 5. Duration    | Moderate rate of speech, reading, and writing  
|                | Some time pressure (1-2 weeks) to finish the activity |

Dinosaur field trip task is also analyzed as a second language task. It satisfies all the task design features. There is a non-linguistic goal (developing knowledge in that area) and outcomes (research papers, oral presentation as well as language learning). The task process is learner-centered and cognitively complex. Students’ interaction is required for meaning negotiation. This is a content-based project appropriate for extensive reading, researching or writing a summary.

Therefore, the four online tasks are all evaluated as second language tasks according to the analytical frame (Chapelle, 1999) and other criterial features indicated by literature. They are authentic and meaning-based tasks that are currently lacking in the Korean EFL curriculum.

2. Classroom Applications

The data analysis has affirmed that the online activities in this study can be considered as second language tasks, but one big question still remains in task-based language teaching using the web: how can these CALL tasks be embedded into the existing curriculum with hassle-free? This is a pivotal issue because there are still

3) The original website is in http://www.tramline.com/tours/sci/dino/_tourlaunch1.htm
many schools in which no computer lab is accessible for English class, and thus teachers lack proper computer training. In addition, teachers are pressed to cover textbook chapters in the curriculum as specified by the Ministry of Education.

This study first introduces a new web authoring program that can help English teachers create, edit and utilize online tasks easily and then provides some examples on how to integrate online tasks into the curriculum.
1) “Tasks Online” in English Teacher’s Desk™ 4)

*English Teacher’s Desk* was created and developed in this project as a complex web program for network-based language teaching (NBLT). *English Teacher’s Desk* consists of 1) Tasks Online (Task authoring software), 2) Ready-to-Use activities, 3) Test makers (software to create five different types of quizzes), 4) Flash Motivator, 5) Content-Based Web Resources, 6) Links for Skill Practice and 7) My Desk (Administrative Board). This novice-friendly software was designed as a total solution of NBLT, but “Tasks Online” is reviewed in this study.

*Tasks Online* consists of five-task creating tools: Webquests, Treasure Hunts, Virtual Field Trip, Ask–An Expert, and Online Newsletter. If teachers register the website and log in English Teacher’s desk, they can easily create any task type just by typing and clicking the task creators.

After creating tasks, teachers can save them in “My desk” and reuse, modify, add or delete their creations in order to adjust to their class and students. Teachers use this task by letting students know the URL address of each task by email or on class board. Students can view the teacher-created tasks without logging in and send their answers to the teacher by clicking the email button.

Therefore, teachers do not have to learn HTML, FTP or usage of any web authoring tool to create online tasks. They can simply type, fill in the form, and insert a picture/sound to make visually pleasing tasks. *English Teacher’s Desk* is an instructional web solution that assists teachers by reducing time and effort of designing network-based language teaching.

2) Examples of revising curriculum using online tasks

Although teachers can easily produce online tasks, it is not guaranteed that the teachers will actively utilize online tasks in the current curriculum. One of the important reasons is a tightly planned teaching schedule. There seems not much room for teachers to attempt new lesson for their styles due to the restriction of both time and topics. However, for some teachers there are possibilities of incorporating online tasks into the existing curriculum.

First of all, some classroom research supports that online tasks can be implanted into the regular lessons with little change. Seo (2003) utilized online treasure hunt activities

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4) The web address is http://tesol.sookmyung.ac.kr/05_feature/english_index.htm
in her lessons for fifth year elementary school students. She has attempted to employ in-class online activities for the third week of each chapter, when the lesson stipulates "Let’s sing" and "let’s write" activities. She spent 30 min. for an online lesson after finishing "Let’s sing" and delaying "Let’s write" for the fourth week session. Seo concludes that the online tasks supplemented and reinforced English reading practice which receives only minimal attention in the current elementary English curriculum. According to her research (Seo, 2003) the students also successfully completed the topic–related hunt activities created with authentic web materials with no difficulty and showed significant change in their confidence and attitude toward English reading.

**[TABLE 6] Revised Lesson Schedule for Fifth Year Elementary School Students (Seo, 2003, p. 43)**

<table>
<thead>
<tr>
<th>Session/4wk</th>
<th>Current Organization</th>
<th>Revised schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/4</td>
<td>Look and Listen → Listen and Repeat → Let’s Play</td>
<td>Look and Listen → Listen and Repeat → Let’s Play</td>
</tr>
<tr>
<td>2/4</td>
<td>Look and Speak → Listen and Repeat → Let’s Read → Let’s Play</td>
<td>Look and Speak → Listen and Repeat → Let’s Play</td>
</tr>
<tr>
<td>3/4</td>
<td>Let’s Sing → Let’s Write → Let’s Play</td>
<td>Let’s Sing → Let’s Read through the Internet Treasure Hunts</td>
</tr>
<tr>
<td>4/4</td>
<td>Activity → Review</td>
<td>Let’s Write → Activity → Review</td>
</tr>
</tbody>
</table>

In addition, Lee (2001) also integrated Ask–an Expert and some other online activities into her regular English class for second grade middle school students. Her students successfully completed the teacher’s new computer tasks and showed increased motivation to use English for authentic purposes. Lee notes that although the teacher should put more effort and time at the initiation stage, online activities in Korean EFL class can be easily comprehended by the students and effectively used to enhance communicative language skills.

Second, CALL tasks can be easily employed into the traditional English class if only a small part of the textbook is modified. Kim (2002, 2003) suggests that the culture section in middle school English textbooks can be redesigned to an online activity. Many middle school English textbooks introduce target language culture in the name of “Culture to culture,” “Life and culture,” “Project,” or “Take a break” etc. However, according to Kim, those sections do not provide any evidence or authentic information that the students themselves can judge and evaluate to understand the target language culture. In addition, culture is introduced as prescriptive and over–generalized rules. With detailed examples of
revised activities, Kim (2002) suggests incorporating the Internet as a viable alternative to address the weakness in the culture learning component of the curriculum.

The present study provides one example of revising the textbook culture section. American table manners is a most commonly selected topic by middle school textbooks as in Figure 6. This can be modified into a student-centered discovery task by using an ask-an expert activity (Figure 7).

<table>
<thead>
<tr>
<th>Life and Culture</th>
<th>Table Manners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hodong: What are you doing that for at the table?</td>
<td>Bill: What's wrong?</td>
</tr>
<tr>
<td>Hodong: You should not do this.</td>
<td>Bill: What do you mean?</td>
</tr>
<tr>
<td>Hodong: We Koreans don't blow the nose for at the table.</td>
<td></td>
</tr>
</tbody>
</table>

우리와 미국인들의 식생활이 다른 만큼 식사예절에 있어서도 많은 차이가 있습니다. 우리는 남의 도움을 빌리지 않고 손으로 직접 뻗어 멀리 있는 것을 집으려 하지만 그들은 Can you pass me...?라고 말합니다. 그리고 음식물 먹을 때 소리를 내는 것은 실례라고 생각합니다. 이렇게 식사예절을 깍듯이 차리는 그들이 만약 식탁에서 코를 푸다 면 어떨까요? 얼굴이 찌푸려지겠지만 그들은 식사할 때 혹은 아이라 공공장소에서도 코를 푸는 것을 아무렇지도 않게 생각합니다.

다음은 한 인터넷 웹사이트에 어느 어머니가 보낸 편지 글을 발췌한 것입니다. 내용을 읽고 식사 중에 코를 푸는 행위에 대해서 미국인들은 일반적으로 어떻게 생각하는지에 대해서 추측해 보십시오.

DEAR Dr. Dee
In a restaurant, my son blows his nose at the table instead of going to the restroom as I have requested. My husband doesn't think it's that big a deal, and won't side with me. Am I right or wrong?

・ 다음의 인터넷 웹사이트에서 위와 같은 내용을 식사예절 전문가에게 직접 물어봅시다.
  * advise with Dr. Dave and Dee http://www.drdaveanddee.com/
  * Ask the expert: The Charleston School of Protocol and Etiquette http://www.charlestonschoolofprotocol.com/expert.asp

물어본 내용을 정리하여 조별로 결과를 나누어보고, 우리나라의 식사예절과의 차이에 대해서 논의해봅시다.

**[FIGURE 6] Table Manners From a Culture Section in a Middle School English Textbook**

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5) The texts are cited verbatim, but some minor designs, such as cartoon or fonts were deleted and changed from the original material.
This study suggests another example of using a treasure hunt in high school English reading textbooks. The original content of the chapter is "Origin of potato chips" The chapter introduces a history of potato chips with a small potato chip photo, which does not seem very engaging to young adult learners. In addition, it is likely that students will read the story with no (communicative) other purpose than reading practice. However, if the plain text reading were reshaped in the hunt activity, students would be more motivated to learn about potato chips, in particular, the meaning of the cultural image to the target language people.

[FIGURE 8] Redesigned Reading Exercise in a High School Textbook: Potato Chips Treasure Hunt

The selected Internet site provides tremendous information about various chip products
in the world. There are more than a thousand of potato chip reviews and stories about chips. The reviews were written with easy language and sound humor, so it is enjoyable to read. In addition, there are many cultural expressions and individual perceptions of potato chips. Students can explore this site on their own interest and discover the social norm of images or people that belong to the target culture.

Consequently, the topic and the lesson goal can be kept as in the present textbook, but there added only guided questions and authentic reading from the Internet. However, students can experience a student-centered lesson.

IV. CONCLUSION

This study insists that the introduced CALL tasks can be explained well in the TBLT framework. There seems no strong objection that they are considered as authentic tasks from every aspect. However, this study still remains as only a highly applicable suggestion because this view was not yet empirically evidenced in the real language classroom. This project should be categorized as a software development research based on L2 material analysis. Thus, the researcher only intends to introduce a possibility for teachers to bring a task into the non-task based learning context through theoretically well grounded new software. It is expected that the future study will yield experimental data to examine the appropriateness of these tasks in the EFL context.

Using the web will help EFL teachers to have students learn English by experiencing authentic tasks in inauthentic learning environment. Students will enjoy problem-solving activities, understand the communicative goals, and interact meaningfully with other people in the target language based on their needs. These online tasks can play an essential role in coping with difficulties in the Korean FL context.

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