

A Preliminary Study of a Task-Based Supplement to the B. Ed ELT Syllabuses

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Abstract

Throughout the history of English language teaching, many teaching methods have come into existence. This means that no method is flawless. Task-based learning is one of them. However, if it is widely accepted that students' active participation is really important for successful learning, then task-based learning should be acceptable in an English classroom. The aim of teaching English in task-based learning is not only to teach English to the students but also to **facilitate** them how to solve the problems by using English. The role of the teacher in task-based learning is not to act as an authoritarian in the classroom but to act **as a facilitator** for the students. This research is an attempt to transform the theories of task-based learning into applicable practical teaching practices and to find its effectiveness in an ELT classroom. To fulfill this objective, a needs analysis was conducted to know what language areas should be emphasized in the supplementary materials and how to develop these language areas. This needs assessment was conducted in two ways: **language proficiency test and a questionnaire**. According to the result of the proficiency test and responses to the questionnaire, it was found that **most of the students were weak in listening and speaking skills**. Based on the theoretical knowledge of task-based learning, ten suggested teaching materials were developed, also taking into account of the results of proficiency test and responses to the questionnaire. These teaching materials were taught to the experimental groups in Yangon Institute of Education and Sagaing Institute of Education from June, 2010 to February, 2011. At the end of the academic year 2010-2011, both control groups and experimental groups had to sit for the proficiency test. According to the statistical data of the post-test, it was generally found that the performance of the experimental group was better in every language area than that of the control group. It can, therefore, be interpreted that the suggested supplementary materials to B. Ed ELT course positively contributed to the improvement of English language teaching.

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