

## Plan Three: Task-Based Learning Experiment

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English Language Teaching (ELT) in Taiwan depends a lot on traditional pedagogies; Teachers mainly present a leading role in the classroom as well as making decisions regarding matters like teaching material, presentation of teaching material, domination of teaching process, implementation of the teaching activity and methods of evaluation. Students act as a passive role in learning English, they seldom have the opportunity to be developed as independent learners. Recently, the Language Center encouraged our English teachers to involve themselves energetically in the experiment of innovative teaching methods. We hope to find and to promote the effective methods which can enhance the students' English ability. There are many successful cases regarding the Task-based method being applied to ELT both in our country and abroad. This project is another attempt which refers to this specific pedagogy.

### (1) Abstract of the Project:

The emphasis of this project is to apply the teaching and learning methods in the English class. Teachers are required to design the complete lesson plan, choosing a theme task, dividing students into groups, and letting students in each group cooperate together to achieve the task. The feature of the project puts stress on giving back student's initiative and letting the students learning English. Teachers act as facilitators to provide students with varied resources after giving instruction towards these tasks. However, teachers have to manage the students' progress and to offer assistance and suggestions when problems are encountered, so that the students can successfully achieve the tasks.

Students who participate in this project are divided into groups, and have to accomplish four main tasks: ① teaching an English song in class; ② telling an English story with puppets; ③ performing magic and explaining the tricks; ④ role-playing (create the play by yourself or through a personal version). Students from each group decide their own topic, distribution of duties, and the practice and presentation of the tasks. During the time taken to complete the tasks, students acquire significant chances for practicing English, and it becomes the conversational tool in all the discussions. While processing the tasks, students must accept the challenges, and learn with a voluntary attitude based on their gained knowledge and experiences.

Gradually, they should build up new knowledge and experience. After achieving these tasks, students will enhance not only their English ability, but also their confidence. After improving their cooperative learning ability, the active learning attitude will gradually develop. Additionally, it will help students to learn independently.

(2) Executive Measures:

1. Teachers clearly explain the requirements of this course and the content of each task; then they, divide the students into four groups, each group having 6-8 people. Each group discusses the order of these three tasks, and distributes their duties.
2. Students make their own topic, search for materials, and discuss how to perform the tasks. Each group will have to report the process to the teachers, and in addition, report any difficulties they have encountered or any assistance they have received.
3. Each task will be carried out for four weeks. Groups have to present their work in the fourth week. The result will be evaluated by the rest of the groups and by their teacher. Any suggestions about how they can improve themselves will be stated.
4. At the end of the semester, teachers and students will discuss the whole course and while implementing each task. Then they supply suggestions for improvement.
5. At the end of the semester, students should take the English test and fill out the feedback survey, which will be a basis for evaluating the effect of their learning.

(3) Possible difficulties and solutions:

Possible Difficulties	Solutions
1. Students have got used to the passive learning pattern, depending thoroughly on the teachers instructions and teaching material during the learning process. When new attempts are implemented, some students start to exhibit negative reactions and emotions.	Teachers were advised to be patient with the students. Furthermore, the concepts and the necessity of innovated pedagogy have to be understood by the students; exclusively, in order to persuade them to participate.
2. The majority of the students are not very knowledgeable about the English language due to a lack of confidence and learning motivation. Their unwillingness to spend more time in practicing will effect the motivation of other hardworking students.	Teachers provide extra points to students to ensure that they will properly use their extra curricular time on group discussions. Teachers should give specific encouragement and assistance to the students with low-motivation.
3. Postponement of projects happen	Aside from giving instruction for each

because the students don't know what resources are available for them in order to complete the task. (such as, information research, tool usage etc.)	group respectively, teachers can also invite other professional teachers who are equipped with task-based experience, to guide the students on their performance.
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(4) Purchasing software/hardware & the methods of sharing resources:

- a. Software/hardware equipment which will be purchased for this project: None
- b. The methods of sharing resources:
  - ① Using the theater of the Language Center as the place for presenting task-based activities.
  - ② Confer with the Distance Learning Section for providing a live telecast.
  - ③ Introduce a suitable website for students to obtain the material