

**Early starters: Task-based teacher education in an undergraduate course**

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Table 1. *Teaching task assessment criteria*

| <b>Collaboration in teacher development group: Did you...</b>                         |   |   |
|---|---|---|
| ...join a group with a shared interest in a grade level or school?                    | Y | N |
| ...choose a role for yourself and tell it to your group?                              | Y | N |
| ...help the members create a plan for the demonstration?                              | Y | N |
| ...use English to communicate and collaborate within the group?                       | Y | N |
| ...assist the group by providing something needed for your lesson?                    | Y | N |
| <b>Interactive teaching demonstration: Did you...</b>                                 |   |   |
| ...arrive prepared and on time for your lesson?                                       | Y | N |
| ...demonstrate strategic knowledge of English (see Ch. 3 class notes)?                | Y | N |
| ...balance TTT [teacher talking time] and STT [student talking time] carefully?       | Y | N |
| ...utilize elements for successful language learning (ESA [Engage, study, activate])? | Y | N |
| ...arrange seating appropriately?   | Y | N |
| ...explain points, encourage practice, and employ feedback                            | Y | N |
| ...incorporate a language focus into your lesson?                                     | Y | N |
| <b>Peer observation: Did you...</b>   |   |   |
| ...invite a peer to observe your lesson?  | Y | N |
| ...exchange information to enable them to view your lesson?                           | Y | N |
| ...decide in advance the observation purpose?   | Y | N |
| ...watch your peer's lesson?  | Y | N |
| ...take notes related to the purpose of the observation?                              | Y | N |
| <b>Peer debriefing: Did you...</b>  |   |   |
| ...arrive prepared and on time for your debriefing?                                   | Y | N |
| ...provide your peer with comments?   | Y | N |
| ...respond to comments provided by your peer?   | Y | N |
| <b>Instructor comments:</b>   |   |   |

Table 2. Means comparisons for trainee and non-trainee attitudes toward TBLT<sup>a</sup>

| No. | Item <sup>b</sup>  | Trainees<br>(n=15) |     | Non-trainees<br>(n=15) |     | Diff. <sup>c</sup> |
|-----|--|--------------------|-----|------------------------|-----|--------------------|
|     |  | Mean               | SD  | Mean                   | SD  |                    |
| 11  | Before a task takes place, it is necessary to teach idioms or fixed phrases necessary for communication.   | 1.93               | .70 | 2.60                   | .51 | -0.66              |
| 9   | Classroom activities should consist of language-learning activities that are important to individuals as students.   | 2.13               | .52 | 2.46                   | .64 | -0.33              |
| 4   | English courses should be designed with specific purposes in mind. Specific purposes can mean Business English or English for Study Abroad.  | 2.13               | .83 | 1.87                   | .83 | 0.26               |
| 1   | I think that task-based education is an effective learning method.   | 2.13               | .35 | 2.40                   | .51 | -0.26              |
| 7   | The most important goal of English education is the teaching of effective ways of communicating in English.  | 2.33               | .72 | 2.60                   | .51 | -0.26              |
| 16  | Teachers should determine content based on their understanding of students' existing knowledge.  | 2.20               | .56 | 2.47                   | .52 | -0.26              |
| 6   | Many different actual English expressions often contain similar language use. For example, to make a dinner reservation and to fill out a form both require stating the date.                          | 2.13               | .64 | 1.93                   | .59 | 0.20               |
| 8   | The content of learning and activities should gradually move from easy to difficult in a step-by-step procession.  | 2.47               | .64 | 2.67                   | .49 | -0.20              |
| 12  | Learning should integrate various language items. For example, learners' attention should be drawn to phrasal verbs and compound nouns.  | 1.66               | .62 | 1.80                   | .68 | -0.13              |
| 17  | Classes should be divided by ability level and content should be prepared in accordance with student ability.  | 2.28               | .61 | 2.40                   | .63 | -0.11              |
| 2   | Course content should be decided based on student needs (the content they wish to study). For example, content can be determined through surveys or interviews to understand student needs.            | 2.33               | .82 | 2.27                   | .46 | 0.07               |
| 5   | English courses should enable learners to use English freely in daily activities. For example, activities like making a restaurant or hotel reservation, or filling out a form.                        | 2.33               | .72 | 2.40                   | .63 | -0.07              |
| 13  | Learning should focus on grammar and sentence patterns.  | 1.33               | .74 | 1.20                   | .68 | -0.07              |
| 3   | To understand student needs, there are many other methods apart from the surveys and interviews in item 2 above.   | 2.13               | .64 | 2.10                   | .80 | 0.03               |
| 10  | During English communication between students, it is necessary to confirm whether there is mutual understanding. For example, through the use of expressions such as, 'What does that word mean?' etc. | 2.40               | .63 | 2.40                   | .51 | 0.00               |
| 15  | Learning should include classroom interaction through group and pair work.   | 2.33               | .49 | 2.33                   | .49 | 0.00               |
| 14  | If there are errors in students' English usage, a teacher should point them out even during conversation.  | 1.80               | .68 | 1.80                   | .94 | 0.00               |

<sup>a</sup>Cronbach alpha = .84. <sup>b</sup>Responses based on a 4-point Likert-type scale (0 = 'I definitely don't think so' and 3 = 'I really think so'). <sup>c</sup>Multiple independent *t*-tests, with an adjusted alpha of .003 revealed no significant differences in means.

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