A Development of a Basic Burmese Language Learning Activity Package Based on

Communicative Language Teaching and Brain-Based Learning Principles

Abstract

The writer stated that :

“ Moreover, brain-based learning principles are suitable of developing communicative competence because the students learn through activities that they acquire the language with different perception. Students can study language content while using it by linking prior knowledge with the new one”.

[ What are the problems or weaknesses that occurred in foreign language learning that trigger this research – The researcher should identify the language system that gave the most problems to the students in learning foreign language]

The writer stated that :

However, it is undeniably to notice that some students cannot communicate well in authentic circumstances. According to the preliminary survey, some students revealed that they knew how to speak and remember the sentence patterns. Unfortunately, they could not produce the sentences to communicate.

 [ Thus, what is the reason underlying these problems. Is the teaching methods or the learning strategies?].

 Writer stated that : That means five basic senses are not provided the best learning opportunities for the students.

[ Given this statement as your reason, this is considered a very general statement]

Explanation on what is **Communicative Language Teaching is rather brief. Somehow it does not guide the reader to really understand the principles and procedures that can be implemented in the language learning strategies.**

[Given this statement by the writer which is very general, I don’t see how this will help other readers to understand how you could develop the activities based on this]. A complete procedures and steps of developing the activities should be explained further]

The communicative perspective on language is primarily about what students learn. It proposes that when the students learn a language, the students are primarily learning not language structures but language ‘functions’. The communicative perspective on learning focuses attention on how the students learn, especially on natural capacities to ‘acquire’ language simply through communication without explicit instruction (Littlewood, 2013).

**3. Brain-Based Learning**

It is interesting to learn about the brain which gives the foundation the teachers need to teach the students about their learning. So, there is a must for both teachers and students to learn more about the brain and appreciate its complexity and power. Obviously, the human brain seems so wondrous, mysterious, and powerful; however, it takes a whole time to decipher its inner workings (Jensen, 2008).

Same goes to this paragraph. How do you develop your activities in order to match the so called ‘brain based learning’. Its not worded clearly in your paper.

The writer seems to be confused between data/resources and respondents.

20 university students who were studying in Myanmar 1 at Mae Fah Luang University, Chiang Rai,

Thailand were implemented. [ THIS IS RESPONDENTS]

The writer stated that :

“The students expressed that the organization of the lessons was quite clear and easy to

follow up. They first knew the lessons’ objectives and expected to meet the objectives. Then the lessons started from the “Let’s Start” stage which could help them get to know and recall their prior knowledge before studying.” [ SO, what are the activities?]

FINDINGS

The findings are very superficial. I could not see what kind of data has been collected from this study. For example, the writer did mention about "a package was designed by the researchers, evaluated by five experts, and revised, two lessons are selected to pilot with five students who studied in Myanmar 1 at Mae Fah Luang University' but the package was not explicitly explained in the paper.

CONCLUSIONS

I could not come to an agreement to the conclusion as I don't get a clear picture what has been done exactly with the language learning activity package based on communicative language teaching and brain-based learning principles. Findings shown were merely Evaluation of the Effectiveness of a Basic Burmese Language Learning Activity Package. What are the content of the package and what kind of pretest and posttest that has been conducted were not explained in details.

There are many grammatical errors that hinder a clear delivery. Improper use of words and irregular sentence order has caused the ideas being conveyed incoherently.

**Contribution to the related field**

I don't see how this research could give an insight on the language learning strategies as the procedures or strategies used in the learning activities were not elaborated sufficiently.