Application of Task-based Approach in Business English Interpretation Teaching in Higher Vocational Colleges

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Abstract: In the context of economic globalization, cross-border communication is becoming more and more important. As a result, the demand for talents with good business knowledge and strong interpretation ability is gradually increasing. In order to meet the needs of this market, some business English Majors in higher vocational colleges also offer interpretation teaching courses, focusing on the cultivation of students' interpretation ability. However, due to the limitations of teaching methods, the cultivation of students' interpretation ability is not ideal. With the continuous efforts of educators, we know that "Task-based Teaching Method" plays an important role in training students' interpreting ability. In this regard, this paper will analyze the specific application measures of task-based teaching method in Business English interpreting teaching in higher vocational colleges, in order to promote the further improvement of students' English Interpreting ability.

1. Introduction

The task-based teaching method is evolved from the communicative teaching method, which emphasizes the cultivation of students' practical application ability of professional knowledge through the arrangement of appropriate teaching tasks, and "learning by doing" is an important principle of this teaching method, which plays an important role in the interpretation teaching of business English in Higher Vocational Colleges, and plays an important role in promoting students' interpretation ability. However, due to the limitation of many factors, the application of this teaching method has not been fully developed. In this regard, this paper will start from the shortcomings of the use of task-based teaching, analyze the optimization measures of its application, in order to achieve the efficient play of the role of task-based teaching, and then realize the strengthening of students' interpretation ability.

The pre class design can provide guidance for the whole English interpretation teaching and maintain the efficiency of the whole English interpretation teaching. However, in the actual teaching process, teachers pay more attention to the preparation of professional English knowledge before class, the accuracy of relevant practical activities and the preparation of task design are in a relatively lack of state, which makes task-based teaching lack of necessary preparations, in the actual application process, there are problems such as direction deviation or disordered activities, which has produced high efficiency in the classroom Certain adverse effects. In this regard, before interpreting teaching, teachers should make sufficient teaching preparation, which mainly includes the following aspects: first, the optimization of educational ideas. First, teachers should clarify the importance of interpreting teaching, its role in the future work and growth of students. At the same time, they should also recognize the driving force of Task-based Teaching for interpreting teaching, change educational ideas in time, and transform tasks The second is the establishment of teaching objectives. The goal of interpretation teaching is to improve students' interpretation ability and English application ability. Therefore, teachers should organize scientific teaching activities based on this teaching objective to improve students' comprehensive interpretation ability It is the design of teaching process. By optimizing the way of each process in classroom teaching, it can ensure the

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implementation of task-based teaching method. At the same time, it can avoid the deviation of teaching activities in the actual teaching process, so as to ensure the efficient play of the role of task-based teaching method. In view of this, teachers can arrange tasks for students to be familiar with interpretation materials, so that students can have a general understanding of interpretation materials.

2. Introduce Design and Construct Task-Based Teaching Situation

It is an important guarantee for improving students' interest and participation in the classroom. By optimizing the classroom introduction, it can provide basic guarantee for the realization of task-based teaching objectives. However, in the actual interpretation teaching process, due to the limitation of teaching time, some teachers in the interpretation teaching process, selectively ignore the design of the course introduction link, which has a certain negative impact on the realization of task-based teaching. For the optimization of the lead-in process, teachers should pay attention to the following aspects: first, the control of the lead-in time. The goal of the lead-in process is to stimulate students' interest in learning, which is not the main body of the interpretation classroom. Therefore, teachers should control the lead-in time within a reasonable range to avoid taking up too much classroom time and disrupting the classroom rhythm The second is the establishment of the introduction goal. The teacher should establish the most appropriate introduction goal in combination with the content of the textbook, so as to realize the purpose of introducing students into the interpretation class through the introduction link. The third is the selection of the introduction method. Generally speaking, the common introduction methods include oral presentation introduction, situation construction introduction and multimedia introduction, among which the first one is the introduction party Formula has a certain degree of blandness, the stimulation of students' interest is relatively weak, and it has higher requirements for teachers' teaching ability and expression ability. When there are certain problems in Teachers' expression ability, it will increase the possibility of improving students' negative emotions to a certain extent. Situational construction method mainly refers to the way that teachers create appropriate interpretation situations, so that students can intuitively feel the specific needs of the society for interpreters when they enter the classroom, improve students' attention to interpretation teaching, and lay a good foundation for subsequent learning. There is a certain similarity between multimedia introduction and situation construction introduction. Multimedia introduction focuses on the construction of scenarios by playing videos or pictures to stimulate students' interest in learning, while scenario creation introduction focuses on the organization of practical activities by role-playing, interactive Q & A and story telling. For this part, teachers can assign interpretation preparation tasks to prepare students for interpretation activities [1] (as shown in picture 1).

Figure 1 Multimedia import

3. Activity Design and Task-Based Teaching Practice

As the embodiment of task-based teaching method, task-based activity is one of the important ways to implement task-based teaching. Only through appropriate task-based activities, can we give full play to the role of task-based teaching method. However, in the actual interpretation teaching process, due to the limitations of traditional educational concepts, some teachers emphasize more on the teaching of English professional knowledge in the interpretation class, and the cultivation of students' interpretation practice ability is relatively weak. Therefore, teachers should organize appropriate interpretation practice through the optimization of activity design to achieve the goal of task-based teaching method. In the process of optimization, teachers need to pay attention to the following aspects: first, the division of groups. Groups are the basis of interpretation practice. In the process of simulation, interpretation activities need students to play different roles. Therefore, grouping before activities is particularly important. First of all, teachers should have a general understanding of students' interpretation ability, and carry out small-scale interpretation activities on this basis In order to ensure that every student can participate in the interpretation activities, the number of each group should be controlled within a reasonable range, generally between two and three people, and guide students to cross play different roles, so as to realize the comprehensive cultivation of students' ability; second, the teacher's guiding role, in order to ensure that students really participate in the interpretation activities, the teacher should In the process of activities, we should give proper guidance, and put forward targeted solutions to the students' problems, so as to achieve the overall improvement of students' interpretation ability; thirdly, the construction of interpretation situation, a good activity situation is of great significance to improve students' perception, through simulation scenario, students can really feel the real interpretation working atmosphere, for students not to To lay a solid foundation for the work; fourth, the choice of interpretation content. When choosing interpretation content, teachers should have a proper understanding of students' interpretation ability, and combine the knowledge content taught in the classroom, select the interpretation content with the highest acceptance and understanding of students, which is conducive to the construction of students' confidence; fifth, the establishment of expression links, after the completion of group activities The teacher should let the group perform the interpretation process in front of the whole class (as shown in Figure 2). On the one hand, it can give students more opportunities to exercise. On the other hand, the teacher can use this activity to understand the actual situation of students and provide targeted guidance to students. In view of this link, teachers can assign activity tasks and let students play different roles to participate in practical activities [2].

Figure 2 Group interpreting activities

4. Evaluate Design and Optimize Task-Based Teaching Evaluation

The establishment of classroom evaluation is an important way to improve students' self-confidence and the recognition of interpreting class. Therefore, in the actual interpretation class,

teachers should build a scientific evaluation system to improve students' knowledge conversion. In the specific optimization process, teachers should pay attention to the following aspects: first, the personal evaluation of students. After the completion of the activity task, teachers should evaluate students' personal participation in the activity, interpretation ability and other aspects to improve students' personal interpretation ability; second, group evaluation, the completion of interpretation practice activities does not rely on only one student, generally is a score Group completion, for this, in the construction process of the evaluation system, teachers should also emphasize the evaluation of the activity group, the specific evaluation content includes the evaluation of group achievements, group activity evaluation and other aspects (as shown in Figure 3). At this stage, teachers can assign interpreting report tasks and evaluate the reports submitted by students properly [3].

Figure 3 Written test of interpretation ability

5. Conclusion

To sum up, the successful completion of interpretation teaching in Business English in higher vocational colleges is inseparable from task-based teaching method, which can effectively promote the improvement of students' practical ability. Therefore, in the actual teaching process, teachers should use task-based teaching method practically, and design different tasks for each classroom link, so as to guide students to follow the pace of teachers, and then achieve the goal of cultivating students' interpretation ability, and lay a solid foundation for students' future work.

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