

The Application of Task-Based Teaching Method in College English Teaching

Ming LU

Shenyang City University Shenyang, Liaoning, China

148014839@qq.com

Keywords: Task-based teaching method, Colleges and universities, English teaching

Abstract: At present, college English teaching is still suspended under the traditional teaching mode, and students' comprehensive application ability of English is still low, which cannot meet the needs of the workplace. In college English teaching, the task-based approach affects students' learning motivation and improves their language proficiency. Most students show positive views on the application of the task-based approach in English learning classrooms, and recognize that their learning motivation has improved, task-based teaching is an effective teaching method widely used in English teaching in our country. In order to better implement this teaching method in the future English learning class, this article explores the application of task-based teaching mode in college English teaching and proposes corresponding teaching strategies.

1. Introduction

In recent years, task-based teaching has received widespread attention in college English teaching. The purpose is to improve students' communicative skills, allowing students to consciously integrate into the real context, and turning language forms into tasks for learners to complete. They may be easier to learn. The main goal of task-based pedagogy is to enable language learners to truly use language by completing a series of tasks while interacting with other learners, and to help students learn new language knowledge and organize existing knowledge. Task-based teaching is a learning method centered on completing meaningful tasks. In the task-based teaching method, the main concern is to use language for real communication.

2. The Definition of Task-Based Teaching Method

The task can be a real-life situation, or it can have a teaching purpose. In both cases, the task should be to provide students with an opportunity to exchange information. The focus is on meaning, rather than a specific form or model structure. There is a clear Goals, learners should know the results they expect when they complete the task. In task-based teaching classrooms, task is the core of task-based teaching. Many researchers have different definitions of "task" from the perspectives of cognition, psychology, and language teaching.

The pre-task stage of task-based teaching is the moment when the teacher sets tasks, contextualizes the teaching theme, improves students' interest in learning, and prepares learners to complete tasks. When preparing students to complete tasks, teachers may need to help students in content and language ^[1]. This can be achieved by activating students' general knowledge of a topic and helping students predict the type of language needed to complete the task. At this stage, it is very important for students to understand the goal of the task. In this stage of task-based teaching, learning the learner completes the tasks proposed and uses existing language knowledge to express themselves spontaneously. Since the focus is on communication, teachers should not carry out extensive corrections at this stage, but should provide supervision and support. The post-task stage is the stage where students evaluate their performance. This can be achieved by comparing their task results with those of users who are proficient in the language. It can also include feedback provided by the teacher and subsequent exercises on the language items that appear in the task. It is important to emphasize that the form is the language work of the center.

3. Task-Based Teaching Method Design Task Principles and Types

The design task should follow the following basic principles: (1) Principle of authenticity. This means that the tasks should have practical meaning, that is, the language the learners use in the classroom can be applied to their actual communication. At the same time, the authenticity of teaching materials is also important, because it can provide students with more opportunities to interact through the use of real language. (2) The principle of medium difficulty. If the task is too simple or too difficult, the learner will easily lose interest in the activity. (3) The principle of consistency and completeness. Task-based teaching does not mean just designing a few scattered activities that have no relation to each other. On the contrary, the specific tasks of each learning stage should be clearly known by teachers and students. (4) The principle of diversity. Diversified tasks enable learners to use the target language in different situations.

The types of tasks can be divided into: (1) Structure-based production tasks: Structure-based production tasks are designed to elicit specific target language features or structures. (2) Understanding task: The understanding task is based on the assumption that language acquisition is the result of input processing. The learner is required to consciously pay attention to and pay attention to the language form presented as input, and give a task according to the learner's reaction in the input stage. (3) Awareness raising task: Awareness raising task aims to cater to explicit learning. Their original intention is to develop consciousness at the level of understanding, rather than just paying attention. Learners are asked to talk about language and are asked to formulate their own grammatical rules.

4. Advantages of Task-Based Teaching Method

Task-based learning is a good way to stimulate students' interest in learning and use English. The task-based approach helps learners to interact spontaneously, free to use vocabulary, and gives learners the opportunity to notice and benefit from other people's expressions, thereby gradually Establish their level of self-confidence and greatly improve the learners' cognitive and communication skills in the process of completing tasks ^[2]. The learner's attention is drawn to problem-solving instead of focusing on isolated language structures. Task-based pedagogy encourages learners to be more ambitious. The automation of language learning is defined as more efficient, accurate and stable performance. Automation is achieved through the creative use of language rules in a real communicative environment. Task-based teaching methods pave the way for automation. Task-based teaching provides language learners with opportunities to learn vocabulary. Usually, English teachers explain vocabulary before the task, and the learner does not participate, so the words taught are easy to be forgotten, so if the teacher wants a creative way to let students participate in the task the study is beneficial to students. Task-based teaching method provides necessary conditions for language learning. Language learning cannot be separated from motivation and the opportunity to use language. Task-based teaching method enables learners to use language purposefully, creates favorable conditions for learning, and promotes spontaneous language learning.

5. Application of Task-Based Teaching Method in College English Teaching

Before class, teachers should formulate clear teaching goals, design a series of manageable tasks, organize students to participate one by one, give guidance when necessary, and finally achieve the teaching goals by showing the results of learning tasks and evaluating learning effects. First of all, we must establish clear and operable teaching goals. Because the task in the task-based teaching method is a goal-oriented activity that helps learners communicate in the target language, for each lesson, teachers should formulate clear and manageable teaching for students Goals for students to understand and achieve. Secondly, it is necessary to design clear and manageable tasks and break down difficult tasks into small tasks that are easy to understand and complete. The task design of task-based teaching method is to help students practice language and cultivate their communicative

skills, rather than worrying. They may make grammatical errors in conveying information. If the teacher designs clear and easy-to-understand tasks and can decompose these big tasks into simple small tasks, students will be easier to understand and perform, and students will have a positive sense of accomplishment when completing each small task. Therefore, as a teacher, you need to break down big tasks into small tasks and guide students to complete each task one by one. Then students will have a sense of accomplishment and motivation to learn more.

Normally, the completion of the teacher's teaching task is divided into three stages: pre-task (before class), mid-task (in class) and post-task (after class) ^[3]. Before teaching a new unit, teachers need to assign tasks to allow students to discuss in groups and provide pictures, keywords and clues for their reference. At this stage, students are encouraged to use the Internet, newspapers, books, and other resources to collect information related to the topic. When they come back to class, each group can share their information with each other, and then select a group to report the results of the discussion to the class. Such task design is to cultivate students' communicative ability and collaborative learning ability. Students can organize group discussions before class, so that they can communicate more confidently in class and the teaching effect is more satisfactory. In order to encourage more students to participate in group activities and stimulate their creativity, it is necessary to provide more tasks for students' after-class discussions to consolidate their language learning in class.

6. Conclusion

Task-based teaching method is a very efficient method in teaching methods. It embodies the modern teaching concept of dynamic integration of student-centered autonomous learning and cooperative learning. Under the guidance of the teacher, students can assign tasks given by the teacher. Complete one by one. Task-based teaching method helps to form a more concise and complete English teaching syllabus, helps stimulate students' interest in learning and learners' spontaneous interaction, and greatly improves the use of English language. Task-based teaching can improve learners' comprehensive skills through interactive activities. It improves learners' writing and communication skills, and at the same time improves their academic performance. It reflects the important functions of interaction and cooperation. It provides an important function in college English teaching. An interesting learning atmosphere stimulates learners' learning motivation to the maximum.

References

- [1] Shuang Liu. On the application of task-based teaching method in college English teaching. Talent, No.11, pp.116, 2014.
- [2] Jing Du. Application research of task-based teaching method in college English teaching. Industry and Technology Forum, No.15, pp.34, 2020.
- [3] Jieliang Liu. The application of task-based teaching method in college English teaching. Seeking Knowledge Guide, Vol.000, No.010, pp.138-138, 2016.