

Analysis of the Application of Task-Based Teaching Method in College Oral English Teaching

Ruichen Li, Jing Dong

School of Language and Culture Shenyang City University, Shenyang, Liaoning, China

531443356@qq.com

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Abstract: With the continuous development of society, the importance of this course of English has gradually emerged. It has become a competitive advantage for college students in employment after graduation, and it is also a reflection of the comprehensive quality of students. Therefore, the importance of oral teaching in English teaching in colleges and universities is self-evident. In order to improve the quality of teaching, teachers began to constantly innovate teaching methods, of which the task-based teaching method was favored by the majority of English teachers. This article analyzes the concept and characteristics of the task-based teaching method, expounds the current status of college oral English teaching, and proposes the strategy of incorporating task teaching methods into college oral English teaching.

1. Introduction

my country's education has been undergoing continuous reforms in recent years, requiring teachers to change traditional teaching methods, pay attention to transferring knowledge, and implement quality education to promote the overall development of students to ensure that more high-quality talents are cultivated for the society. Under this background, college oral English teaching has also begun to reform. Among them, the task-based teaching method is a type of model commonly used in oral teaching. This model gradually shifts traditional theoretical teaching to practical teaching. By continuously setting tasks, Train students' oral communication skills, improve the quality of college oral teaching, and cultivate more talents for the society.

2. The Concept and Characteristics of Task-Based Teaching Method

2.1 The Concept of Task-Based Teaching Method

The task teaching method was first born in the early 1980s. With the continuous development of the times, the task teaching method has also been continuously enriched and expanded. As far as the current task teaching method is concerned, it refers to a teaching method in which the teacher instructs the students to complete certain teaching tasks in an appropriate way and continuously improves the learner's practical ability. In recent years, the task teaching method has been integrated into the oral English teaching in colleges and universities. In the process of language learning, teachers should design tasks according to the English language projects they need to master. In the process of completing tasks, students should adopt cooperation, communication, communication and other methods, and then gradually master the English language.

2.2 Characteristics of Task-Based Teaching

One of the most important characteristics of the task teaching method is that the goal is relatively clear. Usually, the teacher arranges a series of teaching tasks from simple to difficult according to the teaching content that needs to be learned. In the process of completing these teaching tasks, students need to adopt teachers' methods and steps to complete a series of content. In this process, teaching goals will be gradually achieved and learners' language skills will also be improved. The second feature is the controllability of the program, although students complete various tasks

autonomously in order to achieve the goal of improving their oral skills. But in the entire teaching process, it is done under the control and guidance of the teacher, so the entire task-based teaching model is controllable. The third characteristic is that the content is more specific. When implementing each teaching task, teachers will look for some information according to the teaching content to ensure the contextuality and specificity of the task, and to achieve effective unity between language and context ^[1].

3. The Status Quo of College Spoken English Teaching

In the current teaching process of college English, test-based education is the mainstay. The purpose of teaching is not to allow students to master another language besides their mother tongue and enhance communication with other people. It is to cope with the internal examinations of grades 4 and 6, and the final examination. Although the English teaching in our country has been constantly reformed in recent years, in the actual teaching process, the influence of exam-oriented education is still unavoidable. For example, although multimedia technology is introduced in the teaching process, when it is actually applied, it only transforms the traditional blackboard writing into a multimedia display. It does not really establish the main position of student learning and changes the traditional teaching mode. It is still based on a series of processes such as preview, classroom explanation, reading, homework assignment, and knowledge consolidation. Students have less time to hear and train, and they cannot improve students' oral ability. Over time, this will inevitably affect students' enthusiasm for English learning ^[2].

4. Strategies of Incorporating Task-Based Pedagogy into College Oral English Teaching

4.1 Arrange Teaching Tasks Based on Student Characteristics and Teaching Content

The importance of spoken English for college students is self-evident. In oral teaching, teachers should be good at integrating task teaching methods. In the teaching process, based on the characteristics of students and the content of the teaching, the teaching tasks are reasonably arranged. Usually when designing teaching tasks, we must ensure their rationality and feasibility. Rationality means that the teaching task is consistent with the content of the teaching and the students' ability to understand. Feasibility refers to its open ability, which can be achieved through the self-operation of students. For example, let students complete basic oral preparation tasks before class. Teachers can first use multimedia to set the situation of spoken language, put students in a certain English situation, guide students to learn new words and grammar, and try to read these words themselves, and use these grammars reasonably. This kind of oral teaching tasks previewed before class clarifies the teaching tasks and learning methods. The task is to complete the learning of basic words and grammar. The way of learning is to complete the task through self-study and multimedia-based guidance. The arrangement of teaching tasks in the whole process is reasonable and feasible.

4.2 Integrate into Cooperative Teaching and Guide Students to Complete Oral Teaching Tasks

The task teaching method focuses on the students' autonomy in completing tasks and the effect of achieving the tasks. Although education is constantly reforming and establishing the dominant position of student learning in spoken English in colleges and universities, in order to prevent the waste of spoken language time and avoid endless discussions and training of students. It is necessary to clarify the purpose of the training and specify the training time during the training process to ensure that the students can complete the oral teaching tasks quickly and well within a reasonable time. For example, in order to enable college students to cherish university time and do something meaningful. Teachers can design an oral activity "About your future" and complete the oral activity of the content in the form of question and answer within the group. When completing this content, we must focus on integrating the learned words and grammar to ensure that the created spoken content can mobilize bystanders to plan for the future and cherish time. In such teaching

tasks, the students start to use their brains and move towards the teaching tasks set by the teachers. A short conversation about your future designed by a group of students. Classmate A: What are your plans for your future? Classmate B: I want to be a doctor in the future. Classmate A: Did you make efforts for your ideal in university? Classmate B: Yes, I do volunteer work in the hospital every week. I also study medicine in my spare time. Classmate A: You'll succeed in the future. You'll be great. In students' question and answer, not only improve students' mastery of words and grammar, but also improve students' oral ability^[3].

4.3 Strengthen the Evaluation and Summary of the End of the Task

After integrating the task-based teaching method into English teaching in colleges and universities, we must also pay attention to the evaluation and summary of the task-based teaching method. Usually through the display of student achievements, teachers can understand the student's participation in the whole task teaching method, teacher teaching methods and the lack of teaching tasks, and then optimize in the next oral teaching. Of course, when evaluating students' learning achievements, teachers should pay attention to the artistry of evaluation, which can be praised and then depreciated to protect students' sense of accomplishment after completing teaching tasks and ensure that students can actively participate in the next time they complete oral teaching tasks. For example, when teachers evaluate the oral design of a group of students: "The overall design theme is relatively new, but the lack of emotional expression, can be optimized, will be more perfect." In addition to the way teachers evaluate the students' achievements, It can also allow students to evaluate the task teaching method, summarize the parts that the students feel lacking in the task teaching method learning process, and improve it in the next oral teaching, and then continuously optimize the quality of oral teaching.

5. Conclusion

All in all, in the oral English teaching of colleges and universities, the integration of task teaching method is the basic requirement of quality education. The way of promoting teaching through tasks is more scientific and reasonable. The task teaching method can not only shorten the distance between English and students, but also create a good language situation for students to help students better learn oral English knowledge, from basic to improving to gradually expanding. Throughout the task teaching process, students are the mainstay of learning, highlighting some teaching methods such as cooperative learning and autonomous learning. Based on solving practical problems, they gradually cultivate students' oral communication skills and promote students' English proficiency.

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