

The Application Strategy of Task-based Teaching in English Teaching

Suqin Zhang^{1,2}

¹ Graduate School, Lyceum of the Philippines University Batangas, Batangas 4200, Philippines.

² Zhejiang Yuexiu University, Axing 312000, Zhejiang, China.

Abstract : With the increase in exchanges between enterprises, universities and foreign countries, the society's demand for English talents has increased significantly, and there are higher requirements for their English ability. This requires major universities to improve the quality of English teaching and train more Excellent English talent. With the development of teaching reform in major universities, the traditional English teaching model has been unable to meet the learning needs of students, nor can it meet the needs and requirements of the society for English talents. Task-based teaching is a kind of teaching mode commonly used in English teaching in recent years. The teaching concept is student-oriented and can fully stimulate students' enthusiasm for English learning. At the same time, it can also meet the needs of English teaching in my country's colleges and universities. Reform of English teaching in colleges and universities. Based on this, this article first briefly describes task-based teaching, and then introduces the application strategies of task-based teaching in college English teaching, hoping to provide some valuable references for improving the quality of college English teaching.

Keywords : College English; English Teaching; Task-based Teaching; Application Strategies

Among the many courses in colleges and universities, English is a course that all students need to learn, and most students' English teaching time is two years, while for students in the English College, they need to study English throughout their college career. Improving their own English proficiency will not only benefit their entire learning career, but will also help them to a higher degree in their future employment. According to my country's Ministry of Education's recommendations on college English teaching, it clearly pointed out that it is necessary to improve the interest of college English teaching, realize the activeness of classroom teaching atmosphere, fully mobilize students' learning passion, and realize the overall improvement of college English teaching quality. However, many previous research results on this aspect pointed out that most of our colleges and universities currently lack attention to English teaching, leading to a series of serious problems in their teaching mode, which seriously hinders the improvement of our college students' English proficiency. In order to effectively solve this problem, colleges and universities must reform the English teaching model, innovate teaching models, and adopt new teaching concepts. Task-based teaching is a kind of teaching mode commonly used in English teaching in recent years. Through this teaching concept, students' learning passion can be fully stimulated and students' enthusiasm for independent learning of English can be improved. A large number of studies have confirmed that the application of task-based teaching in college English teaching can effectively improve the overall level of students' English, thereby realizing the progress of college English teaching in my country.

1. The concept of task-based teaching

In the 1980s, a linguistic expert named NSP abbu in India put forward the concept of task-based teaching. The theory is based on the communicative learning method. After a large number of scholars' studies, the feasibility and application value of this teaching model have been confirmed. Both are higher. The process of task-based teaching is roughly as follows: formulate communication tasks and guide students to complete them. This teaching theory pursues language learning through practice and

advocates natural language input. The completion of communicative tasks is the basis of task-based teaching, and the learning results obtained by students after the tasks are completed are the criteria for judging their academic performance. Task-based teaching takes students as the center of learning, that is, student-oriented as mentioned in the previous article. In this teaching process, the teacher only needs to help the students determine the learning tasks, and at the same time guide the students to complete the tasks. At the same time, when the students encounter difficulties, the teacher needs to provide some assistance to the students to ensure that the students can smoothly carry out the tasks. Completed, but need to ensure the degree of assistance to avoid interference with the student's autonomous learning process. In the task-based teaching process, what students need to complete is not a single task, which contains a variety of content, such as: English writing ability, listening and speaking ability, oral anxiety ability, drama performance ability, etc. When arranging tasks for students, teachers should ensure that the tasks are close to real life to the greatest extent. This can make the English knowledge learned by students closer to life and ensure the practicality of teaching; At the same time, they should focus on interesting tasks, which can be Mobilize students' interest in learning and promote their active participation in learning; More importantly, teachers need to ensure the feasibility of the task to prevent students from being unable to start.

2. The application of task-based teaching in college English teaching

2.1 Introduction of task teaching

Before teaching each chapter, teachers need to analyze the content of the course, determine the teaching goals, and analyze the overall level of the students at the same time, so as to design teaching plans that are more suitable for students to learn, and choose tasks that are more suitable for student development. When introducing teaching tasks, the key is to mobilize students' active learning. Teachers can arouse students' desire for learning through various means, and at the same time give students some knowledge related to learning tasks before teaching. For example: Study the first chapter "Excuse me!" in the textbook "New Concept English One" in the freshman year. (Sorry), the teacher can inform students in advance about the application places of this phrase, the meaning of different application scenarios, and also inform students some basic communication skills (such as: when someone says this sentence to himself, he needs How to respond, etc., his cannot only help students increase their reserves of basic knowledge of English communication, but also effectively improve their ability to organize language.

2.2 Implementation of the task

In the process of college English teaching, it is extremely important to carry out task-based teaching. This is also the core of the entire teaching process. The implementation of this teaching model can not only promote the exchange between students and students, but also benefit the relationship between teachers and students. Adjustment. In the stage of implementing tasks, teachers need to study the content of textbooks as the focus of teaching, guide students to perceive the whole article, improve students' awareness of textbooks, and help students clarify the audible connotation. During the period when students complete tasks, teachers can use various classroom interaction methods to enhance students' learning enthusiasm. For example: teachers can allow students to group independently to enable full communication between group members. At the same time, it is stipulated that every student in the group needs to communicate with each other. If a role is set, the role will be played in turn and completed through repetitive tasks. To help students familiarize themselves with the teaching content, realize the consolidation of knowledge, and at the same time improve the proficiency of students in the mastery of relevant knowledge.

In the process of students completing tasks, teachers need to provide appropriate guidance to students and at the same time understand students' mastery of teaching content. For example:when learning the fourth lesson "An exciting trip" (an exciting trip) in "New Concept English Book 2", the teacher can let the students work in groups after the exchange between the students is completed. Open exchanges in class and talk about their unforgettable trips. Such open oral communication is not only conducive to the improvement of students' communicative ability, teachers can also effectively grasp the students' learning conditions, and at the same time, they can guide and evaluate students according to the students' mastery, and at the same time can improve students' confidence.

2.3 Completion of the task

The completion of the learning task not only refers to the end of this lesson or the completion of the teaching of this chapter. The key to determining the completion of the teaching task is the result of the teaching evaluation. The results of students completing learning tasks come in many forms, including the mastery of written knowledge, language mastery, and practical communication skills. When determining whether the task is completed, the teacher can let the students report the learning situation in a group, and by giving a positive evaluation of the students' learning achievements, it affirms the enthusiasm of the task-based

teaching to improve the students' English ability and enhances the persuasive power.

In addition, teachers should focus on students' motor language ability, and can evaluate students' mastery of the vocabulary in this chapter and their ability to use grammar. There are many manifestations of teaching results. For example, teachers can invite teachers from inside and outside the school to the classroom to examine the oral ability of students when communicating with foreigners, and they can also hold English debates to make students speak bravely in public. The teacher makes a reasonable evaluation of the students and actively corrects the students at the same time. This will not only comprehensively evaluate the completion of tasks, but also effectively arouse students' enthusiasm for learning.

3. Conclusion

In the process of college English teaching, the purpose of applied task-based teaching is not only the reform of classroom content, but the main purpose is to cultivate better English-speaking talents for the society. However, when applying this teaching model in practice, teachers need to comprehensively consider the teaching content and the level of students to formulate a teaching plan that is most suitable for student development. At the same time, the teaching model needs to be updated according to the development of students to achieve continuous improvement of students' English proficiency.

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