

## **Analysis on the Application of Task-Based Teaching Method on College Business English Teaching**

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**Keywords:** Task-based teaching, Business english teaching, Application study

**Abstract:** Business English is a specialized English language (ESP) that serves the business activities of the English language as a medium. The content covered by Business English involves many areas related to business and all aspects of business activities. After my country's entry into the WTO, international exchanges have increased day by day, and business English teaching has received unprecedented attention, and the study of business English teaching methods is naturally placed in front of people. Although domestic research on ESP teaching started late, it has developed rapidly. The traditional translation method in basic English teaching has also achieved great results in ESP teaching. However, the essential characteristics of English for specific purposes determine the needs of learners. It is the starting point and center of ESP teaching, especially business English teaching in higher vocational schools. A series of new teaching methods have emerged from this, the more common ones are the communicative method, Audiovisual method, task teaching method, etc.

### **1. Introduction**

English teaching should be based on content teaching, not pure language teaching. As an important part of English for Specific Purpose-ESP (English for Specific Purpose-ESP), business English teaching conforms to the principle of content teaching and embodies the advanced concept of using English as a tool for content learning, promoting learning with use, and integrating learning with use. Business English is an interdisciplinary subject of linguistics and economics, which has the characteristics of compoundness, duality and practicality. The nature of business English determines that business knowledge is at the center of the teaching process, while English is only an aid and tool; teachers should train students to use English to deal with problems, communicate and carry out work in specific business situations. The ability to understand and master business knowledge in English. College students' English proficiency is relatively low, and English learning motivation is generally insufficient. This poses a challenge to teachers. In particular, traditional teaching methods are difficult to mobilize students' enthusiasm and cannot guarantee students' learning effects. At the same time, due to practical teaching and Application-oriented talent training plays an important role in college teaching. Teachers must not only improve students' business English knowledge, but also improve their English listening, speaking, reading, writing and cross-cultural communication skills, so as to be able to train to meet the needs of society. Of applied talents. Therefore, business English teaching in colleges and universities is particularly unique, requiring teachers to adjust their methods in the selection of teaching materials, the design of teaching procedures, and the development of teaching activities to meet the learning needs of students.

### **2. Overview of Task-Based Teaching Method**

The academic circles at home and abroad have never stopped discussing English teaching methods. In recent years, as more business English courses are offered in domestic colleges and universities, discussions on business English teaching methods have also begun to increase. Among

them, representative teaching methods include communicative teaching method, case teaching method, task-based teaching method, embedded business practice teaching method, cooperative teaching method, etc. Although the discussion and research on business English teaching methods have begun to take shape, there are few researches specifically discussing business English teaching methods in colleges and universities. Task-based language teaching emerged in the 1980s and has now become the mainstream culture in the reform of second language teaching courses around the world, and has greatly promoted the English curriculum reform in my country. Task-based teaching method is an analytical teaching method, which emphasizes that learners should first come into contact with the whole language chunks (chunks of language), and then learn and analyze on this basis, instead of breaking the language into separate language items and mastering them in different levels. An important conceptual basis of the task-based teaching method is experiential learning, taking the learner's personal direct experience as the starting point of the learning experience. Since the completion of the task is largely affected by the learner's understanding of the task, there are often differences between the task completion results imagined by the teacher in the teaching process and what the learner actually gets from it. Therefore, the center of task-based pedagogy is the active participation of learners, emphasizing "learning by doing".

### **3. Principles of Business English Task Teaching in Universities**

The scaffolding principle emphasizes the role of teachers in helping and guiding learners' learning; the most basic role of educators is to provide a support framework for students to help students get out of their comfort zone and enter the most recent development zone, so that learning can take place under the support of its framework, to promote the construction of their knowledge understanding. Because the purpose of task-based classroom teaching is to show students a holistic language block, which will inevitably exceed the learner's existing language processing ability, so the support and help provided by the teacher to the student is very important at this time. In business English teaching, the main manifestations of brackets include: problem brackets, suggestion brackets, case brackets, tool brackets, diagram brackets, guide brackets, cooperation brackets, simulation brackets, feedback brackets, etc.

The principle of task dependence (task dependence), that is, the learning task must be echoed before and after, the internal logical relationship is clear, and the layers are progressive, so that students can complete the final learning task; through the series of tasks, the teacher forms a teaching story to guide the learner. Build your own cognition through the accumulation of preliminary tasks, improve personal ability, and complete the final learning task through accumulation. In business English classes, task advancement is particularly important. This is because business English is a highly applied subject, with tasks closer to reality, complex, and demanding for learners. In order to establish the internal logic of the tasks and tell their own teaching stories to help students complete the teaching tasks of each lesson, teachers must help students achieve the curriculum goals through the accumulation of tasks at all levels.

The principle of recycling (recycling), that is, through the circulation of language and experience, enables learners to come into contact with different forms of the target language in different situations, and build an "organic" learning model. Analytical teaching method believes that learning is a fragmented process with inherent imbalance. Learners cannot grasp 100% of knowledge when they first come into contact with it, so the repetition of the learning cycle becomes extremely important. In business English teaching, the same language point will be reproduced in different business situations. Through different task design, students can repeatedly practice a language point and practice a certain business principle in different situations and at different time periods. , And consolidate their business knowledge. The principle of active learning (active learning), that is, students learn the target language actively to achieve the best results in learning. The teaching of teachers is not the same as the learning of students. According to the theory of constructivism, students' learning is the process of constructing self-knowledge structure in the brain. On the basis of their own knowledge structure, learners process and code new knowledge and

experience to build their knowledge system; at the same time, the old knowledge structure will also be adjusted and changed due to the absorption of new knowledge. Therefore, in order to make learning happen, students must be encouraged to learn actively, to ensure that most of the tasks are completed by students, and teachers only play a guiding and auxiliary role. In order to ensure the dominant position of learning in the classroom, it is necessary to ensure that students are actors and implementers, and give students time to construct their cognition. In colleges and universities, if you want to promote students' active learning, task-based teaching is an effective way. College students' interest in English is relatively low, and their participation in the classroom is not high. The task-based teaching method adopted in teaching can promote students' learning motivation and enhance students' classroom participation. In this context, the selection and design of tasks puts forward higher requirements for teachers. The tasks must not be mere formality, flashy and unrealistic, and fail to really promote students' learning. In order to promote students' active learning, the task design of private business English classes needs to be interesting and in line with the cognitive characteristics of students. Through the alternation of various task forms, students should be given a sense of freshness, and by adding business culture and practical facts that students are interested in. News, cultural background, popular elements and business ideas are discussed, and cultural, practical, and practical hotspots are integrated into the task, so as to promote the active learning of students.

#### **4. Application of 4 Task Teaching Method in Business English Teaching in Higher Vocational Colleges**

In the pre-task stage, the teacher provides and introduces the meaning and importance of the task, attracting students' attention and inspiring students' enthusiasm. Teachers provide the purpose of performing tasks, such as signing contracts, introducing business representatives, or writing resumes, abstracts, invitation letters, etc.; providing real tasks; specifying the context for performing tasks, such as government offices, social gatherings, etc. In addition, teachers should introduce new language knowledge related to the task, including specific grammar and vocabulary knowledge, and perform exercises to make students pay attention to fixed collocations, word meaning comparison, word meaning discrimination, and guide students to pay attention to and understand business English vocabulary, syntax, and style And other aspects of particularity. At the same time, teachers should provide cases, use cases to explain theories, so that students can obtain certain procedural knowledge and reduce the cognitive burden of learners. Students must prepare and plan activities, such as the scenes involved in signing the contract, participants, topics, communication methods, the language used in related interactive activities and the information to be transmitted, which will help complete the follow-up tasks. When teachers design tasks, they must follow the following principles: Response principle. The task should include the knowledge and skills required to process information, including analysis, understanding, discussion, debate, etc. Principles of communication. There must be real communication opportunities and behaviors between students, teachers and students. For example, exchanging information, choosing options, choosing methods, etc. The principle of complexity. The task must be difficult and complex. The task execution stage emphasizes meaning-centered learning activities. Appropriate real tasks should be selected, allowing students to perform tasks in a collaborative way such as group discussions, paired exercises, role performances, and public performances. Students use the target language in a real language communication environment to engage in communicative tasks similar to reality, and conduct dialogues, discussions, and performances with others to discover, analyze, and solve problems together. Teachers only act as observers or helpers at this stage, guiding students to use language communication strategies and pay attention to certain language forms.

After the task is completed, it is necessary to evaluate and analyze the effect of completing the task. Teachers can propose evaluation criteria, such as speaking, listening, writing, reading, etc., according to these standards, students are required to conduct self-evaluation and analysis of the results or mutual evaluation and analysis between students. At this stage, teachers can also guide students to practice according to students' problems in oral and writing, so that students can express

more fluently and accurately in meaning and structure. Teachers can also analyze the effects of completing tasks in terms of cognition, communication, language, teaching, strategies, culture, evaluation, and means, so that the tasks performed are consistent with the needs of students and the needs of the society for talents. The following is one of the task models used by the author in our school's 2004 business English course: This task is mainly to train students to deal with the relationship between customers and suppliers. According to the task description, students analyze tasks, distinguish roles, and work together. It should be noted that this task requires two independent discussions, during which two groups of students switch between the roles of supplier and customer. Under such a framework, many problems will emerge. Teachers should organize students to discuss these issues and remind students to pay attention to the team's negotiation goals and language skills.

## **5. Conclusion**

Good classroom design is the foundation for teachers to teach successfully. Taking advantage of the "learning by doing" feature of the task-based teaching method, it is a very effective way to train students in all aspects of listening, speaking, reading, and writing during the course of business English teaching. Based on my own teaching experience, the author applies task-based teaching method to business English teaching. The response from students is good, but there are still some imperfections, such as insufficient cohesion between tasks. Looking forward to continuous improvement and continuous improvement in future teaching, the flexible use of task-based teaching methods and effective combination of other teaching methods to strengthen the teaching effect of business English.

## **6. Acknowledgment**

Projects of the 14th five-year plan on Education Science in Hunan Province in 2021: Research and practice on the reform of practical teaching of business English major in local universities under the background of new Liberal Arts (ND214011).

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