

Application Research of Task-based Teaching Method in College Oral English Teaching

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Abstract: Under the background of the application of “task-based teaching method”, college English teachers can implement open, practical and life-oriented teaching behaviors for students, thus effectively improving the negative situation of “separation of learning” in traditional English education. To lay a solid foundation for the overall development of students' oral English ability. Based on this, this thesis starts with the two aspects of interest cultivation and atmosphere construction, and analyzes the application significance of task-based teaching method in college oral English teaching. Then, it designs a reasonable teaching plan, develops interactive teaching activities, and builds life-oriented teaching. From three perspectives, this paper puts forward the application strategy of task-based teaching method in college oral English teaching.

1. Introduction

“Task-based teaching method” is derived from the practical reform of modern educational concepts. It mainly focuses on the curriculum tasks pre-defined by teachers, and requires teachers to develop direction, goal, and level teaching plans around this core. Teaching and other activities. Guided by the tasks with clear goals and outstanding themes, teachers can create an interactive and active teaching atmosphere for students, and then lead students to explore course problems, practice course knowledge in the process of task practice, and finally guide students to examine their own learning biases. Defects in ability create a strong sense of autonomy for students.

2. The Application Significance of Task-Based Teaching Method in College Oral English Teaching

Under the application of task-based teaching methods, the traditional scattered and disorderly teaching elements will be effectively integrated. On the one hand, under the guidance of the goal of the task, the teacher's educational support behavior and the students' learning and inquiry ideas will be agreed, which will effectively enhance the students' full understanding and internalization of the teacher's teaching output, so that the classroom teaching efficiency and On the other hand, teachers can also set up scientific and reasonable evaluation criteria in combination with students' achievement of task objectives, so as to quickly discover differences in learning ability and practical performance of different students, and further implement targeted The improvement and promotion strategy will ultimately achieve the common development of all students. In addition, the task-based teaching method emphasizes the practical participation of the students' main body to a large extent, which can fundamentally solve the problem of “separation of learning and use” that is easy to appear in the classroom teaching of traditional colleges and universities. Depending on the conditions created. Specifically, the application of “task-based teaching method” in college oral English teaching is mainly reflected in the following aspects:

2.1. Has application significance in the cultivation of students' oral interests

In the traditional college English education system, oral teaching has long been placed in the role of auxiliary and complementary roles. As a result, most English teachers lack the emphasis on oral teaching and train students English only through mechanical text reading activities. Speaking level. After a period of time, students can easily become bored with the boring oral training methods, and

then they will have negative learning attitudes and learning behaviors such as full-blown and fuzzy reading, which will eventually lead to the stagnation or even decrease of students' comprehensive English literacy level. In the context of written and simplistic traditional oral English teaching, students can't form a correct understanding of the application value of oral expression. It is difficult to establish the connection between classroom learning and life application. Ultimately, students' oral ability is limited to reading fluency. The expression of text is not conducive to the establishment and development of applied oral abilities such as students' communicative competence, rhythm control ability and emotional expression ability [1].

In order to solve this problem, the “task-based teaching method” is integrated into the English teaching work of colleges and universities. Teachers can arrange the active and flexible oral learning tasks for students, and organize two-person dialogues, group discussions, and task discussions around the task objectives. Classroom games and other activities, so that students can be freed from the traditional oral training on paper, and create conditions for students to learn English spoken and spoken English easily and happily. At the same time, in the process of promoting the completion of the course tasks, students can also gain a sense of expectation and satisfaction, and then form a long-lasting, continuous self-improvement desire and knowledge exploration enthusiasm.

2.2. It has application significance in the construction of classroom teaching atmosphere

As an applied language subject, English has a strong openness of practice. The traditional oral English teaching work is too restrictive to text reading, which greatly limits the students' knowledge horizon and thinking activity, and suppresses students' self-expression desire. After applying the “task-based teaching method”, this problem will be effectively improved. College English teachers can implement an open teaching plan around the objectives of the course. While breaking through the boundaries of the textbook and connecting with the actual life, they will hand over the choice of oral expression content to the students, and actively carry out two-way interactive communication with the students. In this way, it will effectively construct a classroom atmosphere that is easy and active, and the life of the teacher, which is beneficial to stimulating students' oral learning potential, satisfying students' oral expression needs, and also helping to close the emotional distance between teachers and students, and further to speaking. Support for the quality and efficiency of teaching and overall English teaching.

3. Application Strategy of Task-based Teaching Method in College Oral English Teaching

3.1. Design rationalized teaching plan

Generally speaking, the high-quality implementation of the task-based approach requires an organic combination of goals, content, procedures, roles, and scenarios. Among them, the goal can be refined into two parts: the task goal and the teaching goal. The goal of the task, that is, the idealized task result, is the main direction of the student's behaviors of inquiry, thinking, reasoning, etc. during the execution of the task. The so-called teaching goal, that is, the student's ability to improve in the execution of the task and the completion of the task goal. The specific level; in a nutshell, the content, the program is “what to do”, “how to do”, these two elements are the rules of the curriculum tasks, but also the main part of the implementation of the task-based teaching method; role and situation, that is, the task The basic conditions of the situation, such as the identity of the person, the environmental background, etc., these two elements are important guarantees to enhance the authenticity and life of the task-based teaching work [2].

In the actual teaching plan design, college English teachers can clearly integrate the above five elements into the planning of classroom teaching work, so as to ensure the best operation of the task, to provide students with the best oral training support. For example In the course of oral teaching with the theme of “environmental protection”, teachers can design the following tasks: (1) Scenario: In a park, Mr. a littering is discovered by students; (2) Goal: Teaching objectives: Cultivate students' oral thinking and enhance their emotional expression during the process of communication; task

objectives: persuading and stopping Mr. A's non-environmental behavior and passing on correct environmental values; (3) Role: Mr. a - English teacher (communication attitude) From hard to gradual to understanding); persuader-student; (4) content: divide the students into groups of six, ask students to focus on the presentation of the expression framework, and then select one person as the representative to complete the task dialogue with the teacher "Mr. a"; (5) Procedure: Asking the reason - stopping the behavior - orderly communication - changing the concept. Through such a program setting, the teacher can carry out the oral teaching work with purpose and plan, and do a good job in the open atmosphere. The teaching rhythm controls, and finally achieves high-quality task teaching effects, creating conditions for the students to improve their speaking ability.

3.2. Conduct interactive teaching activities

Under the background of the application of task-based teaching method, English teachers should abandon the one-way output problem of "one-word" in traditional teaching work, and provide students with sufficient oral practice space. On the other hand, it is necessary to fully define open teaching. The difference between the disordered classroom environment and the reasonable control and scientific guidance of the students' task behavior. Therefore, under the premise of respecting the student's subject status, the interactive teaching activities are the efficiency of college English teachers to improve classroom teaching. The inevitable measure of quality [3].

For example, teachers can organize a "story-telling" oral use game in the teaching classroom, and lead all students to jointly create and tell a story under the rules of "teacher-student-teacher-sheng...". Each student speaks a story in English and finally completes the task. Through such a task teaching activity, it not only helps to stimulate students' oral English organizational thinking through the open attributes of storytelling, but also enhances students' interest in oral practice, and also helps to enhance the interaction between students and teachers. Create a relaxed and warm oral classroom atmosphere.

In addition, college English teachers can also achieve interactive teaching effects through the problem-solving activities, while at the same time as the student's task process. For example, in the classroom teaching with "Mr. a friend" If the teacher finds that the student can't find the correct oral content organization direction, he can appropriately put forward the question "What do you think you have in common with Mr. A?", "What do you want to share with friends most?" In order to stimulate students' desire for oral expression, eliminate students' practical barriers, and support the efficiency and quality of student task completion.

3.3. Building a life-oriented teaching situation

Based on the limitations of students' life experiences and knowledge horizons, college English teachers should ensure the life and universalization of teaching content when applying task-based teaching methods to conduct oral teaching. Try to avoid socialization such as business and meetings. The emergence of professional task scenarios and roles to ensure that students' oral expression behaviors are meaningful and evidence-based.

For example, in the design of a curriculum plan that aims to develop students' oral social skills, English teachers can set the task dialogue in the environment of schools, parks, roadsides, etc., and give students the role identity according to their age, thus strengthening Students' ability to connect with students in language organizations, thinking development, oral expression and other learning activities, so that students' comprehensive oral literacy is taken from life and used in life.

4. Summary

In summary, the task-based approach to classroom teaching is of great significance to the optimization of the quality of spoken English education in colleges and universities. According to the analysis of this paper, based on the element structure of task-based teaching method, college English teachers can design and implement teaching programs that meet the characteristics of students and connect with the actual life, so as to enhance students' expressive ability and oral thinking, and fully stimulate students' initiative. Learning passion.

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