



Task-based english teaching method

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Abstract

Task-based teaching aims at avoiding the teaching method of simply imparting linguistic knowledge in the process of teaching. As far as possible, students can learn and use English through thinking, research, discussion, communication and cooperation, so as to complete their learning tasks. This paper discusses the application of task-based teaching in english teaching. It can provide theoretical and practical inspiration for English teaching, help students master effective english learning methods and improve their language use ability.

Keywords: task-based teaching; english learning

1. Introduction

Traditional english teaching focuses on imparting linguistic knowledge and is based on knowledge construction. It neglects the cultivation of students' linguistic competence, ignores the essence of English as a language, and ignores language as a tool of communication. For English teaching, it is not only to teach students to learn textual materials, but also to consolidate vocabulary and grammar knowledge through various teaching activities. At the same time, it can enhance the ability of language use and understand the culture, history and politics beyond texts. In teaching, teachers should take students as the main body in order to give full play to students' subjective initiative. However, in daily teaching, many teachers still use traditional teaching methods and refuse to renew teaching ideas, so students lack interest in learning, learning initiative and enthusiasm failed to stimulate, and the training of learning ability is difficult.

This paper discusses the application of task-based teaching in english teaching. Task-based teaching can help students form clear learning objectives and cultivate correct learning strategies. It can also guide students to accomplish tasks well and orderly under the goal of tasks. It will help students develop good habits of learning independently and actively exploring. This not only meets the needs of students' learning and development, improves their learning efficiency, cultivates their correct English learning skills, and meets the requirements of the new curriculum standards, but also meets the students' own mode of thinking development and language acquisition. At the same time, it can change teachers' traditional teaching concepts and modes, fully emancipate teaching ideas and get rid of difficulties.

2 Humanism in Task-based Teaching

As teachers, students should be respected as the main body of learning. We should treat every student fairly and help every student. Teachers should do everything possible to create a learning environment that can tap the potential of students. In this environment, the independence of students can be brought into full play, and students find their own unique qualities in this

process, which greatly promotes the improvement of learning effect.

In order to do well in Task-based teaching, teachers should pay attention to the following points: first, authenticity and frankness. Teachers must be the most authentic themselves and be honest with students. Second, we should be tolerant and receptive. It is inclusive of the difficulties and setbacks faced by students in the learning process, and can share some successful experiences with students. Third, tolerance and understanding. Understand students' ideas and ideas more, rather than using teachers' standards to measure students. In the specific teaching process, the following points need to be done well:

1. Teaching Purpose

The goal of task-based teaching is to train students to be comprehensive talents with various abilities and qualities, to teach them the ability to learn by themselves and to be good at exploring knowledge on their own initiative, to cultivate people with initiative, responsibility and full development of personality.

2. Teaching Characteristics

Task-based teaching is not to train students into mechanical learning machines, but to find and understand themselves as the basic requirements of teaching, so that students can experience in the process of learning and achieve real learning.

3. Relationship between Teacher and Student in Teaching

In task-based teaching activities, there are also some changes in the relationship between teachers and students. Teachers' roles are mainly shown in the following three aspects: one is to guide and inspire students to explore and discover problems; the other is to help them to provide certain support and help for students' related activities; the third is to provide some services to create conditions for students' learning; and the fourth is to participate in them. Learn new knowledge with students. Fifth, share and share students' feelings.

3. Task-based English Teaching Model

3.1 The Meaning of Task-based English Teaching

Task-based English teaching emphasizes students' subjectivity in teaching activities. It requires students to be the center and set up teaching plans on the basis of fully considering students' habitual interests. Learning through doing is the main basis. At the beginning of teaching, students are required to set up corresponding teaching tasks to complete specific tasks. After the completion of teaching, students are required to complete the tasks set up at the same time, so as to cultivate students' ability to use language directly.

The main feature of Task-based English teaching is that it can set up rich and vivid situational activities to attract students, so that students can really integrate into the English learning atmosphere and learn vivid and lifelike English. In this teaching mode, the integration of English learning and language use reduces mechanical and boring exercises and rigid memory. At the same time, the roles and positions of teachers and students have changed accordingly, in which teachers play a leading role. Specifically, according to students' communicative needs and cognitive development level, teachers should strive to use heuristic teaching methods to create more authentic English situations for students as far as possible, so as to cultivate students' divergent ability and ability to think and analyze in English.

Therefore, in task-based teaching, the main task of English teaching is to make learning plans by choosing appropriate English subjects to enable students to exercise their comprehension and familiarize themselves with the comprehensive ability of language use, and to cultivate students' practical language use ability by setting up appropriate situational communication activities. In setting tasks, we should set them in a planned and purposeful way according to certain principles. In other words, it emphasizes to make students use language to overcome difficulties in order to achieve a specific goal, and improve students' English cognitive ability and application ability.

3.2 The Theory of Task-based English Teaching

Task-based teaching emphasizes the importance of students in teaching, and holds that students are the center of learning, and its related concepts are closely related to Philosophy and psychology. Piaget thinks that the process of adapting and developing individuals in the environment can be regarded as a kind of construction process, and students' learning process is one of them. Firstly, according to the theory of constructivism, students are the center of learning activities. In teaching, students are placed in the "first place" of the classroom, respecting students' individual differences. Secondly, constructivism emphasizes the importance of mastering knowledge in situational communication. It holds that the ultimate goal of learning is to be able to use the knowledge to solve complex problems in life. Therefore, learning situations should also be the same, and maintain consistency or similarity with the actual communication activities of the objective world.

In English teaching, we should make full use of various situational communication activities, or set up some relevant teaching situations, and let students improve their language use ability in this simulated environment. At the same time, the language and cognitive regions in the brain are combined to assimilate the

current new knowledge through processing experience and representation, and to achieve the corresponding learning goals by using the existing knowledge structure. Constructivism emphasizes the particularity of construction. Learning should be a process of active construction of information rather than passive absorption. Students generally need to use existing knowledge and experience to deal with new knowledge while deconstructing understanding. Because learners have different knowledge and experience, their process of dealing with new knowledge is also different, that is, there is diversity in knowledge understanding. Therefore, through communication and collaboration, learners can be motivated to deal with and understand new knowledge from various perspectives and revise their original cognitive viewpoints.

4. Design Principles for Task-based English Teaching

1. Authenticity of Scenario Design

In task-based English teaching activities, the real scene is the premise and basis of teaching. Leading students to fulfill their tasks is the main feature of task-based English teaching method, which requires high authenticity. The principle of authenticity mainly refers to the arrangement of relevant content, subject matter and scene in teaching activities as close as possible to the real life. This kind of reality should not be absolute. It is neither necessary nor realistic, but relative. It is mainly based on the teaching plan and objectives to set a very close to the real environment. In this way, students can better grasp the ability of information reception and processing and expression in such scenarios.

2. Combining Form with Function

This principle is mainly aimed at the disadvantage of language deviating from context in traditional English teaching. In the traditional teaching mode, even if students have mastered the relevant knowledge, they can not use it freely and flexibly, nor can they express it appropriately. Therefore, the principle of combining English language form with language function is required in the design of teaching. From the perspective of the law of language learning, both the ability to master and use English language forms can be mastered simultaneously in specific language practice activities. Therefore, according to this principle, teachers should provide conditions for students to master the language form as soon as possible through repeated exercises of similar tasks in the process of designing teaching tasks, and at the same time deepen their understanding of the function of language through subsequent reasoning and reflection, so as to ensure that they can use the learned English directly in real situations.

3. Task Ladder

The design of teaching tasks should conform to certain organizational principles, which should reflect the rules of learning English. The requirement of the ladder task principle for task setting is to step by step, from simple to complex, from primary to advanced, and gradually deepen with a clear hierarchical system. Language proficiency can be set up according to the following stages. First, listen, read, then speak and write. In terms of language content, it advances from simple words and sentences to the whole article layer by layer. According to this principle, the design of teaching plan can help

students master English knowledge as soon as possible, without fear because of the difficulty.

5. Implementation mode

Task-based teaching mode mainly focuses on students' principal position in the learning process, and pays more attention to the cultivation of students' psychology and learning ability. Teachers are required to arrange as much communication as possible in the classroom to simulate English-related scenes. The key influencing factor of this teaching mode is whether the designed teaching task and plan are scientific and reasonable. When designing a teaching plan, teachers should set up some situational communication activities on the basis of English teaching materials combined with the actual scene conditions, so as to create conditions for students to learn in the situation. It also urges students to cultivate their ability of comprehensive language use and problem solving in the process of this kind of school.

1. Designing Easy and Easy Tasks Based on Students' Individual Differences
2. Distinguishing curriculum genres and designing appropriate tasks
3. Designing Continuous Learning Tasks in and out of Classroom
4. According to the operation mode of task, design exercise-oriented and excitement-oriented tasks

6. Conclusion

The advantages of task-based English teaching are obvious. We attach great importance to the role of students in English learning process. This kind of teaching method takes students as the center, students' needs as the starting point, teachers from the perspective of students' learning, from the reality, design teaching content, with goals and strong indicative. The activities conform to the learning conditions and the needs of students' individual development.

Task-based English teaching links language learning in class with language activities in class, provides students with space for development and imagination, and helps them develop the ability to use English to solve practical problems. In the process of teaching, students have more time and opportunities to participate and cooperate, discuss with each other and compete with each other. Therefore, in the process of active learning, it not only stimulates students' interest in learning, establishes self-confidence, inspires positive thinking, but also helps to cultivate students' imagination, creativity and team spirit.

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