An Analysis of How to Improve the Effect of Task-based Teaching Method in Tertiary School English Teaching

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**Abstract.** The paper analyzes the concept of task-based teaching method and its advantages in tertiary school English teaching, and focuses on how to effectively improve the English teaching effect of tertiary school through task-based teaching method for reference.

**Introduction**

With the advent of the era of globalization, the English curriculum has become a compulsory course for the students in elementary schools to tertiary school. It is essential and necessary for tertiary school, especially for English majors in tertiary school, to have a high level of English teaching. Task-based teaching method is one of the most regarded methods in tertiary school classroom English teaching. It creates a better and more interactive teaching environment for students’ English learning, which not only raises the students’ interest in English learning, but also allows the students to learn better. In the process of learning English, the students can give full play to their own subjectivity and enthusiasm, maintain a high degree of enthusiasm for learning, and spontaneously and consciously explore and master more practical learning methods which are suitable for themselves, so as to gain the overall comprehensive ability of learning.

**An Introduction to Task-based Teaching Method**

The task-based teaching method in English teaching refers to the language teaching method that teachers can realize the understanding and usage of English language by guiding English learners to complete tasks in the classroom.[1] It emphasizes “learning in doing” and “using in learning”. In the process of completing the task, the learners need to speak bravely, so that the task can be completed smoothly through the full use of language. The task learning method stems from the results of language acquisition research, and it means that the learners’ interaction activities can realize the communication of meaning in a meaningful language task environment, which in turn promotes the acquisition of language.

The fundamental purpose of the task-based teaching method is to enable the students to meaningfully communicate in order to complete tasks by the arrangement of the scientific and rational tasks, so as to improve the ability of applying language effectively. Therefore, the task setting is of great significance for the effectiveness of the task-based teaching method. The teachers should try to design novel and effective tasks according to the teaching objectives and course contents, so that the students can fully maintain their positivity and enthusiasm while learning English.

**The Advantages of Task-based Teaching Method in English Teaching**

In the classroom teaching of tertiary school English, the task-based teaching method does not conflict with other teaching methods, but complements each other and promotes each other. The advantages of task-based teaching method are as follows:

(1) Through the completion of a variety of task activities, the students can not only grasp the relevant English knowledge effectively, but also stimulate the interest in English learning to a certain extent;
In the process of completing tasks, the students often need to combine language skills with the language knowledge they have learned, thus helping to develop their own comprehensive language skills;

Through the completion of tasks, the students can actively participate in communication activities through language, give full play to their subjectivities and initiatives, and help to cultivate and shape creative thinking, critical thinking and imagination of them;

Completing tasks often requires the students to form groups to conduct activities, which helps to cultivate their collective awareness and teamwork abilities;

Task-based teaching requires teachers to give full play to their guiding role, so that each student has the opportunity to participate in actively and think independently, thus helping the students to develop their abilities of strain, decision-making, thinking and interpersonal skills as well while learning language knowledge,[2] which is good for the students to maintain full learning enthusiasm and good study habits.

The Application of Task-based Teaching Method to Improve Tertiary School English Teaching

Design of the Task-based Teaching Method

In the tertiary school English classroom, as for the design of task-based teaching method, the institutional nature of the task should be guaranteed first. Generally speaking, the task-based teaching method includes five parts: teaching goals, input, activity forms, roles of teachers and students, and environment. (1) Teaching goals: the fundamental purpose of the task-based teaching method is to cultivate the students’ abilities of language acquisition and language communication, which not only includes the ability to master certain skills of the listening, speaking, reading and writing, and correct grammar knowledge as well, but also includes the strategic competence, textual competence, and social language competence which are necessary for language learning; (2) Input: it refers to the reference materials used by teachers when they design tasks, which includes all kinds of sources, such as songs, films, television works, the students’ works, newspapers and magazines, textbooks, and etc; (3) Activity forms: the form of the task; (4) Roles of teachers and students: in the task-based teaching method, the role of the teacher is a leader, an organizer and a monitor. Sometimes, according to the need of the activities, they participate in the activities as the students’ companions. A student is the subject of the task, a communicator as well, who often uses the language in the form of a group to achieve transmission and reception of meaningful information; (5) Environment: the specific organizational form of task-based subject teaching, including the assignment of the task time, the completion form of the task is performed by the individual or collectively by two or more groups, and the type of the task is subject teaching or extracurricular activities and so on.

Implementation of the Task-based Teaching Method

Firstly, before the task is arranged, the first step is to determine the fundamental goal of the task. The students’ interest and the overall cognitive theories should be fully weighed by the actual situation of them, so as to ensure that the task has good operability and true validity. According to the thematic content of the task, the students can collect relevant information and maintain the enthusiasm to complete the task after it is determined.

Secondly, in the process of task implementation and completion, the teachers should give full play to their guiding roles. Usually, after the task is designed and determined, the teachers can inform the students about the requirements of the relevant tasks, and guide them to reserve some corresponding knowledge. For example, according to the task requirements, the teachers can let the students search for relevant materials, which can not only lay a good foundation for the completion of the task, to a large extent, but also promote the students’ independent learning.

Finally, after the completion of each task, the teachers should give a comprehensive evaluation for the students’ specific performance in the implementation of the task. The teachers should fully praise and affirm the points in which the students do well, and give instructions and comments on
the problems in the task. They also should guide the students to correct and supply something, so that the students can form a deep understanding and have a more comprehensive summary of their tasks, and thus promote the progress of their own learning.

**Requirements for Teachers in Task-based Teaching Method**

The task-based teaching method requires higher requirements for the teachers’ teaching skills. First of all, the teachers should improve their ability to design tasks, and design feasible and effective tasks according to the teaching objectives of the course and the actual knowledge level of their students. After the determination, the teachers should set each implementation link carefully, so that the students can complete the task effectively, and the training and improvement of the comprehensive application ability of linguistics will be achieved. Then, the teachers should place themselves in a right position. As for the process of the whole learning, a teacher is not a controller, but an instructor, who helps the students to learn how to study and promote their development through the participation of the task.

**Conclusion**

Carrying out the task-based teaching method in tertiary school English classrooms, the teachers guide the students to do self-exploration and self-learning by creating novel and appropriate activities and designing scientific and reasonable tasks for them. Through the effective communication and interaction in the process of the task participation, the students’ exercise and promotion of the comprehensive ability of English language will be realized. The task-based teaching method has higher requirements for teachers. And they must not only have a solid theoretical foundation, but also have rich practical experience. In the process of designing tasks, they should give full play to their guiding role, pay more attention to the subjective position of the students, and enable them to obtain the consolidation and development of English learning and its application, so as to improve the effect of English classroom teaching.

**References**


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