A Study on the Design of Task Activity in the Post—Task Stage of Middle School English Classroom

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Abstract

The task activity in the post-task stage is mainly to enable the students clearly aware of their own language learning process in the existing problems and effectively solve them through the “do-it-again”, language focus and other activities, and at the same time the focus of this lesson, difficulties are more clear and clear. It can be said that post-task activities play a vital role in highlighting priorities, breaking through difficulties, and achieving effective goals for teaching goals. The design of the activities in the post-task stage is to complete the task and language focus together, reflecting the distinctive characteristics of task-based teaching. The design of the activities in the post-task stage can be achieved through evaluation, language focus, and extra-curricular activities.

Key words: middle school English classroom; task-based language teaching; activity design in post-task stage

1. INTRODUCTION

Task-based language teaching is the further development of communicative teaching. It is based on cognitive psychology to absorb the research results of the second language acquisition field, and transform the basic idea of language application into practical classroom teaching mode. Task-based language teaching “emphasizes the understanding of meaning and the expression of meaning; emphasizes interaction in specific forms, including the interaction between students and students and the interaction between students and teachers; emphasizes learning content and learning forms close to the real world and real life. The core idea of task-based language teaching is to develop the ability to use language in the process of accomplishing the task” (Cheng Xiaotang, 2007).

The most common task-based classroom teaching model has three stages: pre-task, while-task and post-task (Ellis, 2003). From the three stages of task-based language teaching, the main purpose of the pre-task activities is to prepare for the following activities. The activities in the task are mainly through the completion of a series of tasks to achieve the new teaching content of learning and use. The task activity in the post-task stage is mainly to enable the students clearly aware of their own language learning process in the existing problems and effectively solve them through the “do-it-again”, language focus and other activities, and at the same time the focus of this lesson, difficulties are more clear and clear. It can be said that post-task activities play a vital role in highlighting priorities, breaking through difficulties, and

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achieving effective goals for teaching goals. However, in the course of daily teaching, many
teachers have neglected or neglected the design of teaching activities after the lack of
awareness of the importance of post-task activities, which affected the effect of English
classroom teaching.

2. Task-based Language Teaching and Post-task Activities
To understand the task of language teaching, we must first understand what is the task. (Long,
1985) pointed out that the so-called task is free or paid for others and their own to do a kind of
work. The task can be a paint fence, give the children to wear clothes, fill in a form, buy a pair
of shoes, book a ticket, go to the library, test driver’s license, print a letter, give the patient the
weight, give the letter classification, book the room, sign check, find a place, help others cross
the road and so on. In other words, the task is that people in daily life, work, entertainment,
doing a variety of things. It is worth noting that Long’s tasks include both the tasks that can be
done using the language, and the tasks that can be done without the use of language. (Nunan,
1989) argues that communicative tasks refer to various learning activities where learners in
the classroom understand, process, export, or communicate with the target language. In these
learning activities, the learner’s attention is focused on the expression of meaning, rather than
in the practice of language form. According to Nunan’s definition, the task mainly refers to the
classroom learning activities, rather than other activities, and in the process of completing the
task, the learner can also focus on language forms.

Tasks are involved in the practical use of language, its characteristics are reflected in: the task
is a real communication activities, that is, with a strong authenticity; task is to complete the
specific language learning objectives of the communication activities, that is, a very clear
purpose; meaning-centered; the task has the practical use function. To this end, the "task" in

English task-based language teaching is the further improvement of the teaching idea of
language communication in the 1980s and the further progress of the method. As with
communicative approach, task-based language teaching is a systematic principle, method and
technique, the purpose is to use the basic idea of language into a practical classroom teaching
model. It takes the learner’s personal experience as an important factor in classroom teaching,
and focuses on the learner’s learning process by designing, executing and accomplishing the
task and purpose of teaching. The most fundamental feature of the task-based teaching model
differs from other communicative teaching models is that it emphasizes the use of ‘tasks’ with
clear objectives to help language learners more actively learn and apply language. It
emphasizes the importance of the exchange of language learners, the importance of
meaningful language content and the accuracy of language teaching communication.
English task-based language teaching is a task-centered approach to English teaching. It is a way for teachers and students to complete a series of teaching tasks according to their development needs by means of English dialogue, communication and meaning creation. Students do things in English to achieve their goals. English task-based language teaching emphasizes a variety of English learning tasks based on the students in the process of completing the tasks. The students must be thinking learning process. That is: students must first consider how to complete the learning task, rather than how to learn English language form, it put the basic idea of English language application into a practical classroom teaching method. English task-based language teaching focuses on the process of English learning, emphasizing the interaction between students and between students and teachers, trying to create a natural and authentic language environment, so that students in the process of accomplishing the task, through the meaning of consultation and exchange, through the use of things to use English, so as to develop students’ English language skills, especially English communication skills.

In the three stages of task-based language teaching, the post-task activities are different from those before and after the task. Although the three-stage task activities emphasize the ability to improve the students’ comprehensive utilization of language through the completion of tasks in real communication activities. But the latter emphasizes the expression of meaning, while the former is more emphasis on language form, more emphasis on language communication in the process of voice, intonation, grammatical relevance, accuracy. If the stage of the task is a preliminary understanding of the new knowledge and skills and mechanical use, then the post-task stage is the new knowledge and skills of the flexible use and regular summary. Only through the post-task activities, students can really distinguish the difference between the old and new knowledge and skills, which are linked and put them into the existing knowledge structure.

3. The Task After the Design of the Theoretical Basis
Cheng Xiaotang (2007) considered that the last link of the language teaching called the post-task, which is also known as language focus. Students in the use of language to do things, to implement some important language projects, the students come into contact with and understand the important language points to sort out and extracted, summarized and summarized, so that students deepen the knowledge of these newly learned point of the impression and then easy to master. Thus, task-based language teaching from the beginning to the final link, we should attach importance to the study of language knowledge.

The main advocates of task-based language teaching Willis (1996), Skehan (1998), Ellis (2003), Nunan (2004) and so on have proposed the activities of the task to “do-it-again”, that is, when the group activities, they may pay more attention to the meaning of communication, without paying full attention to the language form and accuracy. And when doing the task, such as reporting to the class the results of their own team, their attention can be more to the language of the accuracy and complexity.

The post-task is not to allow students to simply, mechanically repeat the performances, but to enable students to complete the task independently and complete, improve the language
accuracy, complexity and fluency. Students could reflect on and consolidate the knowledge through the “do-it-again” and establish a clearer language and language functions of the relationship between the languages in their own internal language system. At this stage, the teams show the results to the class. The aim is to enable students to use formal, rigorous language, but also to contact them with more oral and written language. Teachers can make a number of companions or groups do a brief report to the conclusion of the comparison, analysis and explanation; can also only one or two groups complete report, other people to comment, add points, notes and other activities.

They also believe that in the process of the “do-it-again”, students should reflect on and analyze their own mistakes and problems in the completion of the task. In the process of reflection, you should first let the students have the opportunity to pay attention to their own in the task and the task before the stage encountered problems. Allowing the students to use dictation, and then to arouse their attention of language accuracy. After writing, students modify their own text, and then modified with the teacher to control the place. At the same time, the teacher records the student's mistakes when the student is tasked. After the task, teachers to students often co-committed mistakes in front of the class to do the necessary analysis and explanation.

There will also be a large number of “CR (Consciousness-raising tasks) tasks” in the post-mission phase (Willis, 1996). “CR task” is “language analysis activities”. In the post-task stage can be a language point for targeted practice. Teachers may classify and analyze tasks, to strengthen the language knowledge. Teachers can also re-list the tasks, explain to students the association of these tasks and constitute a more complete task chain. In short, in the post-task activities, there is still a need to pay attention to the combination of language form and linguistic meaning. Teachers should guide students to focus on learning and analyzing certain forms of language. Because the main problem remains in which students could not use the correct language at the time when they complete the task and the language that should be used without using it.

The significance of the post-task stage is that it provides students with the opportunity to do the task, to promote students to reflect the task of the completion of the process and further concerned about the language form, only rely on the completion of the task itself is not able to enable students to achieve accurate standards. There are two active contents in the post-task phase. First: focus on the accuracy of language and encourage language reconstruction, the typical skills used are demonstration, analysis and testing; second: synthesis, analysis, exercise and consolidation, the typical skills used are sorting and sorting, complete input - reflection - absorption - output - internalization of this complete cycle, and ultimately to achieve the level of integrated use of language.

From the above theory, it is easy to see that task-based teaching advocates attach great importance to the design of post-task activities, especially the emphasis on language focus, with language to solve the real world language problems encountered.

Third, the design of English classroom activities after the design approach

Based on the theory of post-tsk activity design, in the junior high school English teaching,
the post-task design can be achieved through evaluation, language focus and extracurricular activities.

1. Evaluation

Evaluation is mainly student self-assessment, group assessment, teacher evaluation. This stage will help students explore the language, systematize the language features they have observed, clarify the concept and take note of new things, summarize the laws of language. In this link students should be respected by teachers and students’ self-confidence should be protected. Teachers should learn to appreciate even students’ small progress in their learning process, good at encouraging and praising their flash point, so that students could become more confident and more positive. In this way, can students further improve themselves in their comprehensive language learning though reflecting on their own success and inadequacy by their evaluation. Students are not only the object of evaluation, but also the subject of evaluation.

2. Language focus

Dave Willis & Jane Willis (2006) argues that linguistic focus is on the focus of attention and focus on the language itself and its form, and that students focus on the language form as needed, rather than paying too much attention to the subtleties of each language. Language focus includes both language analysis and activity exercises. Students are concerned about the specific language forms of text and audiovisual materials by examining and discussing together, and then enter the learning and mastery of words, phrases and sentences, and then the teacher leads the students to practice them repeatedly. The purpose is to let the students pay attention From the exchange of meaning to the thought of language form and language use up. If necessary there is a chance to carry out language surveys and follow-up discussions to clarify the language of specific language issues. According to (Willis) task → planning → report framework model can further strengthen the language focus, but also through writing exercises, taking notes, and then summarize and discuss the results and layout of the homemade homework, and according to the specific students and classes Learning conditions take a different language focus on the level of strategy, so that students think about their own content and ideas to write down, as much as possible to provide more time to focus on the language itself.

3. Extracurricular activities

Extracurricular activities are the last stage of English task-based language teaching, and it is also a crucial part of the task to complete and effectively master the knowledge and skills. It requires that the relevant tasks be made in the form of an individual or group based on the content of the classroom task. By analyzing the student’s learning needs. The extracurricular homework to the classroom learning tasks related to the project form of work, so that extracurricular homework and task-based language classroom teaching integration. A project is a set of activities that are used to solve a problem by a number of communicative tasks or learning tasks. Design the project of the operation, to follow the student's cognitive law, control the degree of difficulty. Middle school students are good at thinking, imaginative, design-oriented projects more in line with their lively nature. With the enhancement of students’ communicative competence, challenging social survey projects can be designed. When students
have the ability to solve problems, you can arrange some problem-solving projects. As these project operations are related to classroom learning tasks and student life experiences, both can review and strengthen the knowledge, change the mechanical learning for meaningful learning, but also for students to show the personality and ability to show the stage.

4. The Post-task design Case
In the following section, we will carry out the design of the post-task stage through the evaluation, language focus and extracurricular activities, etc., in combination with the above-mentioned post-stage activities design approach, with the People's Education Press Junior College English Grade 9 I like music that I can dance to detailed elaboration.

Post-task activity design:

Task 1: Evaluation
Super Interview
The class of students divided into four groups, each group recommended a student to do “journalists”, each “reporter” to members of the group like the type of music and its causes to do a survey, after each investigation “Reporter” to make verbal reports in the class. First group evaluation group, a group of two groups, two groups of three groups, followed by analogy, the last teacher with the class with one or more “Professional reporter”. Plan time: 6 to 8 minutes.

In fact, evaluation can play a two-pronged role. First, through the evaluation, you can reproduce the completion of the task of each group, that is, the re-playback of the task, through repeated practice, to understand the students knowledge and skills to master the situation, and found the focus and difficulties of learning content, reflect on their own success With the lack of contrast and analysis and summarize the inherent laws of the language, clarify the concept and note the new things. The second is that students through self-evaluation and group mutual assessment, to understand their own progress, greatly improve their self-confidence, so that students more confident; and easy to master the content, more actively into the study of English Atmosphere, so as to really further improve their actual English level, that is, the ability to do things in English, namely: English application ability.

Task 2: Language Focus
(1) Give students 2 minutes of planning time, so that students “Pair work”:
S1: What kind of music do you like?
S2: I like Western music.
S1: Why?
S2: Because ...
Then, select 3 pairs of students to the classroom in front of the class report. Through this language focus activities, to guide students concerned about the language form, to guide students to easily grasp the sentence in this section "I like / prefer ... because ...".

(2) Music Player: Fill in the chart
Select several different types of songs, each song interception of the fragment and marked with serial number (for example: Music A). And then give a few types of music is also marked with serial number, so that students find out what they think the corresponding song clips, complete the form, you can use the sentence in this lesson, but also can expand the relevant sentence, the answer cannot be fixed. Class activities or group activities require students to answer orally. Plan time: 6 to 8 minutes.

Icon: Play music: Music A: ... Music B: ...
Music C: ... Music D: ...
Music E: ...

Music type:  1. This is the music that I can dance to
2. ... 3. ...
Music A B C D E
Style 2 4 1 5 3

Task 3: extracurricular activities
Activity menu:
(1) To investigate the family's preferences for music, the next day to report the results of the class.
(2) Write an article on your own lyrics to make an introduction to the song.
Through the implementation of the above tasks after the activities of the design case, the unit's teaching objectives can be effectively completed:
(1) Students understand the difference between Chinese and Western music.
(2) To cultivate students' cooperation and innovative spirit.
(3) Students have mastered the usage, skills and skills of usage, preferences and reasons.

Through these project-based exercises and students, students can naturally classify classroom tasks and students' life experiences. They can review and reinforce their knowledge, transform mechanics into meaningful learning, and to provide extracurricular authentic life scenes to practice English ability, and for students to create an opportunity to show their personality and ability, so that their comprehensive language use ability has been greatly improved. In the course of daily classroom teaching, not every lesson through evaluation, language focus, extracurricular activities in three ways to design tasks after the activities, according to the specific circumstances of flexible design.

The post-task stage which is to allow students to complete the task, is the repetition of the task stage, but not simply, mechanically repeated, but to consolidate the contents of the previous two stages of learning. Especially in the form of language, focus on language form, is to further expand the content of the previous stage. The whole links are a number of closely linked tasks, forming a large task chain. The extracurricular real social activities and
classroom teaching activities closely linked. So it can be seen that the post-task stage is not simply concerned only with the form of language, but in the process of further completion of the task to strengthen the focus on the form of language focus, the final completion of language acquisition.

5. Conclusion
The new curriculum reform requires teachers to try new teaching methods, the purpose is to develop students’ comprehensive language ability to change the teacher as the center of purely impart books knowledge, too much emphasis on language knowledge and rote teaching methods. We encourage students to participate, pay attention to learning process, pay attention to language ability training, attention to learning ability training teaching methods. In recent years, a large number of teaching practice has proved that the task-based language teaching model can effectively cultivate students' comprehensive language ability. However, in the use of task-based language teaching model, we must pay attention to the task after the task of the stage design. Under the guidance of the theory of the design of the teaching activities, the scientific and rational design of the relevant teaching activities, and through these activities, the students in the task stage can basically express the meaning of the basis of the meaning of accurate expression, only in this way, can the students really improve the use of their integrated language skills.

Reference