An Empirical Study on the Reform of Foreign Language Teaching in Universities based on Task Based Teaching

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Abstract
With the development of foreign language education reform, various teaching methods emerged. In this paper, the author analyzes the reform of foreign language teaching in universities based on task based teaching. Task based language teaching aims at learning language through tasks, emphasizing the authenticity of learning activities and learning materials, and encouraging students to use language creatively. In a word, task-based teaching is a new teaching approach. It respects individual differences of learners, trains learners' ability to do things in language, and pays attention to the effectiveness of foreign language learning process.

Keywords: Task-based teaching, Multimedia platform, English Teaching, Computer aided

1. INTRODUCTION

With the development of foreign language education reform, various teaching methods emerged one after another. Communicative task-based approach is an important teaching mode developed in 1980s after translation method, situational teaching method, listening and speaking method and communicative approach. As a new teaching concept, task-based teaching method has been the focus of domestic education researchers and teaching workers. Try to adopt task-based teaching approach, let students under the guidance of teachers, through perception, experience, practice, participation and cooperation, etc., to achieve the objectives of the task, feel successful. Therefore, it can be said that the application of task based teaching mode in college foreign language classroom teaching is not only the need of educational reform and development, but also the urgent need to cultivate comprehensive foreign language talents in the new period. Task based teaching model is a language teaching model which has been greatly influenced by foreign language teaching researchers through a lot of practice and research. It transforms the basic idea of language application into practical teaching mode, which is a new development trend of communicative teaching thought. Student centered teaching system should not only solve the English learners' practical value, but also to develop the learner's allegiance tendency, namely through the English social and cultural knowledge, so that students can think like native speakers, get real communicative competence. The task-based teaching method can effectively cultivate students' abilities of using the language, but also fully embodies the actual needs of teachers and students, to maximize the initiative of students, and effectively improve the efficiency of English learning. From the students' practical English classes to identify each task, based on specific learning objectives and language knowledge growth, design a targeted and operable task, strong language activities a variety of tasks, make students through independent participation, active cooperation, successful experience to improve its ability to discover problems to solve the problem. Here, English is a tool to accomplish tasks, a skill, rather than just learning as a knowledge.

With the increasing popularity of computer multimedia technology in university teaching, the role of multimedia in college English classroom is obvious, but for the multimedia English teaching to combine the traditional teaching elements to meet the needs of college students in the reform of learning according to the specific teaching practice to set a new teaching model of multimedia ideas(Deng, 2007). With the computer in English teaching in the frequency and the proportion gradually increased, the use of computers for the completion of auxiliary English teaching tasks should be affirmed(Ma, 2008). However, the computer-assisted teaching process to bring huge amounts of English teaching content, but also to the English teaching methods have brought about great changes. In some cases, this change is too large to cause changes in English teaching mode. And gradually change the traditional mode of teaching English, in dealing with multimedia use, classroom-led and the main body and classroom knowledge link to the cause of college English teachers in the thinking, in the computer network teaching, how to balance knowledge and interest in computer teaching to reduce the network of teachers(Panikhina, 2012; Wang, 2013). The status of the dominant position of the impact, and then explores a combination of computer-assisted teaching and classroom teaching of the combination of independent innovation.

2. STATUS QUO OF COMPUTER-AIDED ENGLISH TEACHING

2.1. Computer-Aided English Teaching
In understanding the concept of multimedia-assisted English teaching, first of all, we will think that computer-assisted teaching of English teaching is a secondary measure, that is, college English teaching activities to assist its role in today's highly developed educational technology environment, Computer-aided teaching and teaching media has been widely used in teaching (Zhou, 2009). Combining with the teaching of various new media is the stimulus to human organs such as vision, hearing and other organs. Thereby it will effectively improve the efficiency of teaching, especially in the teaching process, so combined with a variety of interactive teaching sites, the use of computer network resources.

Figure 1. Computer-Aided English Teaching

English courses in the university curriculum in public courses, will be based on different professional and selective English courses for non-English majors in sophomore and sophomore students, mainly to open reading and writing as the basic training content Basic English Learning. Non-English major junior and senior students of the so-called professional English learning, for example: the popular network Mu classes and ESP courses to learn. English for the school to learn more is to develop professional English and vocational English learning. With the increasing frequency and proportion of computer in English teaching, the use of computers should be affirmed for the completion of English teaching tasks. However, in the process of computer assisted instruction, it brings massive content to English teaching and brings great changes to English teaching. At some point, this change is so great that it causes changes in the English teaching model. To gradually change the traditional English teaching mode, in the processing of multimedia classroom use, and leading subject and classroom knowledge link, to arouse the College English teachers' thinking, in the teaching of computer network, how to balance knowledge and interest, reduce the network computer teaching dominant position on teaching status of the impact, and find a combination of independent the innovation of computer assisted instruction and classroom teaching combination.

Figure 2. Online learning platform

2.2. Principles of Computer Aided English Teaching

Although the computer assisted instruction by College English teaching mode toward scientific, systematic direction, but whether the computer in English teaching mode to change, stability must be established the following principles for the development of English Teaching in Colleges and universities and correct.

- Take Students as the Teaching Subject: No matter what form of English teaching model, they cannot get rid of the objective of teaching, college English teaching is the main body of college students, the
emergence of any new teaching model must be consistent with the development of students' knowledge and ability to develop students' and inquiry learning.

- **Multimedia Design is Closely Related to Textbooks**: We have to admit that in the process of college English learning, the introduction of computer network multimedia technology will help English teaching, but for multimedia teaching content set and choice must be completed by teachers to avoid the learning content is too fancy lack of practical application of the suspect. Therefore, multimedia teaching in college English teaching content must make multimedia design and teaching and teaching materials close.

- **Principle of Generalizing Daily Application**: Although some colleges and universities adopt computer network in the English classroom teaching, but just a mere formality and not in the daily teaching of universal use, there has been a computer teaching English teaching as a slogan.

- **Combination of Traditional Teaching Elements and Multimedia**: Traditional teaching elements are chalk and blackboard, blackboard in the multimedia did not appear before the knowledge to explain and demonstrate the function of the prompt board, multimedia teaching in English teaching to solve the traditional teaching content is not rich, and save a lot of writing time. However, due to multimedia, the formation of perceptual knowledge and instantaneous memory is not conducive to the consolidation of teaching knowledge. The role of traditional teaching in consolidating knowledge and rational thinking is obvious, so multimedia teaching should be combined with traditional teaching elements in order to better promote students' knowledge and form a system of knowledge.

3. THE PRINCIPLES OF TASK BASED TEACHING

3.1. **Task content and methods should be as real as possible**

In the process of English classroom teaching, teachers not only require students to master new language knowledge, but also should pay attention to the formation and expansion process of new language skills. Therefore, the design of students living close to the real communication situation is more important, let the students to stay in close to their lives in the context of intimacy, to actively participate in the activities of this kind of teaching design can improve students' interest in learning, but also cultivate their study enthusiasm, and the English language knowledge and their actual life link to the practical aim.

![Figure 3. Task based Teaching](image)

Compared with the traditional teaching model, task-based language teaching has its own characteristics in the aspects of teaching objectives, teaching resources, teaching methods and learning methods, teacher roles, student roles and evaluation. First of all, the task-based language teaching language learning by completing tasks, emphasizing authentic learning activities and learning materials, learning activities to express meaning based, student-centered, rather than teacher centered, encourage students to use language creatively, encourage classroom teaching activities between. Use the ability in the paragraph, so as to achieve the purpose of communication. To promote participation in the open way of learning, task-based language teaching, teachers have the responsibility to provide a large amount of material input, but had no fixed answer, students seeking answers, showing initiative, cooperative and creative learning. Teachers in task-based teaching still play an important role, but with the role of teachers in the traditional sense, as the task planner and organizer in the open learning environment, teachers should also learn to students and students learning together. Students' roles change accordingly. They no longer accept knowledge passively, but develop their comprehensive language skills through experience, communication, discussion, cooperation, inquiry and other ways of learning. On the
evaluation, task-based language teaching pays more attention to process evaluation, comprehensive evaluation of students’ skills, and comprehensive evaluation based on people.

In conclusion, the task-based teaching is a new teaching concept and method, it is respect for individual differences of learners, learners’ ability of doing things with the language, the learning process, and promote the development of students' cognitive ability, cooperation ability, language ability and communicative competence. The task-based language teaching should follow the principles: the principle of interactive communication, the principle of authenticity of language materials, learning process principle, pay attention to the effects of the principle of promoting learners' personal experience of learning, the use of correlation principle of classroom language learning and extracurricular language. Between each of these principles is an indivisible organic whole, in the concrete teaching practice should pay attention to the linkages between them, so as to promote the coordinated development of students' cognitive ability, language ability, communication ability etc..

3.2. Facing all students

Teaching should take into account the individual differences of each student learning, but also to maximize the full development of each student. Therefore, the basic task of "task based" teaching is to find a suitable task for students of different levels, or create different levels of activities, and strive to make every student to be effectively developed. Besides the students' interests, the authenticity of the situation, the task design should also consider the difficulty of the task. Teachers should design the task from the actual situation, let students jump to get enough, students can feel the success of happiness, so as to produce a more lasting enthusiasm for learning. For example, let the students according to the situation, focus on the language knowledge and content dialogue, the basis of poor students, only to recite the dialogues in the book show; for based students on the dialogues in the book adapted and performed slightly; on the basis of good students, the according to the context, adapting and expanding dialogue, performances have visibility, is just like a real communicative activities. For different levels of students, put forward different requirements, so that each student has experienced success.

<table>
<thead>
<tr>
<th>activities</th>
<th>Grammar-translation</th>
<th>CLT</th>
<th>TBLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>method</td>
<td>carefully sequenced presentation of grammatical rules to develop declarative knowledge (ability to name definitions and rules)</td>
<td>focus on the development of procedural knowledge (ability to participate in interaction and understand and negotiate meaning)</td>
<td>focus on participation in cognitively challenging, goal-oriented activities involving active collaboration with others</td>
</tr>
<tr>
<td>grammar</td>
<td>contrastive analysis (close comparison) of native and second language features (grammar, vocabulary, pronunciation)</td>
<td>exposure to a wide range of authentic examples of the target language, selected for meaning rather than for examples of a particular grammatical structure</td>
<td>exposure to a wide range of authentic samples of the target language, selected for their relevance to a specific learning task</td>
</tr>
<tr>
<td>topics</td>
<td>prioritization of grammatical rules and vocabulary over meaning, often involving techniques such as drilling and rote memorization of decontextualized language</td>
<td>prioritization of meaningful communication and interaction over drilling and memorization of grammatical and vocabulary</td>
<td>feedback on language production which encourages reflection on target language forms and dispassioned with learner production</td>
</tr>
<tr>
<td>competences</td>
<td>focus on reading and writing in the target language, including the analysis of literary and other culturally marked texts</td>
<td>selection of learning and learning topics and activities based on learners' needs and interests rather than on the target language culture</td>
<td>selection of learning and learning topics and activities based on real-world tasks tasks are likely to engage in rather than in relation to target language cultures</td>
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Figure 4. task based language teaching

4. THE SIGNIFICANCE OF TASK BASED LANGUAGE TEACHING IN COLLEGE FOREIGN LANGUAGE TEACHING REFORM

First, task-based language teaching is helpful to solve some key problems that are difficult to solve in traditional language teaching. Traditional language teaching pays too much attention to the form of language, but ignores the meaning of language. It emphasizes the structure of language and ignores the function of language. Task based language teaching emphasizes that students use language to do things, so students should...
not only pay attention to language form and language structure, but also pay more attention to the meaning and function of language. Only through the realization of the meaning and function of the language, students will be able to complete the task.

Task based language teaching is conducive to optimizing students’ learning style. Task based language teaching emphasizes students’ participation, inquiry, induction and cooperation. The students participate in the inquiry, experience induction and learning process to construct a knowledge system, the ability of development, rather than simply from the teacher to accept knowledge. help students to change the past rote learning, the knowledge and skills of learning from passive to active, from the overall optimization of the learning style of students. Task based language teaching is conducive to the comprehensive development of students’ comprehensive quality. Because task-based language teaching involves a variety of learning activities, a variety of knowledge and skills, and a variety of learning methods, it is conducive to the comprehensive development of students’ comprehensive quality. Task based language teaching is helpful to stimulate students’ learning motivation. Task-based language teaching emphasizes the real language materials into the learning environment, authentic language materials can not only stimulate students’ learning motivation, but also enable students to learn and grasp the real language with the color of the times. In addition, task-based language teaching emphasizes the process of learning, not the result. Students can choose learning content according to their own needs, which is conducive to the realization of personalized learning. In short, task-based language teaching accords with the direction and requirements of China’s College English curriculum reform in many aspects, and is conducive to the development of students’ language ability in the practical basis, promote all-round development of students. Therefore, the introduction and advocacy of Task-based Teaching in foreign language teaching in Colleges and universities has important reference significance for changing the current situation of “time-consuming and inefficient” in foreign language teaching in china. Any kind of teaching idea or means is the product of certain culture and is restricted by it. Task based teaching is a new teaching method developed in the two foreign language teaching background, so we to task-based teaching reference should seize the essence and rational kernel, combined with China’s national conditions, teaching situation, students emotion, rational choice, and should not be blindly imitate the form.

5. CONCLUSION

The principles and procedures of reasonable choice of task based teaching method in the light of foreign language teaching practice in china. In the selection of tasks, the difficulty coefficient is reduced appropriately, and the operability is increased. In terms of the authenticity of the content, teachers should dare to implement the reform of the teaching materials, so that knowledge is closer to the actual life of students. In the way of learning, we must break the traditional practice, flexible use of teaching materials, so that students in the process of completing tasks in a large number of contact and use of language, so that communication in the middle school to communicate. In the choice of roles, teachers should try to adapt to the change of identity, to become the outstanding foreign language classroom teaching designer, organizer and guide. In dealing with students' problems, we should pay attention to teaching students according to their aptitude. We must make the task open to different levels of learners, so that each student can develop in the original level. In testing and evaluation, we should take various forms according to different courses and different learning stages to comprehensively evaluate the quality and ability of students. The change of teaching mode is not only the change of teaching method and teaching means, but also the change of teaching idea. Therefore, foreign language teachers should keep pace with the times, actively study the new teaching theory, foreign language teaching is the most reasonable new teaching idea and advanced teaching methods, to explore and establish a method of foreign language teaching system has the characteristics of China.

Acknowledgements

Research Grants as “the Twelfth-five Year” Education and Scientific Research Programs of Jiangxi Provincial Education Department; Project Title: On the Influence of Students’ Class Behaviors in Small Class Teaching-from a Viewpoint of College English in Small Class Teaching( grant of 32,000 CNY) awarded Jan. 2014. Grant No.:14YB128; Role: Designer of project and Principal Investigator.

REFERENCES


