

# Research, Application and Practice Innovation of Task-based Teaching Method in College Oral English Teaching

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**Abstract:** In today's higher education system, oral English is one of the important language skills that students must master. As an effective oral English teaching method, task-based teaching method has been widely used in College English classroom teaching practice. Through task-based teaching method, students can learn oral English in real situations, which can not only improve their communicative ability, but also effectively improve their critical thinking and problem-solving ability. Therefore, the extensive use of task-based teaching method in oral English Teaching in colleges and universities is undoubtedly an important measure to meet the needs of the development of the era. This paper first analyzes the advantages of task-based teaching method in college oral English teaching, and focuses on the application and innovative practice strategies of task-based teaching method in college oral English teaching, so as to provide reference for its further promotion and application.

**Keywords:** Application; Practice and innovation of task-based teaching method in college oral English Teaching

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## 1. Introduction

College Oral English teaching, as an important part of higher education English teaching, has been given great importance. In the context of globalization, oral English communicative competence has become an essential skill for college students. Good oral English communicative competence can not only help students better participate in international exchanges and cooperation, but also lay the foundation for their future study, work and life. However, in the face of increasingly diverse groups of English learners and complex teaching environment, the challenges faced by college oral English teaching are also increasingly prominent. Ways to effectively improve students' oral English communicative competence have become a key problem to be solved.

## 2. Advantages of task-based teaching method in college oral English Teaching

First of all, task-based teaching methods can effectively improve students' oral expression ability. By setting up

real communication situations and meaningful tasks, students need to use a lot of English for communication and interaction, which not only enhances students' oral practice opportunities but also cultivates their communication skills. In the process of completing the task, students can independently choose the appropriate vocabulary and grammar and practice it, to gradually improve their oral English level<sup>[1]</sup>.

Secondly, the task-based teaching method helps to stimulate students' learning enthusiasm. Compared with the traditional mode of passively accepting knowledge, the task-based teaching method provides students with the opportunity for active participation and exploration. When students complete challenging tasks, they often have a sense of achievement and self-confidence, and then actively participate in English learning. This student-led teaching mode can effectively mobilize students' learning motivation and cultivate their autonomous learning ability<sup>[2]</sup>.

In addition, the task-based teaching method can also cultivate students' cooperative spirit and team consciousness. When completing group tasks, students need to communicate, discuss, and cooperate, which helps to cultivate students' communication and cooperation abilities and enhance their team consciousness. By completing the task together, students can not only learn English knowledge but also exercise interpersonal skills, laying the foundation for future career development.

## **2. The application of task-based teaching method in college oral English Teaching**

When implementing a task-based teaching method, teachers should strictly follow the basic principles and methodology of designing tasks, take effective implementation steps and teaching strategies, and establish a reasonable evaluation system to improve the quality and effect of teaching<sup>[3]</sup>.

### **2.1. Task design principles and methods**

- (1) Principle of authenticity. Design tasks close to students' real life, learning or future career scenes, such as simulated business negotiations, campus activity planning, etc., so that students can feel the application of oral communication in real situations and stimulate their desire to express themselves.
- (2) Interest principle. Combine students' interests and hobbies, select hot topics or popular cultural elements to design tasks, and increase interest and participation in learning.
- (3) Ladder principle. According to the differences in students' language level and ability, the task sequence is designed from simple to complex and from simple to deep.
- (4) Cooperative principle. Most tasks are carried out in groups to cultivate students' teamwork ability. Through division of labor and cooperation to complete the task, promote communication and interaction between students, and improve the fluency and accuracy of oral communication<sup>[4]</sup>.

### **2.2. Implementation steps and strategies**

#### **2.2.1. Pre-mission phase**

The teacher introduces the background, objectives, and requirements of the task, and activates the students' relevant knowledge reserves and language materials. For example, before the "English Debate Competition," the teacher explains the debate process, common scripts, vocabulary, and opinion expression of related topics, and guides the students to collect data and sort out opinions, to prepare for the task. Carrying out necessary language knowledge input, such as vocabulary, grammar, sentence patterns, etc., can help students master the language tools required for the task through demonstration, examples, etc.<sup>[5]</sup>

### **2.2.2. Phase in task**

Students perform tasks in groups. Teachers patrol and observe between groups, provide language to help coordinate problem-solving in time, and encourage students to speak boldly. This can guide students to communicate and interact within and between groups, promote information sharing and thought collision, and broaden the breadth and depth of oral communication <sup>[6]</sup>.

### **2.2.3. Post-mission phase**

Each group displays the results of the task in the form of an oral report, performance, work display, etc., such as the task of “making and explaining English environmental protection publicity posters.” The group displays the posters and explains them in English, so as to exercise the students’ confidence and expressiveness in oral expression in public.

The teacher makes a comprehensive summary and evaluation, affirms the advantages and points out the problems, sorts out the key language knowledge and oral expression skills in the task, and organizes students to conduct self-evaluation and mutual evaluation, to promote students’ reflection on the learning process and improve the oral learning effect <sup>[7]</sup>.

## **2.3. Evaluation criteria and methods**

### **2.3.1. Evaluation criteria**

- (1) Language accuracy. Check the correct use of grammar, vocabulary, pronunciation, and other aspects. For example, in the task of “English storytelling,” count the number of students’ grammatical errors, whether the vocabulary is properly used, and whether the pronunciation is clear and standard, and judge their level of language accuracy.
- (2) Content integrity and logic. Evaluate whether the content of the task achievement is complete, and organized and whether the views are clear and coherent. For example, in the task of “English report of academic papers,” whether the students cover the key points of the paper, whether the transition between paragraphs is natural, and whether the demonstration process is reasonable.
- (3) Oral fluency. It is important to pay attention to the fluency of students’ oral expression and whether there are too many pauses, repetitions, or hesitations. For example, in the “impromptu oral English speech,” the fluency performance of students’ speech is measured according to the continuity and stability of speech speed.
- (4) Teamwork (for group tasks). Evaluate the rationality of the division of labor, tacit understanding of cooperation, communication and coordination among team members and whether they can jointly complete the task objectives. For example, in the task of “group English advertising planning and shooting,” observe the cooperation of members in planning discussion, role division and shooting process <sup>[8]</sup>.

### **2.3.2. Evaluation method**

- (1) Teacher evaluation. Teachers give comprehensive evaluation and feedback based on the observation of students’ performance and task results at each stage of the task and the evaluation criteria.
- (2) Students’ self-assessment. Students compare the evaluation criteria, self-evaluate their performance in the task, reflect on their advantages and disadvantages, and make improvement plans.
- (3) Students evaluate each other. Organize students to evaluate each other, promote students to understand

their performance from different angles, and learn the advantages of others <sup>[9]</sup>.

### **3. The practice and innovation strategy of task-based teaching method in college oral English Teaching**

#### **3.1. Targeted task design**

The core of the task-based teaching method is to set teaching tasks that are suitable for practical application scenarios and guide students to practice and master language in the process of completing tasks. In college oral English teaching, teachers should fully understand students' actual English level, learning needs and interests, and design highly targeted and close-to-life task situations. For example, you can set up the task of students' role-playing, and let them communicate and interact in English in simulated business negotiation, tourism consultation, medical treatment, and other scenes. In this way, it can not only stimulate students' learning enthusiasm and cultivate their immediate adaptability but also help them accumulate practical English communicative skills.

In addition, teachers can reasonably adjust the difficulty of tasks according to students' cognitive level and English level. For students with a good foundation of English, more complex task situations can be set, such as inviting students to participate in the discussion of advanced topics such as simulated press conferences and international conferences. For students with weak English skills, you can set some simple tasks in daily life scenes, such as simulated shopping, ordering and other interactive dialogues. By matching the task difficulty with the student's level, it can not only give full play to the potential of each student but also promote the overall progress of all students <sup>[10]</sup>.

#### **3.2. Scenario simulation training**

In task-based teaching, situational simulation training is a very effective teaching method. Teachers can design different types of situations to let students practice English communication in a simulated environment. This method can not only help students better understand and memorize language knowledge but also cultivate their improvisation ability and communication skills.

For example, the teacher can set up a hotel front desk situation, let students play the role of receptionist and customer, and carry out dialogue exercises such as room reservation and inquiry. In this process, students not only need to use relevant English vocabulary and sentence patterns but also need to consider the needs of customers, attitudes and the use of polite language. Through repeated practice, students can not only master the corresponding English communication skills but also enhance their understanding and coping ability in real situations.

In addition, teachers can also design different situations, such as simulated interviews, business negotiations, and tourism Q&A, so that students can try to communicate in English in various scenarios. This scenario simulation can not only enhance students' adaptability but also help them build self-confidence and prepare for their future work and life <sup>[11]</sup>.

#### **3.3. Group cooperation discussion**

The task-based teaching method emphasizes student-centered and encourages students to actively participate in teaching activities. In college oral English teaching, teachers can organize students to discuss in groups and complete specific tasks through group discussion. This teaching mode can not only cultivate students' teamwork

spirit but also enhance their English communication ability<sup>[12]</sup>.

For example, teachers can group students to discuss a hot topic, such as climate change and new energy technology, according to the needs of teaching tasks. In the group discussion, students need to communicate and interact in English to express their views and suggestions. Teachers can properly participate in and guide, help students correct language errors, and encourage students to comment and communicate with each other. In this way, students can not only improve their oral English skills but also cultivate critical thinking and cooperative communication skills.

In addition, teachers can also organize students to debate or mock court activities, so that students can discuss and formulate debate strategies in groups, and improve their oral English expression and argumentation ability in practice. This form can not only enhance students' language application skills but also cultivate their logical thinking and organizational ability<sup>[13]</sup>.

### **3.4. Context teaching integration**

Context teaching is an important part of the task-based teaching method. By integrating language knowledge into real situations for teaching, it can not only help students better understand and remember language knowledge but also cultivate their ability to use English for practical communication.

In college oral English teaching, teachers can combine context teaching with task-based teaching. For example, when teaching business English conversation, teachers can design a business negotiation situation and let students play different roles to practice. In this process, students should not only use relevant vocabulary and sentence patterns but also consider the other party's reaction and attitude, as well as how to use polite language appropriately. In this way, students can not only master English knowledge but also cultivate their application ability in real situations.

In addition, teachers can also combine students' interests and hobbies to design some situational tasks related to students' lives. For example, let students post on social media to find travel companions, or simulate the scene of ordering in a restaurant to improve students' oral English through practical pragmatic practice. This way can not only enhance students' interest in learning but also cultivate their ability to communicate in English in daily life<sup>[14]</sup>.

### **3.5. Optimization of teaching evaluation mechanism**

The application of task-based teaching methods in college oral English teaching is inseparable from the perfect teaching evaluation mechanism. Teachers should adopt diversified evaluation methods according to the teaching objectives and task requirements, pay attention to students' mastery of knowledge, and pay attention to their communicative ability and learning attitude.

In terms of evaluation methods, teachers can adopt the combination of students' self-evaluation, group mutual evaluation, and teachers' comments to comprehensively and objectively evaluate students' learning effects. Among them, students' self-assessments can enhance their self-reflection and self-management ability. Group mutual evaluation is beneficial to cultivate students' teamwork spirit and critical thinking. Teachers' comments can provide students with professional feedback and point out the areas that need to be improved.

In addition, teachers should formulate the corresponding incentive mechanism according to the actual performance of students. For example, periodic rewards can be set to encourage students with outstanding performance. It designs students' display links to show their learning achievements and enhance their sense of achievement. In this way, it can not only mobilize students' learning enthusiasm but also promote the continuous

improvement of their overall level <sup>[15]</sup>.

## 4. Conclusion

In a word, the application and practical innovation of task-based teaching methods in college oral English teaching provide an effective teaching mode and practical basis for improving students' English communicative competence. Teachers should continue to reflect on teaching practice, summarize experiences and lessons, optimize the task design and implementation process, and constantly improve the task-based teaching method to improve the quality of teaching and enhance the learning effect of students.

## Disclosure statement

The author declares no conflict of interest.

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