

Research on the Application and Practice of Task-based Teaching Method in College English Teaching

Hui Zhang*

Dalian Jiaotong University, Dalian 116000, Liaoning, China

*Corresponding author: Hui Zhang, dawaizhanghui@163.com

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Abstract: The task-based teaching method has a long history and is an excellent teaching method tested by time. The integration of the task-based approach into college English teaching is an important path in line with students' growth and learning trajectories. For example, teachers can stimulate students' interest in learning, improve students' ability to understand the language and apply it in life practice by designing tasks that are consistent with students' learning background. The research shows that this teaching method can effectively improve students' oral expression, written writing, and team cooperation. At the same time, it also points out the problems faced in the implementation process, such as task difficulty control, time management, etc., and puts forward corresponding improvement strategies and suggestions for these problems.

Keywords: Task-based teaching; College English; Integration; Application

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1. Introduction

Under the background of economic globalization, the English language has gradually played an important role in international communication, so its importance in university education has become increasingly prominent. College English education is not only to teach students a language skill but also an important external factor to assist students' high-quality development in the future workplace. The quality of teaching is directly related to the future development of students and has a far-reaching impact on the cultivation of international comprehensive talents. The traditional English teaching mode is presented in the way of one person teaching and many people listening, which is not conducive to stimulating students' interest in learning and improving students' language understanding and application ability. The task-based teaching method emphasizes student-centered and students' dominant position in the classroom. Teachers design a variety of tasks that are very close

to the reality of life, such as group discussions, scenario simulations, project reports, etc., to encourage them to use English in practice and stimulate students' internal learning motivation. At present, the deep integration of college English and task-based teaching method needs further exploration. This paper will discuss the significance of the integration of the two according to the teaching practice, study the current situation, and put forward the optimization path for reference.

2. Overview of task-based teaching method

The task-based teaching method is an innovative teaching method that has arisen in recent years. Its educational core is to let students use language naturally in the process of gradually completing tasks based on real and meaningful tasks to improve their language learning and application ability ^[1]. In the task-based teaching method, "task" is the key element. Such tasks usually have clear objectives, such as solving a practical problem, completing a research report, organizing a simulation meeting, etc. Different from the traditional teaching mode, the task emphasizes the communicative and practical nature of the language. Students need to comprehensively use the skills of listening, speaking, reading, and writing to complete it, and comprehensively consider the overall language level of students. For example, in the task of "planning campus cultural exchange activities", students should read relevant materials to understand the characteristics of campus culture, write activity planning books, orally introduce the scheme to students and listen to feedback, and also communicate and coordinate with other departments through e-mail, to fully mobilize their language skills in the whole process.

This teaching method has distinct characteristics. First, it is authentic and closer to students' lives, or it is positively related to students' future employment direction, making learning more realistic; Second, it is interactive, and the tasks are mostly completed by students through group cooperation, discussion, and communication, to promote the ideological collision and language interaction among students; Third, it has autonomy. Students have greater autonomy in task execution, can make decisions on the ways and strategies to complete tasks and cultivate the ability to think and solve problems independently.

The theoretical basis of the task-based teaching method integrates a variety of excellent theories and draws relevant experience from them to improve its theoretical system. For example, the social interaction theory believes that language development originates from social interaction, and task-driven interactive communication just provides a social environment for language development and helps learners' comprehensive development of language use ability.

3. Significance of integration of the two

3.1. Improve the theoretical system of language teaching

The task-based teaching method does not exist independently. It has been repeatedly demonstrated and studied by numerous excellent scholars and is based on a variety of advanced theories. And through the continuous use of this teaching method in English teaching can enrich the original teaching theory. For example, how students construct language knowledge through interactive communication in the process of completing tasks can provide more practical cases for constructivist learning theory, making it more detailed and operable ^[2]. At the same time, the teaching experience of the task-based teaching method in college English teaching practice will also provide feedback on the language teaching theory, promote the continuous update and development of the

theory, and promote the improvement of the whole language teaching theory system.

3.2. Expand the research field of teaching methods

Task-based teaching method provides inexhaustible educational inspiration for college English teaching, which opens up a new idea of language teaching ^[3]. In the past, the research on college English teaching methods mostly focused on traditional methods such as grammar translation, listening, speaking, reading, and writing, but now more attention is paid to improving the teaching system, which can be comprehensively considered from the initial stage of teaching to the later stage of evaluation. For example, how to design tasks that meet students' English level and interests, how to guide students to complete tasks effectively, and how to establish a scientific and reasonable task evaluation system. These studies not only enrich the content of teaching method research but also provide a reference for the innovation of teaching methods in other disciplines and promote the development of education and teaching method research in a broader and deeper direction.

3.3. Improve students' comprehensive language use ability

In traditional teaching, students often show a lack of confidence and ability in practical application. Task-based teaching method emphasizes "learning by doing." Students' language ability is often improved and improved by completing various real or near-real language tasks and applying the language knowledge they have learned to the actual situation ^[4]. Taking the group discussion task as an example, students need to use a certain amount of word reserve, grammar application ability, personal expression level, and other comprehensive English skills to express their views, listen to others' opinions, think and summarize, which has carried out a comprehensive exercise from all aspects of language learning and improved students' comprehensive language level in an all-round way. Through the completion of a series of tasks, students' comprehensive ability to use English has been comprehensively improved, and they can better meet the needs of English in future work and life.

3.4. Improve students' learning initiative

This teaching method will consider the difficulty when designing the task, making the learning process more interesting and challenging. Compared with traditional classroom teaching, students are more willing to participate in task activities. For example, when designing a task about "cross-cultural communication", students may need to collect information through surveys, interviews, etc., and then make a presentation for display. This learning method makes students change from passive acceptance of knowledge to active exploration of knowledge and stimulates their curiosity and thirst for knowledge ^[5]. At the same time, when students successfully complete the task, they will obtain a sense of achievement, further enhance their self-confidence and motivation in learning English, form a virtuous circle, and improve students' learning initiative and enthusiasm.

3.5. Improving teachers' professional standards

This teaching method puts forward higher requirements for teachers' personal professional levels in practical application. Teachers should flexibly change their educational concepts, clarify their educational status, actively guide students to enjoy the process of completing tasks, and comprehensively supervise and evaluate the completion of tasks. This also urges teachers to constantly stimulate their internal learning motivation and improve their professional quality. Teachers need to deeply understand students' English level and interests, and

design targeted and operable tasks; In the process of task implementation, teachers should have good classroom management ability and adaptability, and timely solve the problems encountered by students; After the task is completed, the overall situation of students should be comprehensively evaluated. This process is the process of teachers' self-study to improve teachers' comprehensive education literacy.

3.6. Training international talents

In the context of globalization, the importance of international talent is becoming more and more obvious. The application of the task-based teaching method in college English teaching pays more attention to the cultivation of students' comprehensive language ability and improves students' comprehensive language level from multiple angles and dimensions. Guide students to understand the local conditions and customs of different countries and improve their intercultural communicative competence. Contribute to the reserve of international talents.

4. Research status of task-based teaching method in college English teaching

The research shows that the research and application of task-based teaching methods in foreign countries started earlier, and the theoretical system is relatively perfect. Many experts and scholars in the field of education have found the applicability and scientificity of task-based teaching methods in their gradual exploration. Although it has taken a certain time from the initial concept to the gradual improvement, they have also explored the gradual improvement of the educational theory system and applied it skillfully in college English teaching. Willis proposed the basic framework of task-based teaching. On this basis, Skehan perfected the relationship between the type of task and the accuracy, fluency and complexity of language in the process of task execution. In practice, many foreign schools have skillfully applied the task-based teaching method to English teaching. Through this teaching method, students' interest in learning is stimulated, and students' ability of language understanding and application is comprehensively improved, and certain teaching results have been achieved.

At home, the research and use of this teaching method are slightly later than that in foreign countries. With the continuous reform of the curriculum standard and the issuance of the corresponding teaching system, the task-based teaching method has gradually received more attention. Based on foreign research, domestic scholars have studied the practicability of the theoretical system, improved and optimized it in combination with the actual domestic education market and the students' basic learning needs, and conducted repeated practice and demonstration. In the long-term practice and research, they have summarized relevant teaching experience, innovated task types, practically took students as the core, stimulated students' learning initiative, and comprehensively improved students' language use ability.

However, the application of this kind of teaching method varies widely in different regions and colleges, and its further improvement still needs some time. On the one hand, the influence of traditional teaching concepts and teaching modes still exists. Some teachers are used to teacher-centered teaching, and the understanding and application of task-based teaching methods are not deep enough, so it is difficult to give full play to its advantages. On the other hand, factors such as large class teaching, students' uneven English levels, and limited teaching resources also limit the effective implementation of task-based teaching methods. In addition, the teaching materials and teaching evaluation system supporting the task-based teaching method are not perfect enough, which also brings some difficulties to the teaching practice.

5. Application strategies of task-based teaching method in College English teaching

5.1. Clarify the teaching objectives and improve the teaching content

The key to task design is to clarify the teaching objectives, take the college English syllabus as the benchmark, and cover language knowledge, language skills, intercultural communicative competence, and other aspects. For example, when teaching business English-related units, the task design should focus on business negotiation. Students are required to use the business vocabulary, common expressions, and negotiation skills of this unit to complete the whole process from negotiation preparation to actual negotiation. This can not only help students master professional English terms but also exercise their language ability in the actual business scene. At the same time, the task content should be expanded and extended with the textbook as the core so that students can deepen their understanding of the textbook content in the process of completing the task.

In addition, the task design should not be divorced from reality and imagination. It should be fully combined with the student's actual life and future workplace needs. It should not only consider the students' interests but also comprehensively improve the students' language level. Design attractive tasks. For students who like movies, film review tasks can be designed. After watching English movies, they can write English film reviews in terms of plot, role, cultural connotation, etc., and display and discuss them in class. This not only stimulates students' enthusiasm for participation but also integrates English learning into their fields of interest.

Moreover, the difficulty of the task should also be taken into account. The primary task focuses on the consolidation of basic knowledge and the training of simple skills, such as basic dialogue imitation, short passage reading and blank filling. Intermediate tasks increase the complexity and comprehensiveness of tasks, requiring students to integrate information and express their views, such as group discussion and writing thematic reports. Advanced tasks focus on cultivating students' innovative thinking and ability to solve problems independently, such as allowing students to carry out English teaching practice activities independently and make reflections and summaries. Students can choose suitable tasks according to their own abilities and gradually challenge more difficult tasks with the progress of learning to improve their abilities.

5.2. Improve the task implementation system

In the process of task implementation, teachers should pay close attention to the progress of different task groups and give timely guidance and help. When students encounter language knowledge barriers, teachers can provide relevant vocabulary and grammar explanations. When there is disagreement or a deadlock in the group discussion, the teacher guides the students to think from different angles to promote the smooth progress of the discussion. However, teachers' guidance should be measured, not affect students' independent exploration process, and encourage students to solve problems through their own efforts. Teachers can visit each group regularly to observe students' performance and record existing problems, to make targeted comments in the summary stage.

In addition, a relaxed and pleasant classroom atmosphere helps to stimulate students' learning enthusiasm. Teachers should create a free and positive classroom atmosphere and encourage students to express their views and ideas boldly. For the positive performance of students, give timely affirmation and praise to enhance students' self-confidence and sense of achievement. At the same time, guide students to respect and listen to each other, encourage cooperation and communication among members of the group, and cultivate a good learning atmosphere.

5.3. Improve the task evaluation system

The establishment of a systematic assessment system is helpful in understanding students' language learning levels. Using the combination of teacher evaluation, student self-evaluation, and mutual evaluation, teachers make a comprehensive evaluation of students' task completion from a professional perspective, including the accuracy of language use, task quality, team cooperation ability, and so on. Students should also reflect on their performance in the process of task implementation, such as participation, effort, learning harvest, etc., which is helpful for students' self-cognition and self-adjustment. Students' mutual evaluation promotes students' mutual learning and communication and they can find their own shortcomings while evaluating others. In the task of film review, teachers evaluate the language standardization and depth of film review, students self-evaluate their ideas and difficulties in the process of writing, and students evaluate each other from the aspects of view novelty and language fluency.

5.4. Comprehensive use of process assessment and summative assessment

Process assessment focuses on the whole process of task implementation and is evaluated through classroom observation, learning logs, etc. The summative assessment focuses on the evaluation of the final results of the task, such as the quality of written reports and oral presentations. Combining the two can evaluate students' learning more comprehensively and objectively. In addition, timely feedback on the evaluation results to students, so that students can understand their advantages and disadvantages, and provide specific suggestions for improvement. For students with excellent performance, encourage them to continue. For students with problems, help them analyze problems and guide them to make improvement plans. In the process of feedback, teachers should pay attention to protecting students' enthusiasm, give priority to encouragement, and let students make continuous progress in evaluation.

6. Conclusion

The importance of a college English education is increasingly prominent in the current era. Teachers should be student-centered, cultivate students' comprehensive language level, and contribute to the reserve of international talents. In this process, the task-based teaching method plays an important role, which can stimulate students' enthusiasm, help students better improve their own language system, and improve students' comprehensive English level. It is imperative to promote the integration of task-based teaching methods and college English.

Disclosure statement

The author declares no conflict of interest.

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