Task-Based Teaching Theory in the College English Classroom During the Teaching Procedure Targeting on the Practice of Analysis

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Abstract
Specifically, this special project aims to review the current literature on "Task-based language teaching theory in the college English classroom". It will raise question about people's current understanding of Task-based Teaching Theory. The necessity of this special project is reflected in the following three aspects. First and foremost, change college students' English teaching concepts and cultivate new international talents are the main tasks of English teaching at present and even in the future. Besides, English teaching based on task-based teaching theory still faces great challenges. In actual teaching, teachers often ignore the questions raised by students so as to catch up with the teaching progress, and this is actually contrary to task-based teaching theory. This special project has great practical significance for stimulating students' interest in learning, cultivating students' learning strategies, improving students' communication skills, cultivating students' autonomous learning ability and research ability, and comprehensively improving students' English skills.
Key words: Task-based language teaching theory, teaching progress, autonomous learning ability, students' English skills

Content

1. Introduction

1.1 The Current Situation of College English's Classroom Teaching

For the college English teaching, its main purpose is to improve the comprehensive ability of different students, and the emergence of bilingual teaching mode promotes the quality of college English classroom teaching and promotes the realization of teaching goals. The effective connection of the two can build a good campus environment and cultivate students' language thinking creativity. In this context, due to the lack of understanding of the bilingual teaching concept and task-based teaching universities, there are problems in teaching cohesion. The emergence of bilingual teaching provides a basis for the changes of English teaching, and adopts corresponding strategies to effectively connect teaching, build efficient college English classrooms, and cultivate students' language organization ability and innovative consciousness (Chen & Wright, 2017). Colleges should strengthen the publicity of bilingual teaching, and build a good learning atmosphere on campus. What's more, universities need to determine teaching objectives, and build bilingual college English classrooms according to the concept of bilingual teaching and innovative teaching models. At the same time, the curriculum setting of bilingual teaching should be re-formulated and the professional level of teachers should be cultivated. Only in this way can a good English campus environment be built for students and students' language communicative ability can be improved.

1.2 Application of Task-Based Language Teaching

TBLT is currently a research hot spot in the international community. Its many advantages in teaching have been affirmed by the majority of educational researchers and front-line teachers (Skehen, 1998). Back in the 1970s, many linguists put forward the concept of TBLT approach for the first time through the combination of theoretical research and teaching practice (Terrell & Brown, 1980). Its extension connotation has been further perfected in the gradual development. Language research experts Brumfit & Johnso (1979) emphasized that the use of communicative approach should be emphasized in TBLT. As to the language teaching in university classrooms, teachers should fully realize that the classroom should be

student-centered. Importance (Wang, 2015). In addition, task-based teaching is regarded as an effective foreign language teaching method, and is recognized as a better foreign language teaching method than traditional teaching methods.

The current challenge for researchers and teachers is that they can not clearly recognize the role of students. The main theory that influence this particular program is the task-based language teaching theory which aims to give students a lot of opportunities to speak English and to encourage them to approach English learning with confidence and enthusiasm (Mao, 2012). The completion of students' tasks cannot be separated from the help of teachers, teachers should encourage the students to communicate actively and overcome some obstacles in English learning (Castro, 2019).

1.3 Design of Learning Tasks

The key to task-based teaching activities is to create a real language activity situation and encourage students to participate, communicate and learn together. For the design of teaching goals and teaching activities, teachers need to ensure that they are close to the actual learning level of students, and they need to meet the goals and requirements of course teaching. Only in this way can students better participate in teaching activities. In addition, teachers can best guide students, so that students "learn by doing" and "learn by using". For example, when the seventh grade taught "is this your...?" in the last semester, after the students have mastered the relevant content, the teacher can ask the students to create a lost and found case of the class, and whoever lost or found something, write a letter Seeking Found or Lost and Found. Students will find this kind of activity very interesting, and they will have something to say every day. The task will be completed naturally, and the purpose of mastering the language will be achieved.

The design of the task should be hierarchical and should follow the principle of connecting back and forth and in-depth layer by layer. A unified goal can be determined first, so that students with poorer levels can learn something, and then it can be expanded to provide room for development for students with spare capacity. Only in this way can all kinds of students have their own gains and a sense of achievement, and can also stimulate their interest and desire to continue learning, and can extend it outside the classroom. Overall, the design of the task should be subordinate to the teaching content, and it should also take into account that it is conducive to improving the integrity, fluency and correctness of the language used by students. Regarding task-based classroom teaching practice, the emphasis is on the rational design of tasks and the stimulation of students' subjective initiative in learning, and the ultimate goal is to achieve autonomous learning.

1.4 Challenges Faced by College English Teachers

According to Liu et al. (2021), most teachers still have a big blind spot for task-based teaching methods. Many teachers do not know how to design task-based drills or the steps to implement task-based teaching methods. Some teachers don't even know what task-based teaching methods are. Kafipour et al (2018) believe that language acquisition is inseparable from content input and the language input must have the characteristics of the students' existing language level. Salimi & Fatollahnejad (2012) believe that output, in addition to improving language fluency, also has the departure, hypothesis testing and metalinguistic reflection. Most of the activities or tasks designed in the classroom stay on mechanical drills and meaningful drills, and the whole class does not meet the standard of task-based drills, and this greatly limits the improvement of students' language application ability (Dao & Newton, 2021). Therefore, it is necessary and imperative for colleges to conduct further development of TBLT method.

2. Definition of Task-Based Language Teaching

Generally speaking, TBLT means that teachers focus their teaching on task-based learning (Wang, 2015). This pedagogy believes that the entire learning process is based on the teaching objectives of the curriculum,

and that all teaching tasks are in the service of the curriculum objectives (Nita et al, 2020). Task-based language teaching has its own unique characteristics and thy can be shown as follows. Firstly, pedagogy is concerned not only with learning outcomes but also with the learning process. Second, the pedagogy emphasizes meaningful teaching activities and teaching tasks. Furthermore, by using this pedagogy, learners acquire language as they take place in the activities and tasks they are involved in (Nunn, 2001). It is well known that communicative and purposeful interactions are very beneficial to language mastery. Here, the teaching tasks designed by teachers are not strictly stipulated. It can be either real activities that occur in real life, or teaching activities specially designed to achieve teaching goals (Mao, 2012). For teachers, the tasks and activities in the task-based syllabus they adopt should fully consider the difficulty of teaching tasks. For learners of different levels, the same teaching task they receive has different task requirements for them (Saifudin et al, 2020). The difficulty of the teaching task is mainly determined by the following factors, such as the learner's own learning experience. In fact, task-based teaching mainly includes the following three stages, namely task formulation stage, task implementation stage, and task completion stage (Sukma et al, 2020). Regarding the tasks in task teaching, it is not a simple list of teaching tasks, on the contrary, it is an indispensable part of the whole teaching curriculum (Castro, 2019).

3. Literature Review

3.1 The Stage of Teaching Task Implementation

In Skehan's view, the implementation of teaching tasks mainly includes three stages, namely the pre-task stage, the mid-task stage and the post-task stage. Regarding the first stage, teachers need to let students understand the corresponding learning tasks, introduce the corresponding learning steps, and actively encourage them to complete the tasks through group cooperation. The main task of students is to collect and further screen, classify, summarize and summarize the data.

The middle stage of the task is the execution stage of the whole task. Teachers can complete the activities of this stage in the form of specific tasks according to the situation of the previous stage. Teachers should work hard to activate teaching materials in this link. Actively create situations for students in various ways, such as designing group discussions, two-person dialogues, role-playing and other communicative tasks.

Post-task stage, this stage mainly summarizes the completion of various tasks in the first two stages. It consists of analysis (the teacher analyzes and evaluates the performance of each group's tasks) and practice. Teachers must help students strengthen their extracurricular oral English practice activities by assigning tasks and create an extracurricular English learning atmosphere. According to the different topics learned in teaching practice, various activities such as oral English competitions, English debate competitions, and English speech competitions can be organized, and tasks and activities can be checked, summarized and evaluated in a timely manner. Each phase of the campaign has specific goals. During the pre-task stage, students can understand the topics and learning tasks under the guidance of teachers, and give students enough opportunities to think. During the task, what students should do is to make full use of their existing language knowledge to complete the learning task.

3.2 Overview of Research Studies on TBLT

Some empirical studies have been complemented on TBLT. Prabhu, a British Indian linguist, formally proposed the task-based teaching method in 1983 after five consecutive years of experiments. Gilabert et al (2016) proposed a learning-centered teaching approach and classified learning tasks into three categories, namely, information-poor activities, thrust-poor activities, and opinion-poor activities. In terms of specific teaching, he divided the task-based learning model into three stages, namely pre-task, task and feedback. At that time, this method caused a huge sensation, but the grading and arrangement of the tasks were very arbitrary, and there was no necessary explanation for the difficulty of the tasks. The teaching mode is based

on the theory of "input and interaction hypothesis" and constructivism theory. By using the task design model of the communicative classroom, Gonzalez-Lloret & Nielson (2015) argues that Task-based learning has a three-stage model, namely pre-task, task-loop, and language-centric.

Bryfonski & McKay (2019) affirmed the above teaching model, and pointed out its shortcomings in theoretical basis. They advocated the cognitive method of language learning, which gave task-based teaching a new opportunity for development. Because the task can make the language acquisition process work by means of semantic negotiation. Long (2016) also mentioned three different instructional task design patterns, namely structural, communicative and intermediate. Each task cycle includes five basic components, namely teaching objectives, language input, task conditions, task procedures, and expected results.

Mora & Levkina (2017) regard task-based teaching unit as one of the ten contemporary foreign language teaching principles. At present, the foreign language teaching community advocates the use of language-use-centered task-based teaching in teaching strategies. They found that the test emphasizes the use of different real tasks to test learners' actual ability to complete tasks and solve problems. The latest research by Ziegler (2016) considers the early stage as the task preparation stage, which aims to unlock the learner's existing knowledge and lay the foundation for new language learning. It provides students with language and communication framework in terms of language input, information sources, communication background, etc., to help students enter the core task stage smoothly. Tavakoli et al (2019) found that the teaching in this stage is mainly to open up existing knowledge and deal with language input, and the activities are mainly to understand interpretive reading and listening.

Benson (2016) pointed out that task-based teaching method emphasizes exposure to language, experience language, language learning and language mastery in the process of doing things and completing tasks. The grammatical structure and grammatical knowledge do not have to be presented to the learners separately, and grammar teaching does not have to be overly prominent and emphasized in the teaching process. It is elaborated on the input mode in task-based teaching, and believed that the effective presentation of language forms was necessary.

4. Rationale and Aims of the Project

4.1 Rationale

Task-based teaching has not attracted the attention of educators, and there are very few teachers who really implement the TBLT method in college teaching (Francom & Gardner, 2013). The design of classroom teaching tasks is not only limited by textbooks, but also affected by many factors, both subjective reasons of students and external objective factors, such as teaching, teachers' personal qualities and so on (Aliasin et al, 2019).

Besides, the logic behind task-based teaching is that in order to achieve a meaningful communicative goal, students will try to overcome the barriers of language communication (Peng & Pyper, 2021). Therefore, strictly speaking, task-based teaching still belongs to the category of communicative language teaching, and it is an extension of the "Compulsory" communicative method.

4.2 Aims to be achieved

The clear definition of the task-based teaching method given by foreign language education experts is the key content of this project, and this will also be the basis for the research on the task-based teaching method. This project considers four standards proposed by Pro Ellis for task-based drills, namely, meaning, information gap, linguistic resource, and communicative outcome. What's more, combined with the content of the activities of college English dialogue courses, this project aims to interpret pedagogical methods and analyze the task by taking classroom activities as an example.

5. Research Process of the Project

The design of classroom teaching tasks is not only limited by textbooks, but also affected by many factors, both subjective reasons of students and external objective factors, such as teaching, teachers' personal qualities and so on (Ellis, 2010). The principles of task design mainly include six points, namely the principle of authenticity, the principle of systematicness, the principle of unity of form and function, the principle of pertinence, the principle of operability, and the principle of interest (Chen & Jing, 2019). Regarding the learning effect, it can be evaluated from many aspects, such as the completion of the task and the accuracy of the language form, which are all conducive to cultivating the fluency of the language and the self-confidence of the students.

Besides, the design principles of this project mainly include six points, namely the principle of authenticity, the principle of systematicness, the principle of unity of form and function, the principle of pertinence, the principle of operability, and the principle of interest. In addition, the tasks completed by learners can be real tasks in life or tasks or activities designed for educational goals in the classroom (Wu, 2018). In a word, the task-based teaching in this project is an important part of the whole system, and it must not be a simple teaching activity and a simple task arrangement.

For college English teaching, its goal is mainly to cultivate students' comprehensive application of English, which is actually a new and higher requirement for English teaching. However, although most Chinese university students have studied English for many years, their comprehensive language ability is weak, and it is difficult for them to communicate fluently with others in English. The traditional "teacher-centered" and "blackboard + chalk" teaching mode urgently needs to be changed. It emphasizes "learning by doing". Through the joint completion of language teaching tasks by teachers and students, foreign language learners can acquire language while completing the tasks. The progress of foreign language learning stimulates the vitality of their creative use of language, so as to better reflect the teaching philosophy of student-centered, autonomous learning and individualized learning.

6. The Case Analysis

The analysis of three different cases can be seen in Appendix. Case analysis 1 is shown in Appendix A, case analysis 2 is shown in Appendix B, case analysis 3 is shown in Appendix C.

7. Implications, Limitations, and Recommendations for Teaching Practice

7.1 Implication

According to the above analysis, it can be found that the teaching design principles of task-based audio-visual courses are as follows: the principle of learner's subjectivity, the principle of stepped task, and the principle of collaborative learning (Chen, 2020). The task design of task-based teaching attaches great importance to the language learning process. Therefore, the task design must help learners to follow their initiative, and the tasks must reflect the learner's dominant position (Li & Zou, 2021). The task design should allow learners to have more opportunities to use language in different situations, and allow learners to further understand the target language based on the feedback information of their own actions. The tasks in task-based teaching are not single or isolated, but are systematic and continuous. Under the organization and guidance of teachers, students discuss and communicate together to establish a learning group and become a member of it. In such groups, teachers and students work together to critically examine various theories, viewpoints, and to negotiate and debate (Ji & Pham, 2020).

Based on the analysis of the above three cases, the results show that teachers should consider the following three points in the task-based teaching activities. First, the design of the task should fully fit the life experience of the students and take into account the interests of the students. Secondly, in task-based activities, teachers should be good supervisors in the classroom and take some appropriate measures to

prevent some learning difficulties from deserting. When students answer questions and report to everyone, they may have some tension. Teachers should create a harmonious and positive classroom atmosphere to reduce students' anxiety. Thirdly, students' enthusiasm for participation is very high, but individual students have poor self-control ability, which can easily cause classroom chaos and affect the thinking of some students. Teachers should prevent the occurrence of a phenomenon in which a few people are studying and most people are watching the fun.

7.2 Limitation

By taking three teaching cases into consideration, it is no difficult to find that task-based oral language teaching also has its shortcomings. Teachers often suffer from inefficiencies in the classroom, and although teachers may have strong teaching ability, students have difficulty focusing on language learning. This requires teachers to spend a lot of effort in task design. The "built-in" syllabus of English learners is not exactly the same as the syllabus designed by the teacher, and is often affected by multiple factors such as the background of the mother tongue. Therefore, the communicative method questions the syllabus based on the grammatical structure. With theoretical support for second language acquisition. However, research also shows that the drawbacks of the immersion teaching method that overemphasizes communication and ignores grammatical structure also exist in the Bangalore model. This problem may lead to the retardation of language learning and development, and temporary or even permanent stagnation.

7.3 Recommendation

For a long time, under the influence of test-oriented education, summative evaluation has been dominant in the teaching evaluation system. This evaluation method only pays attention to students' etiquette and mastery of knowledge, and largely ignores students' subjectivity, initiative and creativity in learning (Calaivanane et al, 2014). Therefore, I combine formative evaluation and summative evaluation. The specific methods are as follows. Firstly, complete the evaluation of students' English level for admission, and then formulate different teaching plans for them. According to the needs of teaching and the age of students, teachers should fully understand the teaching materials and carry out task-based drills in the drills, and cultivate students' thinking ability using English (Xu & Fan, 2022). Then, monitor and evaluate the students' completion of tasks. In the evaluation process, considering the individual differences of students, different evaluation standards are used for different students (Bogaert et al, 2006). Therefore, teachers should continue to explore and summarize in the future teaching practice, so as to further promote and gradually improve this teaching mode (Baralt & Gomez, 2017).

8. Conclusion

In conclusion, based on the above mentioned contents, it is no difficulty to find that the question about how to apply task-based theory to college English classroom is still in the stage of exploration and trial. In English teaching, the task-based teaching method should be used as much as possible to improve students' enthusiasm for learning English, stimulate students' English thinking and language application ability, and purposefully break through difficult points based on students' learning conditions, so as to further master the knowledge they have learned. By taking students as the center, task-based teaching fully integrates students' learning ability when designing teaching tasks, aiming to fully stimulate students' potential and improve their learning ability and ability to deal with problems. Develop its cognitive strategy can cultivate its cooperative spirit and sense of participation in coexisting with others, and it can also allow students to experience the joy of success and realize their self-worth. This is also one of the fundamental requirements of quality education. The student-centered approach of task-based learning is more conducive to prompting students to actively explore language. Develop good independent study habits and language application ability. Many problems are worthy of study and attention, such as the problem of grasping the "degree" of

information gap design, the feasibility of group discussion, the time allocation problem in task design. Overall, all of these are the directions of further research in the future.

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Appendix

Appenix A. Case 1: Section A "Deep Concern"

This project takes Section A "Deep Concern" of Unit 2 in "*New Horizons College English Reading and Writing Course*" as an example, aiming to clarify the teaching of college English reading in college English reading class.

1. Pre-reading Tasks

In order to attract students' attention and stimulate students' interest in reading, it is advisable to introduce teaching content in a variety of forms, flexible and interesting methods at this stage.

Step 1: Leading-in.

First of all, use multimedia equipment to play a conversation between two mothers and daughters that eventually broke up because of their disagreement, thus triggering the theme of this lesson: Generation Gap.

Step 2: Discussion.

Around the topic "What are some of things you and your parents might have different ideas about?" A group of 2-4 people will briefly discuss the current conflicts between young people and their parents and let some Students report the results of the discussion.

Step 3: Task presentation

  Introduce the specific requirements or methods and techniques for completing the reading task, as well as the formal steps taken, and then assign the reading task to present the problem to be solved in this lesson: Why are there generation gaps between sandy and her parents?

2. Reading Task

The teaching task at this stage is to help students understand the author's intention, the structure of the text and the specific content. Therefore, this project designed the following tasks for students:

● Fast-reading

Have students read the full text quickly and complete Find the general idea of this passage.

● Details reading

Presenting with Multimedia Devices: Find out the examples from the text with these devices for developing the statements: Dialogue/Narration/Comparison and contrast.

After analyzing the structure of the article, the teacher will also give an appropriate explanation of the difficult words and sentences in the article, so as to strengthen the understanding and memory of the new words and expressions, and lay the foundation for the actual expression.

Reading and speaking: Answer questions such as:

(1) Why did Sandy's father shout at her?

(2)What different ideas about music between them?

● Note-making

DIFFERENCES BETWEEN SANDY AND HER PARENTS

Music: (horrible stuff, weird, offensive, ...)

Clothes: (disgusting, old,...)

These topics help students to master the details and further get a good knowledge of the article, and they can cultivate and train students' oral expression ability.

3. Post-reading Tasks

The purpose of this stage of teaching is to help students consolidate and express reading content, and use what students have learned to complete practical tasks in real life.

● Step 1: Let students play different roles in groups according to the content of the note-making on the screen, and creatively retell the text, providing students with an opportunity to improve their oral expression skills and show their own style, so that their understanding of the text rises to a level. new heights.

● Step 2: Start a discussion. How can the old and the younger generation have real communication with and understand each other? Students practice language in a positive and active atmosphere, and teachers praise and encourage students with outstanding performance.

● Step 3: Homework after class. With the title "Bridging the Generation Gap", use the narrative techniques learned in the article to continue the story. Thereby extending the tasks in the classroom. In the above task activities, through the real language, interesting activity design, and task chain task links, students can not only improve their knowledge and skills, but also form the use of knowledge and skills.

Appenix B. Case 2: Unit2 "Saving the World"

Unit2 saving the world in the ninth grade textbook of Renai Edition is about the teaching content of environmental protection. The three topics of this unit are specific to different aspects. Topic1 introduces the problem of environmental pollution and introduces different types of pollution. Topic2 mainly talks about the harm caused by environmental pollution, and shows students the harm of environmental pollution through events close to life. Topic 3 mainly talks about environmental protection issues. For each problem, the textbook itself provides specific solutions for students to participate in activities. Such as: carrying out inter-school environmental protection surveys, writing letters to TV stations to reflect urban pollution, understanding the situation of the Three-North Shelterbelt, learning how to plant trees, vegetables, flowers, etc. According to the plan provided in the textbook, on this basis, we have done a lot of supplementary activities, the content is as follows.

1. Watch Videos, Find Information, and Report Within a Limited Time
First, let students understand the environmental conditions of the earth, and use visual effects to shock people to emphasize the importance of environmental protection. We have all seen such a public service advertisement: the last drop of water on the earth is our human tears. There are many more such ads. Students are required to search for environmental protection information on the Internet, provide a website, such as www.huanjing.com; provide the name of a newspaper and magazine, such as "China Environment News", and arrange to find specific content, such as: learn about the most polluting factories in the area; learn about the most polluting factories in the area. Serious areas and their causes: Guess the reasons for the extinction of dinosaurs and provide scientific evidence: Draw a column chart of the water resources status of each province in the country to understand the degree of water shortage in this province: Draw the range of the Three North Shelterbelt on the map, etc. To accomplish the above tasks, students must rely on multiple sources of information, especially online information resources. After completing the task, the students are required to make an oral report within a time limit of about 5 minutes in class, and this is very rewarding.

2. Expressing Opinions
Conduct surveys and interviews with students on an environmental issue based on the text, ask for their opinions, and allow them to fully express their views. As a result, the deeper the discussion, the clearer the point of view, and the creativity of the students was brought into full play.

3. Script Performance
According to the psychology of good performance of junior high school students, teachers can use the form of skit performances to combine language knowledge and application to increase interest. With the theme of environmental protection, students form groups of 4-8 people in groups to write, direct, and perform some short plays with simple language and vivid content, such as "Bear and Cat Mi has moved", "Red-crowned Crane is back" , "The Faucet Stops Crying", etc., in the form of dramas. Activities must give students sufficient preparation time. Teachers can do some guidance work such as revising the script. The school and society must support and cooperate to guarantee the development of the activity.

4. Investigation and Practice
In order to let students understand the society and go to the society, students are required to conduct a field survey on the surrounding environment to find out the polluted areas and the behavior of people polluting the environment. Send questionnaires to people, publicize to residents, stop polluting behavior, organize groups to carry out environmental protection actions, such as: collecting waste batteries, cleaning the environment, turning waste into handicrafts: carrying out your throw me pick up, planting trees and flowers, adopting trees, etc. Students activities within your means. After returning to school, write a report in English on the phenomena you see, and write a proposal letter to government departments or newspapers, calling on

the whole society to pay attention to the environment.

The above task types appear in order from simple to complex, from inside to outside of class. With the gradual development of the activity, higher requirements are put forward for students' language knowledge, language information external processing ability and thinking ability, which reflects the training process of real language knowledge application ability.

Appenix C. Case 3: "Marriage Across the Nations"

This case takes the teaching design of a chapter topic "Marriage Across the Nations" in the college English intensive reading course as an example, and discusses how to apply this method in the college English classroom through the analysis and reflection of this case.

The teaching content of this unit ("Marriage Across the Nations") is about international marriage, learning English expressions about love and marriage. The learning content of this unit is very suitable for task-based teaching. You can learn and master the language knowledge to be cultivated. The teaching task focuses on different learning skills. He does not think that the teaching of this content is purely language teaching. On the contrary, it is a teaching tool aimed at the language of learning. In this way, students will be attracted because of interestingness and practicality of this topic, so they can use it in learning and middle school, so as to receive good results.

1. Task 1: Pre-class Task

Let students find information about love and transnational marriage before class for discussion and presentation in class. Library, Internet and other channels can be used. Requirements: Students can present the information they have collected to others in the form of courseware, and they need to use their existing knowledge as much as possible to make it easier for others to understand.

(Design analysis: The topic of love is very attractive to students. This time, asking students to collect information can stimulate their interest, because the information they find is closely related to their own life. Feez (1998) believed that the task-based teaching method emphasizes the process rather than the result, and this method mainly focuses on the whole process of learning. In this task design, its teaching method is very effective, and it works simultaneously from time, space, and content. More importantly, this classroom teaching activity has also been extended to life outside the classroom, which is rarely used in previous teaching.)

2. Task 2: Group Work (Discussion)

Divide the students into 8 groups (5 members in each group), let the students exchange and discuss the relevant information collected before the class in the group, and then summarize and organize the most representative content for preparation in the whole class. for display purposes.

(Design analysis: This task is a "panel task", which requires students to piece together some scattered information into a whole. The information the students find are not the same, and this design conforms to the principle of information difference in the design of task activities. This task starts from From another perspective, it is also a "decision-making task", which allows learners to choose one outcome through negotiation among multiple outcomes.)

3. Task 3: Team Work

Display the content of group discussion, communication and arrangement in the previous task to the whole class. Students can use multimedia teaching equipment, video, pictures and other teaching aids. Ask students to choose the best two groups in the class and give them a reward.

(Design analysis: This task belongs to "information difference task" and "exchange of opinions task". This activity can cultivate learners' awareness and ability of cooperative learning. In addition, it also reflects the motivational principle in task design.)

4. Task 4: Role Play

Suppose two people from different countries are in a relationship (named Mark and Gail), but the woman's parents object. Let each group of students participate in role-playing, with five students playing the roles of the hero and heroine in the story, Gail's father and mother, and the narrator of the story. Act out the conversation between them in front of the class.

(Design analysis: For this teaching task, both in content and form, it is very in line with the actual life of students, which also meets the requirements of the authenticity of teaching design, which can greatly enhance the motivation of learning. For learners, they can also experience a more relaxed learning atmosphere, and then devote themselves to learning.)

5. Task 5: Post-task

Ask the students to form freely, and prepare a group of four to prepare an English TV interview program: introducing the traditional wedding in their hometown. (1 person is the host, and the other 3 people are interview guests). Perform to the class next time.

(Design analysis: This design is challenging, interesting and attractive, which can fully mobilize the intellectual and emotional factors of the learners, and make the learners feel fresh in the activities. At the same time, applying the learning content to the spoken language is beneficial Cultivating students' creative thinking ability is conducive to solving problems in foreign languages, and is conducive to the improvement of comprehensive language ability.)