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The application of task-based teaching in business English teaching

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ABSTRACT

Task-based Teaching in Business English is more and more widely. It can stimulate students' interest in business English, help to train the students' comprehensive language ability and help students to develop overall. This article describes the characteristics of Business English courses, the characteristics of task-based teaching, the application of task-based teaching in the Business English class, and the demands of task-based teaching on teachers.

KEYWORDS

Task-based teaching method; Business English; Communicative competence.



INTRODUCTION

With the advent of the era of globalization, business English is becoming more and more important. So, what is business English? Business English is to adapt to the language requirements in the workplace as the purpose, which involves all aspects of the business activities. Business English courses don't simply aim to improve students' English level and ability, and it is more to teach students the management concept of western enterprises, work psychology, working methods, even how to deal with foreigners, how to work with them, as well as their living habits, to an extent it is included in the concept of culture.

As Business English itself has some certain particularity, its training goal also has certain uniqueness. Business English teaching requires students not only to have the basic knowledge of English language, but also to use English language as a tool to obtain professional knowledge, such as foreign trade, finance, economic management, in order to cause students to become inter-disciplinary talents in the field of international business. From the characteristics of business English courses and training objectives of Business English teaching, Business English has better practicality, marketability and sociality than general English. Language knowledge is the foundation knowledge and tools, and business knowledge based on language knowledge is the key. Therefore, in the business English class, teaching should be centered on business knowledge, introduce the latest development of international business activities, business theory, enterprise operation and management. The teaching of language knowledge, the analysis of language points, and the interpretation of the words should be put on the secondary position. It is extremely important to choose the appropriate teaching mode and teaching method by connecting language and business^[1].

TASK-BASED TEACHING METHOD

Task-based teaching method is to organize teaching according to tasks. In the process of task performance, through the way of participation, experience, interaction, communication and cooperation, the learners will be given full play to their cognitive ability, their existing resources aroused in the target language, perceiving, understanding and using the target language in practice, the learners learn in "doing" and "applying", which reflects the advanced teaching idea--a kind of effective foreign language teaching method which is worth promoting. In recent years, the teaching theory of "doing things with language" is gradually introduced to English class teaching in our country, which is one of our language teaching reforms. The theory is that the mastery of language is mostly used in activities as a result, rather than just the result of the training of language skills and language learning. In the teaching activities, teachers should revolve around a particular communication and language programs, design a specific and operational tasks, and students should complete the task to achieve the goal of learning and mastering the language through expression, communication, negotiation, explanation and consultation, etc.

Task-based teaching method has many advantages: 1. Complete a variety of activities to stimulate students' interest in learning; 2. In the process of completing the task, combine language knowledge and language skills to cultivate students' comprehensive language using ability; 3. Promote students to actively participate in language communication activities, inspire their imagination and creative thinking to exert their activity; 4. There are a lot of activities in groups or pairs where everyone has their own task to complete, which can be better for the student to carry on the teaching; 5. The large amount of information helps to broaden students' knowledge; 6. Learning knowledge in the activities, cultivating interpersonal communication, thinking, decision making and strain capacity, is conducive to the all-round development of students; 7. In task-based teaching activities, the teacher inspires every student to have independent thinking, opportunity to actively participate to maintain their enthusiasm of learning, develop their good study habits.

Task-based teaching method should follow a few basic principles:

(1) **The principle of authenticity.** Namely in the design of the task, the input material used should be derived from the real life, at the same time, the task of scene and specific activities performed should be close to the real life as far as possible so that the use of language and skills can also be effectively applied in real life^[2].

(2) **The principle of consistency.** That is to say, how to make a design task in the process of implementation becomes coherent and fluent logically. Task-based teaching is to complete or achieve the teaching goal through a series of tasks or several subtasks which should be interconnected and unified under the teaching objectives or targets, at the same time to join each other in the content.

(3) **The principle of operability.** Operability should be considered in the design of the task, try to avoid those too many links or too complicated classroom tasks. When necessary, provide students with the mode of operation.

(4) **The principle of practice.** In the design of the task, avoid the design tasks for the task mission, designers should create conditions for students' individual activities as much as possible, use the limited time and space, provide interaction and exchange opportunities for the students to achieve the desired objectives.

(5) **The principle of interest.** One of the advantages of task-based teaching method is to effectively motivate learners' learning motivation through interesting communicative activities, so that they can actively participate in the study. In the design of the task, therefore, the very important point is to consider the interest of the task; mechanical, repetitive tasks

can make students lose interest in participating, so the task should be in the form of diversification. It is important to note that the task of interest are not only from the task itself, but also from several aspects, such as people's participation, the multidirectional communication and interaction, interpersonal and emotional communication, the excitement and a sense of accomplishment to solve a problem or to complete the task and so on.

BUSINESS ENGLISH TEACHING BASED ON THE TASK-BASED TEACHING METHOD

Task-based teaching method is emphasized "learning in doing", "learning in using", which advocates that learners' class participation and close ties between classroom language learning with language activation after class. Business English teaching is a practical course, therefore, in business English teaching, teachers should focus on learning tasks and teaching process, at the same time, according to the specific business scenarios and the level of students' ability to design teaching activities, teaching can be in accordance with the following procedures:

(1) The phase before the task

At the stage before the task, teachers are mainly to let students know clear learning objectives, learning contents, and around the characteristics of business English, do the relevant arrangement work, set up classroom environment based on the spirit of the task-based teaching method, emphasize "learning in doing", "learning in using". The specific operation method is that the teacher introduces the requirements of the mission and goals, and then divide students into several groups with business dealings behavior, relocate the roles of students, put forward the corresponding role demands, and then set up good business simulation environment to ask students to consult the relevant information, understand the tasks required for her role in the relevant business knowledge, including the construction period, cost, quality, the bidding documents, etc. The teachers and students should ensure the effective and smooth language expression. This phase will activate the background information, ease students' processing load, which is of great significance, directly affecting their learning interest, understanding to accept and the effect^[3].

(2) The phase of the task

This phase is the focus of the whole class activities. After clear learning objectives and learning tasks, students will have great expectation of further learning. Students will learn the basic knowledge, namely the relevant concepts, terminology and common sense. Teachers combine the basic knowledge and typical cases, put the abstract knowledge into the specific case of task-based teaching method in the application of business English teaching, let the student in the task scenario atmosphere to learn business knowledge and language skills, students can easily accept the basic knowledge seemingly dull.

Tasks in the phase of specific operation method can be divided into three steps:

The first step is grouping; the students should be divided into several groups through personal presentation, to complete the task ---the quotation, the estimation and the tender. Decorate the classroom into the scene of the real bidding situation; build the atmosphere that gives real bids.

The second step is planning, students should prepare for the third step to complete the task, collecting language points, relevant business knowledge and role assignment, etc. The importance of planning is to make the report content clear, appropriate, and orderly. Teachers can provide the following information before bidding:

bidding documents 招标文件 ;

tender book 投标书 ;

tender bond 投标保证金。

The third step is reporting, the teacher let the groups report their results, students can ask questions or score to involve in it,

(3)The phase after the task

Tasks in the final stage are mainly discussion and summarization, which mainly has several objectives: first, the opportunity to redo the task; second, let students reflect on the completion of the mission; third, remind students to pay attention to language form, especially the problems in the process of language form after completing the task. Teachers should organize the student to the discuss the task so that they can make students more clear about their mission, at the same time, can deepen students' understanding of theoretical knowledge and help to develop students' team cooperation consciousness. Teachers in the process will be a bystander, and make students become the main body. Summary will be completed jointly by teachers and students and can be done from the task of design, execution and eventually to the summary of the positive and negative aspects. This allows students to supplement and process their learned language, so as to master the knowledge better.

THE TASK-BASED TEACHING METHOD TO TEACHER'S REQUIREMENTS

Due to the diversity of the purpose and requirements of business English learning, the traditional teaching method only involves key and difficult teaching content, teaching steps, emphasize the project according to the regulations of the

syllabus and teaching materials of language teaching, therefore, the traditional teaching method can not adapt to the current business English courses. Task-based teaching method can provide greater space for teachers; teachers can design teaching activities according to the specific situation of the students and teaching resources, therefore, the task-based teaching method put forward higher requirements of teachers:

(1) The teacher must adjust the teaching content and teaching method according to the students' learning goals and requirements in a timely manner. Teachers must understand the student demand for the application of language in real life, so they can really stimulate students learning interest and learning motivation.

(2) The teacher should categorize learning needs, according to the different situation, design a different task type. The content should be a wide range of information, be able to fully cover all aspects of the business communication.

(3) In the process of students performing a task, the teacher should provide the necessary help and support. Encouraging students to communicate, but don't be too quick to point out the mistakes made by students, affect the enthusiasm of students to learn, create a relaxed learning environment, let the students boldly practice. In business English teaching, teachers always should remember, meaning expression and tasks completed are prior to the language expression.

(4) After students do the report, teachers should give students feedback in time. Also seek other students' feedback at the same time; the combination of these two kinds of opinions can make students more clear of the task goals.

(5) Teachers should design a good task, which is the appropriate task. If the task is difficult, the students are helpless, if the task is simple, the enthusiasm of students cannot be aroused, therefore, when using the task-based teaching method, teachers need to improvise, flexibly process, but also according to the requirements of the students with different performance, make the appropriate response. When designing tasks, teachers should consider the possibility of various situations as far as possible.

CONCLUSIONS

With the development of global economic integration and with the increase of China's growing economic cooperation with countries around the world, business English is facing greater development opportunities, serving as the more and more important role in social economy, social demand for international business talents is becoming more and bigger. So the task of cultivating such comprehensive talent is very pressing, business English teaching is faced with great challenge. Task-based teaching method in business English teaching is to simulate real business activities in class, so as to cultivate students' ability to use English and business knowledge. Teaching practice proves that task-based teaching method can stimulate students' interest in learning, help to cultivate students' comprehensive language using ability, is conducive to the all-round development of students, therefore, the use of task-based teaching in business English teaching has become one of teaching choices.

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