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THE APPLICATION OF TASK-BASED TEACHING METHOD IN THE CLASSROOM TEACHING OF THE CHINESE DEPARTMENT IN ELTE

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ABSTRACT

Starting with discussing the definition and theoretical basis of task-based teaching method, the authors studied and discussed the classroom model of task-based teaching method in combination with the present situation of primary oral Chinese teaching at the Confucius Institute of Eötvös Loránd Tudományegyetem university in Hungary. The author tried to use task-based teaching method based on the introduction of questions, student to practise in groups and teachers' feedback. With this practice, this paper finds that Task-based teaching method holds that the design of teaching tasks should be close to the authentic situations and cannot be divorced from the actual situation. With this method, we can better improve students' Chinese level. This research provides insights to the language teachers for improving the effectiveness of classroom teaching especially in the context of learning Chinese as a foreign language.

Keywords: Task-based teaching method; Elementary spoken Chinese; Chinese as a foreign language; Classroom teaching mode.

1. INTRODUCTION

1.1 Definition of task-based teaching

The task-based teaching method refers to: "By allowing learners to complete various tasks to achieve the purpose of using language flexibly and skillfully, that is, learners learn and master language through various language activities such as expression, communication, negotiation, interpretation, inquiry, and complete a variety of Communication activities Zhao, Xin, E. (2009).

The word "task" was introduced into the literature of Applied Linguistics in the early 1980s. As a teaching method, not only does it arouse the interest of applied linguists and foreign language teachers, it is also closely related to the outline design and the development of teaching materials. Tasks are different from traditional "exercises" or "activities". First, the task is purposeful; Second, the task usually produces non-verbal results, while exercises always produce verbal effects. Third, the task is open, that is to say, the task is not accomplished by a set of predetermined patterns or methods. The language used is optional, unfix, and unrestricted; fourth, the task is communicative or interactive SuoLei (2004). Wills (1996) divided the task into three stages: Pre-task, task cycle and language focus.

2. LITERATURE REVIEW

2.1 The theoretical basis of task based teaching method

2.2 The Social interaction theory

According to the theory of interaction, students' interaction in class is the link of language input and output. In order to solve the difficulties encountered in communication, it is necessary to engage in meaningful communication at first. How to determine whether the output is correct or not depends on the feedback during the interaction (Hegtvædt & Turner, 1989).

How to know whether the input person has mastered the new language form or not depends on whether he/she can understand the meaning expressed by the output person when the output person decides to express it accurately. When the input person can not understand the meaning, the output person can adopt a measured tone with a considered pace in time or change the way of expression, with the aid of media language and body language. As a result, the input person can understand the meaning of his/her expression. In fact, in task-based teaching activities, in the process of implementing activities and completing tasks, students will adjust and process the acquired language information according to their own language level, and understand in the process of implementing activities and completing tasks, thus promoting the successful completion of the task.

2.3 The theory of constructivism

Piaget is the presenter of constructivism theory (Ackermann, 2001). He believes that "knowledge is constructed internally by learners and influenced by social culture. Learning is not an independent behavior, but a community behavior." The essence of learning is to expand, supplement and construct new knowledge on the basis of original knowledge. Task-based teaching pays more attention to the interaction between the importer and the exporter to complete the task with the commonly used form of group activities. This method follows the principle of regarding students as a primary part and teachers as the secondary part in the whole teaching process. According to the elements of learning environment, students can finally construct, absorb and utilize new knowledge in real situations.

2.4 Sociocultural theory

Social and cultural theory plays a guiding role in the application of task-based teaching. Social-cultural theory holds that learning and cognition appear in a certain social environment, so they must be influenced by it. In the process of completing communicative tasks, students can not only solve the problems they face, but also recombine, supplement and expand their knowledge to acquire new knowledge. And then acquire a second language in the process.

Language learning is a kind of social practice, and task-based teaching is a process in which the input person and output person communicate and learn from each other, so learning is a situation activity. The task environment designed by Chinese teachers, as a foreign language must conform to the real world, and fully adopt various cultural methods. For example, teachers can show Chinese calligraphy, introduce the traditional habits of Mid-Autumn Festival and Spring Festival, demonstrate the drawing of Chinese paintings, and play videos of Peking Opera, Huangmei Opera and Kunqu Opera. Under the social and cultural background of the non-target language, students can empathize with each other, maximize the completion of teaching tasks, and their

curiosity about the culture of the target language countries can be satisfied, thus enhancing students' enthusiasm for learning Chinese and helping them successfully complete Chinese learning.

2.5 Cognitive theory

Cognitive psychologists pay attention to the nature and changes of learners' psychological structure. They think that "learning is the process of processing and cognitive construction of copied information" Zhang Jianwei (1996). The traditional language teaching activities pay more attention to the form and ignore the practical content. However, task-based teaching activities make up for their shortcomings. They not only pay attention to the form part, but also care about the ability to absorb and use the language. Cognitive theory holds that learning practice is the process of processing and reconstructing new language points on the basis of old knowledge, so as to achieve meaningful learning process and better use the language to express their own meaning. Interaction theory, constructivism theory, social culture theory, cognitive theory and their research results are actually a process of mutual link, and the theoretical basis promotes the improvement of task-based teaching. At the same time, task-based teaching also promotes the development of these theories.

2.6 Second language acquisition theory

Language acquisition refers to the unconscious use of a certain language in daily life. And learning conscious learning activities. Krashen explained these two concepts for the first time in 1982. He believes that the process of language acquisition is not through communication. There are different stages in the process of language acquisition, which requires us to understand before teaching activities. We should know that language acquisition is affected by different factors. In 1983, Long pointed out that language learners must acquire the ability to use a certain language through natural acquisition, namely, so-called "dialogic interaction". However, only the mode of imparting and instilling by the exporter cannot enable language learners to acquire language.

Task based teaching advocates student-centered, learning by doing, and pays more attention to the process of learning. Task based language teaching is to stimulate students' learning motivation and motivation through the arrangement, implementation and feedback of tasks. When students complete the task, it is the process of language learning and input. At the same time, it achieves the purpose of combining learning task with communication task.

3. MATERIAL AND METHODS

3.1 The application of task-based teaching method in teaching Chinese as a foreign language

The operation simulation process of task-based teaching can be roughly divided into three stages, namely, pre-task phase, during-task phase (also known as "during-task phase") and post-task phase. The author uses his own ideas to analyze the implementation methods of each step. Here, taking Lesson 7 of Volume II of Chinese Textbook between China and Hungary as an example, how to apply task-based teaching method to Chinese teaching as a foreign language is explained in detail.

4. RESULTS AND RECOMMENDATIONS

4.1 Pre-task stage

The first stage of the task is the introduction link in classroom teaching. The author adopts the problem-based teaching method.

Review the grammar "le" (了) and "V+ guo" (过) of Lesson 5, "I'm Sick", and introduce new grammar conveniently. Deepen understanding and memory, stimulate students' interest in new grammar knowledge. In addition, "le" and "V+ Guo" are introduced into "Shi de", which makes a summary and analysis of students' mastery of the three expressions "past events" in Chinese. For example:

Teacher: Where did you go yesterday? What have you done? Review "le" (了)

Student: I went to the supermarket, school and met my friends yesterday.

Teacher: Have you ever been to a Chinese restaurant? (The teacher asked the students to answer with "V+ guo (过)"-about the grammar it means that the action happened and special experience, if just ordinary experience normally we will not use the structure for example: two Chinese will not ask "have you ever taken the Chinese subway when they are greeting, but if the Chinese greet foreigner the sentence and grammar can be used, so we should use the grammar according to the given situation.

Student: Yes/No.

Put forward new sentence patterns

Teacher: When did you go? (writing on the blackboard)

Student: Last year/ last week.

Teacher: Did you go last year/last week?

Students: Yes.

Teacher: Say it in a complete sentence please.

Student: We went last year/last month. (writing on the blackboard)

Teacher: How did you get there?(writing on the blackboard)

Student: We went there by subway.(writing on the blackboard)

Teacher: Who did you go with? (writing on the blackboard)

Student: We went with friends/parents. (writing on the blackboard)

Blackboard designing is as follows:

How did you go?

Did you go alone...?

When did you come to school today?

How did you come to school?

Did you come alone?

Summarize the grammatical structure and write on the blackboard as follows:

	time
	location
	way
是 +	purpose +V+ 的
	subject
	object

Teachers can use the relevant experience of students. For example, most students have been to Chinese restaurants. Therefore, combining the imported questions with the language knowledge to be learned can arouse students' attention and arouse students' enthusiasm for communication to a greater extent.

4.2 The during-task phase

This phase is also the core phase of the mission. First of all, the students are divided into groups, and the students are encouraged to use the Chinese language boldly. The teacher carefully observes the students' performance in the expression, and helps them when they encounter difficulties in communication.

The first stage of mechanical exercises:

This stage is also the core of the task. First of all, the students are divided into groups, and the students are encouraged to use the Chinese language boldly. The teacher carefully observes the students' performance in the expression, and helps them when they have difficulties in communication.

After explaining the words, sentences and articles, give the students a table and ask them to retell the text according to the table. The sentences in the table are all followed by "yes Let the students master the sentence pattern of the text.

The second stage, meaningful practice activities

	Time		
Teacher (Ask)	When did you buy it?	Who did you go with?	Where did you buy it?
Students (Answer)			

Give the students a form and ask for each other's information in groups. Then make a report.

Name	Where did you go?	How did you get there?	When did you get there?	When did you come back?	Whom did you go with?
Students					

However, the subject is "A place where you have been recently" with the aim of asking each other based on this subject. In the process of questioning, students have changed formula to meaningful sentences. This is also the beginning of students' conscious use of language.

Teaching practice shows that letting students know the train of thought of Chinese expression is conducive to enhancing students' confidence in learning Chinese.

4.3 post-task

This stage is the processing stage after the task is completed, and the teacher leads the students to evaluate the language used in the process of completing the task. In this process, the teacher should first summarize the completion of the task.

In the end, the teachers summarized a place they have visited. The format is "... (to say the name of the classmate) I have been to... recently, did he/she...(when) went, he/she was...(with Who did it go? He/she went...(how), he/she went...(what), did he/she...(when) came back."

The teacher writes a dialogue on the blackboard, leaving blank spaces during the writing process, for example:

A: What did you do yesterday?

B: I eat _____.

A: Did you eat _____? (Ask the time)

B: I _____.

... and so on, Leave information such as "time; place; method; with whom; how to get there" blank. In this way, teachers can not only make a general summary of the content and activities learned and the tasks completed by students, but also enable students to make up for the omissions and finally complete the overall teaching task.

5. CONCLUSION

Task-based teaching method holds that the design of teaching tasks should be close to the authentic situations and cannot be divorced from the actual situation. Students can accomplish tasks meaningfully through group cooperation mode or report performance form. The purpose is to enable students to apply what they have learned, accurately use various sentence patterns in different contexts and occasions, comprehensively use Chinese, and focus on the appropriateness of language learning.

Therefore, we say that task-based teaching method can arouse students' enthusiasm to a greater extent, and then improve their communicative competence, thus achieving the ultimate goal of task-based teaching method and making students speak Chinese boldly.

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